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INFLUENCE OF MADRASAH PRINCIPAL'S POLICY ON TEACHER PERFORMANCE AT FLAGSHIP MADRASAH IBTIDAIYAH JOMBANG

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Abstract

Teacher performance is a crucial element in education. Several issues related to teacher performance include the mismatch between academic disciplines and teaching areas, which hinders students' understanding, the qualification of teachers not meeting the required standards, teachers' welfare not being fulfilled, and a lack of understanding of the 2013 Curriculum (K13). According to the UNESCO Global Education Monitoring (GEM) Report 2016, Indonesia ranks 10th out of 14 developing countries in education, with the quality of teachers ranking 14th. This study aims to analyze teacher performance, madrasah head policies, and work motivation at MI Mujahidin Parimono Jombang. Using a quantitative approach with saturated sampling, the study involved teachers as respondents and utilized a questionnaire with 45 statements. The results showed that partially, the madrasah head's policy did not significantly affect teacher performance (sig. T = 0.916 > 0.05), while work motivation had a significant effect (sig. T = 0.041 < 0.05). Simultaneously, the madrasah head's policy and work motivation together significantly affected teacher performance (sig. F = 0.000 < 0.05).

Keywords: *Madrasah Head's Policy, Work Motivation, Teacher Performance*

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INTRODUCTION

Teachers play an important role in educating the nation, but still face major challenges. One of the main problems is the mismatch between the teaching field and the teacher's educational background, as well as a lack of understanding of Curriculum 2013 (K13), which demands active and participatory learning. This often causes obstacles in implementation in the field (Anugerah, 2020, p. 2).

The welfare of teachers, especially non-civil servant teachers, is also a serious issue. Low salaries force them to look for additional work, which affects their dedication and concentration in teaching.

The 2018 PISA survey shows that Indonesia ranks 72 out of 77 countries in education quality, with teacher quality as one of the main causes. A 2016 UNESCO report also ranked Indonesia 10th out of 14 developing countries, with teacher quality coming in last (Maura, 2018, p. 1). While the number of teachers continues to grow, many do not meet the qualification and certification standards necessary to teach effectively. The quality of teachers really depends on the ability to identify, analyze learning and teaching problems, as well as the ability to solve problems in the classroom. Therefore, teachers need to continue to strive to improve their professional quality as a teacher (Hambali, 2023, p. 212).

The factors mentioned are intertwined with each other. Improving the quality of education in madrasah ibtidaiyah requires a holistic approach, taking into account aspects of teacher performance and the educational environment. These improvements include supportive government policies, professional training and development, and improved teacher welfare to create quality education that builds the foundation of character and knowledge for the younger generation (Mohtar, 2019, p. 7-8).

This research was conducted at MI Mujahidin, which is unique in integrating general knowledge with Islamic education, creating a comprehensive learning environment for primary school-age students. Here, students not only learn general subjects such as maths, science and Indonesian language, but also get a strong Islamic religious education. It aims to mould students' religious character from an early age while equipping them with the academic knowledge needed to compete in the future.

MI Mujahidin attracts students from various neighbouring villages, and the institution has a good reputation in terms of teaching and religious values. One of the flagship programmes implemented is the dhuha prayer in congregation every morning, which teaches the importance of discipline and togetherness in worship. In addition, the tilawati programme is also compulsory for all students. This programme becomes an integral part of the curriculum, helping students not only master academic aspects, but also strengthen their faith and piety. Although MI Mujahidin has various excellent programmes, it also faces challenges in terms of the quality and performance of some teachers. Some teachers in this madrasah have not achieved an optimal level of performance, which is due to the lack of competencies required as a madrasah teacher. Lack of training and professional development is also a factor that affects teacher performance.

This is where the role of the madrasah principal becomes very important. The madrasah principal is responsible for creating policies that support the progress of the institution, as well as being an agent of change who can motivate and encourage teachers to continue to develop. Effective madrasah principals focus not only on school administration, but also on improving teachers' welfare and motivation. Teacher welfare is often a sensitive issue, especially for non-civil servant teachers who do not receive adequate salaries or allowances. Without sufficient attention to their welfare, teachers' motivation may decline, which in turn has a negative impact on the quality of teaching (Amini, 2008, p. 9)

Teacher motivation is a key factor in improving their performance. According to Gozali Saydam, motivation provided by a leader greatly affects the morale of subordinates. If a leader, in this case the madrasah head, does not pay sufficient attention to the social and professional needs of teachers, their performance will decline, internal conflicts will probably increase, and morale will decrease. Therefore, the madrasah head at MI Mujahidin must play an active role in creating a supportive environment, giving appreciation to outstanding teachers, and ensuring that their social and professional needs are met.

