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Madrasa Principal's Managerial Skills: Its Influence On Madrasa Climate And Teacher Motivation

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Abstract:

The problems in this study: (1) Is The the madrasa head's managerial skills affect teacher performance? (2) Is The madrasa climate affect teacher performance? (3) Is The motivation affect teacher performance? (4) Is The madrasa principal's managerial skills, madrasa climate, and work motivation jointly influence performance? The research objectives (1) determine the effect of the madrasa principal's managerial skills on teacher performance. (2) determine the effect of madrasa climate on teacher performance. (3) determine the effect of teacher work motivation on teacher performance. (4) to determine the effect of the skills of the madrasa headmaster, madrasa climate and teacher work motivation together on teacher performance. This research uses Quantitative method. The population is 105 teachers, the sample is 21 teachers. Data collection techniques in this study, questionnaires, observation, linear analysis techniques. The results of this study: (1) There is an influence of the madrasa head's managerial skills on teacher performance. (2) There is an influence of the madrasa climate on teacher performance. (3) There is a positive influence of work motivation on teacher performance. (4) There is a positive influence on the managerial skills of madrasa headsmaster, madrasa climate, and work motivation together on teacher performance.

Keywords: Managerial; Madrasa Climate; Motivation; Teacher Performance

Introduction

The madrasa principal is a policy maker who has a very important position in organizing activities in the madrasa, to achieve the demands of society and the times (Adelia & Mitra, 2021; Ajefri, 2017; Maujud, 2018). The madrasa head must have the right strategy to utilize education personnel through cooperation or cooperation, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel (Hamid, 2022). or cooperative, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support madrasa programs (Umam, 2020).

In the context of education, madrasah heads play a very important role in managing Islamic educational institutions (Riinawati, 2022). They are not only responsible for curriculum development, but also managing human resources, making strategic decisions, and creating a climate conducive to learning and teaching (Priyambodo & Hasanah, 2021). To successfully carry out these tasks, a madrasah head needs to have strong managerial skills (Devi & Subiyantoro, 2021).

The madrasah head's managerial skills cover a wide range of aspects, including leadership, communication, decision-making, planning, organization and problem-solving (Daulay et al., 2020). A madrasah head who has good managerial skills is able to create a positive madrasah climate and motivate teachers to give their best in the teaching and learning process (Siregar et al., 2021).

First of all, good leadership skills enable a madrasah principal to inspire and lead madrasah staff (Rafli, 2022). An effective madrasah principal can communicate the vision, values and goals of the organization clearly to teachers (Rofiq, 2019). By having strong leadership, the madrasah principal can create a supportive climate, motivating teachers to achieve the set educational goals (Juniarti et al., 2020).

Furthermore, effective communication skills are also a key factor in influencing madrasah climate (Syafaruddin & Lubis, 2022). A madrasah principal who can communicate well can build harmonious relationships with staff, students and parents (Sholihuddin, 2020). Good communication helps in solving problems, facilitating collaboration between teachers and creating a supportive work environment (Muhali, 2019). In an open and communicative madrasah climate, teachers feel valued and heard, which in turn increases their motivation to make maximum contributions to the learning process (Octavia, 2020).

Teachers also have a very large share of the success of learning, teachers play a very important role in helping the development of students to realize quality education (Hanipudin, 2020). The interests talents and abilities of students will not develop optimally without the help of a teacher (Anggraini et al., 2020). Based on a pre-survey conducted by researchers, they have found several obstacles for the madrasa head in carrying out his duties as a manager, so that the tasks in carrying out the managerial function of the madrasa head are not optimized (Afison, 2023). These problems include, (1) Planning, madrasa principals often face obstacles in gathering opinions, suggestions, or proposals from teachers and employees who rarely or never give their opinions due

to a lack of initiative culture (2) Directing, teachers and madrasa employees have not carried out directions or programs from the madrasa head to the fullest because they still follow old habits. (3) Supervision, outside duties or outside activities as well as administrative duties imposed on the responsibility of the madrasa head make weak supervision of teacher performance. This causes supervision to be weak (Dewi & Sabandi, 2019). The arrangement of learning spaces and teachers' rooms is still found to be less conducive as seen from the inappropriate layout, and there are still sheets of teaching materials or administrative files that are not managed properly. This governance is sometimes ignored by teachers, education personnel or other employees (Ruslin et al., 2022).

In addition, good decision-making skills are also important for a madrasah head (Salim et al., 2021). A madrasah head needs to be able to identify problems, evaluate various options, and make the right decisions efficiently (Syukri et al., 2023). This ability enables the madrasah head to overcome challenges that arise in the management of madrasah with informed decisions that are acceptable to all relevant parties (Hidayat, 2023). In a madrasah climate characterized by good decision-making, teachers feel confident and motivated to actively participate in the decision-making process and achieve common goals (Manshur, 2020).