Another challenge is the lack of appreciation given to teachers by the madrasah. Rewards are not always material, but can also be in the form of recognition or appreciation of teachers' contributions. These rewards are important to maintain morale. Unfortunately, in some madrasahs, attention to this aspect is still lacking, which makes teachers feel unappreciated, thus lowering their motivation.

These problems indicate that improving the quality of education at MI Mujahidin depends not only on the excellent programmes implemented, but also on efforts to improve teacher competence and welfare. As an educational institution that combines general knowledge and religious education, MI Mujahidin has a great responsibility in producing a young generation that is intellectually and religiously intelligent. Therefore, concrete steps to overcome this challenge are needed, both through training and professional development for teachers, as well as policies that support their welfaren. (Nurhafidzhah, 2018, p. 6-7)

Khoerotunnida's (2017, p. 18) research shows that the madrasah head's strategic policies, such as providing uniforms, promotion, and minimum education requirements, are effective in improving teacher motivation, discipline, and professionalism. This is relevant to efforts to analyse the policies implemented at MI Mujahidin, which are also expected to positively influence teacher performance (Khoerotunnida, 2017 p. 18) . Meanwhile, Syifa Musyafa's research (2019) showed that the principal's policy contributed 21.1% to teacher performance. Although the contribution is not significant, this study is still the basis for understanding the extent to which

the madrasah principal's policy at MI Mujahidin has an impact on teacher performance, taking into account other factors such as personal motivation and work environment (Musyafa, 2019, p. 69)

Although the contribution of principals' policies is not absolute, the study still shows that strong leadership and appropriate policies from principals are crucial in creating a conducive working environment for teachers. Effective leadership can encourage teachers to be more motivated in carrying out their duties, both in terms of teaching, self-development, and contributing to improving the quality of education in schools. The leadership of school or madrasah principals also has an influence on the establishment of a positive work culture in schools, which directly or indirectly affects teacher performance (Musyafa, 2019, p. 69)

Based on this background, this study aims to analyse how madrasah principals policies in MI Mujahidin affect teachers' performance and motivation in an effort to improve the quality of education. By understanding the relationship between madrasah principals policies and teachers performance, this study is expected to contribute to the development of a more comprehensive strategy for improving the quality of education in madrasahs.

RESEARCH METHODS

This research uses a quantitative approach with an Expost Facto design, which aims to identify the factors that cause certain events or phenomena that occurred at a previous time. This research design was chosen because the researcher wants to examine the relationship between variables that have occurred, in this case the madrasah principal's policy and work motivation on the variables that are the result or impact, namely teacher performance.

The main objective is to determine the extent to which the madrasah principal's policy and work motivation affect teacher performance. Teacher performance here is measured through various indicators, such as teaching quality, effectiveness in delivering materials, and involvement in various self-development activities in the madrasah. Therefore, this study not only measures teachers' internal factors (such as personal motivation) but also external factors that may affect their performance. The population in this study consisted of 34 PAI teachers in MI Mujahidin Parimono, all of whom were sampled through the census technique. This research was conducted in 2020 with research data in 2018-2019. Using this technique, it is expected that the results of the study can describe the real conditions that exist in the madrasah without any error or inaccuracy in the selection of samples.

This research instrument is a questionnaire given to the respondents, namely PAI teachers to measure relevant variables. Each item in the questionnaire aims to explore information related to the extent to which the policies implemented by the madrasah head have an impact on teacher motivation, and how this in turn affects their performance in the classroom. In addition to the questionnaire, data was also collected through several other methods to enrich the research results. Observation was conducted in the field to directly observe the behaviour and interaction between the madrasah principal and teachers, as well as among teachers, to find out the dynamics that occur. Literature was used to provide a stronger theoretical basis, both from books, articles, and journals relevant to the topic of this research. Questionnaires were also used to measure respondents' attitudes and perceptions of the policies implemented, as well as to obtain a clearer picture of the madrasah environment.

FINDINGS AND DISCUSSION

The Effect of Madrasah Principal's Policy on Teacher Performance

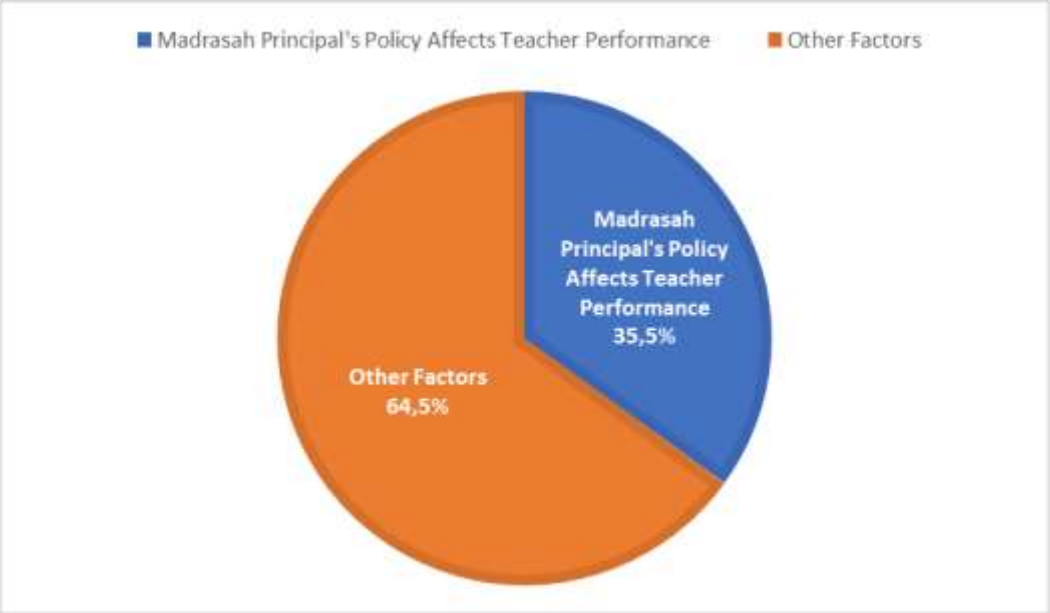
From the results of statistical tests with SPSS, it is known that the coefficient of the madrasah principal's policy variable has a significance value of 0.916. Since this value is greater than 0.05, it can be concluded that there is no significant relationship between the madrasah principal's policy and teacher performance. In hypothesis testing, if the significance value exceeds 0.05, H0 (null hypothesis) is accepted, which means that the madrasah principal's policy has no significant effect on teacher performance. Conversely, if the value is less than 0.05, HA (alternative hypothesis) will be accepted, which states that there is a significant influence.

In addition, the t-test shows that the t-count is 0.106, which is smaller than the t-table of 2.03951. This test is conducted to test whether the regression coefficient of the madrasah head policy variable is significantly different from zero. Since the t-count is smaller than the t-table, the result of this test supports the acceptance of H0, which indicates that the madrasah principal's policy does not have a significant effect on teacher performance. In this study, data analysis was conducted using a questionnaire containing 45 statements given to 34 PAI teachers at MI Mujahidin Parimono, Jombang. The collected data were then analysed using SPSS 16 to see the effect of the independent variables (madrasah principal's policy and work motivation) on the dependent variable, namely teacher performance.

The results of the multiple regression analysis show a model significance value of 0.000, which is smaller than 0.05. This means that there is a significant influence of the madrasah principal's policy on teacher performance. Therefore, the null hypothesis (H0) stating that there is no influence can be rejected, and the alternative hypothesis (HA) is accepted, indicating a positive

influence of both variables on teacher performance. In addition, the F test resulted in a calculated F value of 10.077, greater than the F table of 2.68, indicating that this regression model is overall significant. Thus, the independent variables have no effect on teacher performance.

Diagram 1. The Result of the Multiple Regression



The coefficient of determination (adjusted R square) shows 0.355, which means that the madrasah principal's policy affects teacher performance by 35.5%. The remaining 64.5% is influenced by other factors not studied, such as teaching experience, education level, facilities and infrastructure, and support from parents. In conclusion, the madrasah principal's policy has a significant influence on teacher performance. The madrasah principal needs to create policies that increase teacher motivation, while other external factors must also be considered to support overall performance improvement.

Based on the results of this analysis, it can be concluded that the policies implemented by the madrasah head in MI Mujahidin Parimono, such as the provision of facilities, teacher quality improvement programs, and other administrative policies, do not significantly affect teacher performance. Although the policies may have some impact, the results of this study show that their influence on teacher performance is not strong enough to reach the level of statistical significance. This could be due to various other factors that may be more dominant in influencing teacher performance, such as personal motivation, job satisfaction levels, the quality of teaching possessed by teachers, or other external factors such as socioeconomic conditions or support from parents.

Nonetheless, these results do not rule out the possibility that madrasah principals' policies could have a positive impact if implemented in a more appropriate and consistent manner. Therefore, madrasah principals need to evaluate their existing policies and look for more effective ways to improve the quality and performance of teachers in the madrasah. This may involve providing more diverse rewards, more intensive ongoing training, or creating a more supportive work environment where teachers feel more valued and motivated to continue developing.

Two theories that support the research results that show insignificant results on teacher performance in accordance with previous studies. Another one is policy theory which has been widely discussed in the literature and although many previous studies have shown that good managerial policies can improve employee performance, in the case of MI Mujahidin Parimono, the policy did not have a significant impact. Research by Anas (2017, p. 17) for example, shows that clear policies and managerial support can improve motivation and performance (Anas, 2017 p. 17). This suggests that there may be other factors affecting the effectiveness of the policy on the ground, such as ineffective implementation or lack of buy-in from teachers.

Previous studies have also shown a positive relationship between managerial policies and employee performance. However, in the context of this study, the madrasah principal's policy did not show the same influence. This may be due to other factors that influence teacher performance, such as organisational culture or support from colleagues.

Mentioned in research conducted by Sopandi (2019, p. 20-31), that both studies equally highlight the strategic role of school or madrasah principals in shaping teacher performance and its impact on the quality of education. In the study conducted by the researcher, the madrasah principal's policy at MI Mujahidin Parimono Jombang was analysed, but the results showed that the policy had no significant influence on individual teacher performance. Instead, teachers' work motivation was found to be a more significant factor influencing their performance. The results also show that policy and motivation simultaneously have a greater impact on teacher performance, although other external factors, such as infrastructure support, still play a very dominant role.

Meanwhile, additional descriptions emphasise that principal leadership has a significant albeit small contribution (5.02%) to teacher performance, which in turn affects student learning achievement (Sopandi, 2019 p. 20-31). This is in line with the findings in the study, which show that although the contribution is not always individually significant, the madrasah principal's policy still has the potential to create a conducive working environment, which then encourages teacher motivation and performance. Melati et al's (2020, p. 60-72) research highlighted the

importance of teacher performance in education, as measured through lesson planning, implementation and evaluation. The results showed an average teacher performance score of 4.49 out of 5, reflecting a fairly high standard (Putri Melati, 2022 p. 60-72)

The main factors influencing teacher performance are the leadership of the madrasah principal and the work environment. Effective leadership, although only contributing a small amount (5.02%), can increase teacher motivation. Meanwhile, the working environment has a significant influence, with a contribution of 40.60%. In conclusion, the combination of good leadership and a supportive work environment is crucial to improving teacher performance, with madrasah principal's policies and teacher's work motivation complementing each other in creating quality education.

Thus, it shows that although there are theories and previous research results that support the effect of managerial policies on performance, in this specific context, madrasah principals' policies do not have a significant effect. This finding opens up room for further research into other factors that might influence teacher performance in different educational settings and the importance of understanding the local context in implementing education policies.

In conclusion, although the madrasah principal's policy at MI Mujahidin Parimono does not show a significant influence on teacher performance based on this quantitative analysis, other factors that have not been measured in this study, such as teachers' internal motivation or social interaction in the madrasah environment, may play a more important role in determining the level of teacher performance. Further research with attention to other variables that may be influential would be very useful to deepen the understanding of the factors that influence teacher performance in this madrasah.

CONCLUSION

Based on the results of data analysis, it can be concluded that the madrasah head policy at MI Mujahidin Parimono does not have a significant effect on teacher performance. The significance value indicates that the policy implemented is not strong enough to directly influence performance. This indicates that other factors, such as personal motivation and external conditions, tend to be more dominant in determining teacher performance. Meanwhile, work motivation is shown to have a significant influence on teacher performance. The higher their work motivation, the better their performance in carrying out teaching tasks. Factors such as rewards, recognition and a conducive work environment are the main drivers in increasing teachers' enthusiasm and dedication.

When analysed together, madrasah principals' policies and work motivation have a significant influence on teacher performance. Although the madrasah principal's policies are individually insignificant, the combination of these policies and work motivation has a positive impact on improving teachers' overall performance. However, this study also found that as much as 64.5% of the variation in teacher performance was influenced by other unexamined factors, such as teaching experience, education level, and educational facilities and infrastructure. Therefore, greater attention to these factors is needed to comprehensively improve teacher performance.

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