There are other external factors from the principal's managerial leadership that influence the success of teacher performance, namely the school climate and the work motivation of the teachers themselves (Dongoran & Batubara, 2021). Motivation requires biological and emotional needs that can only be predicted by observing human behavior (Nisa & Susandi, 2021). Teacher work motivation is an important factor in improving teacher performance because it is the main driver for each teacher to carry out their professional duties according to applicable regulations (Accounting Teacher, 2019). In this case, it is necessary to direct motivation by creating conditions (climate) of the organization through the formation of a work culture or organizational culture by a leader. organizational culture by a leader. Providing motivation must be well directed according to priorities and can be well received by teachers, because motivation cannot be given to each teacher in different forms.

Based on existing data from the Ministry of Religious Affairs of Central Lampung Regency, it is explained that there are 2 State MTs in Central Lampung Regency, namely State MTs 1 and State MTs 2 Lampung Tengah, each of which is located on Jl. Negara No.72, Yukum Jaya, Kec. Terbanggi Besar, Central Lampung Regency, Lampung and Jl. Rajawali, Surabaya Ilir, Bandar Surabaya, Kec. Bandar Surabaya, Central Lampung Regency, Lampung. Both Madrasas are state Madrasas located in Central Lampung Regency which are considered to be able to improve the quality and quality of education. Central Lampung is one of the largest districts with 28 sub-districts in Lampung province.

Based on the results of pre-research, the managerial skills of the madrasa head have often communicated formally and non-formally with school residents, both teachers and educators, but the performance of teachers is still not optimal. In creating a good madrasa climate, the madrasa principal has also made various efforts, including making activity programs, evaluation programs and also controlling the madrasa environment which is still considered lacking, but teacher performance is still not optimal. According to one of the teachers, the madrasa principal often motivates school members regarding issues in carrying out teaching and learning activities, be it

regarding teaching materials, infrastructure and obstacles faced, but teacher performance is still not optimal. This is what makes the author interested in conducting research on public madrasa tsanawiyah in Central Lampung district.

Finally, planning and organizational skills help a madrasah head to manage madrasah resources effectively (Asyari, 2020). In a well-organized madrasah climate, teachers have clear schedules, structured tasks and sufficient resources (Agustina et al., 2020). This helps to increase teachers' productivity and reduce unnecessary stress. In an orderly and organized environment, teachers can focus on the teaching and learning process, which in turn increases their motivation (Syaparuddin et al., 2020).

Overall, madrasah principals' managerial skills have a significant influence on madrasah climate and teachers' motivation (Rahman et al., 2023). By having strong managerial skills, madrasah principals can create a positive madrasah climate, inspire teachers, improve communication, good decision-making, and help in effective planning and organization (Izzah & Hidayah, 2022). Thus, it is important for madrasah principals to develop and strengthen their managerial skills to create a conducive madrasah climate and increase teachers' motivation in achieving the goal of quality Islamic education (Nasution, 2019).

Methods

The effect of managerial skills on madrasa climate and teacher work motivation at MTs Negeri in Central Lampung Regency was obtained using multiple linear regression tests. data collection methods using questionnaires and documentation with a sample of 103 teachers.

Results and Discussion

Based on the results of the regression value of $R = 0.618$, this shows that the relationship between the two variables is at a fairly high level which is also characterized by the value of R square or the coefficient of diterminasi of $= 0.678$ which means that the variable X_1 or Madrasa Principal Managerial gives a contribution influence on the value of Y or Performance by 67.8% while the rest is influenced by other factors. It is also known that the magnitude of the significance value is 0.564, this value is greater than the f test value that has been set at 0.05, so the managerial influence of the head has an effect on teacher performance.

Teacher performance at State MTs in Central Lampung Regency is strongly influenced by the managerial of the madrasa head based on the predetermined significance level, but it must still be strived for better. The research findings above show that the managerial of the madrasa head determines school planning, is able to develop the school according to the needs of the school itself, is able to lead school members, is able to make changes and develop schools to improve effective learning, is able to create innovative schools, and a conducive school culture, is able to manage facilities and infrastructure, is able to manage curriculum development for learning process activities, is able to support the achievement of school goals, is able to utilize information technology, is able to have an attitude of mutual respect, respect and fairness towards others, is able to inspire teachers, and is also able to carry out the process of giving and guiding demands in order to achieve effective and efficient goals.

Based on the results of the regression value of $R = 0.764$, this shows that the relationship between the two variables is at a high enough level which is also characterized by the value of R square or the coefficient of determination of $= 0.575$, which means that the variable X1 or Work Climate contributes to the value of Y or Performance by 57.5% while the rest is influenced by other factors. X1 or Work Climate contributes to the value of Y or Performance by 57.5% while the rest is influenced by other factors. It is also known that the magnitude of the significance value is 0.587, this value is greater than the predetermined f test value of 0.05, so the effect of the head Madrasa Climate has an effect on teacher performance.

The climate of the State Madrasa Tsanawiyah in Central Lampung Regency affects teacher performance because in the arrangement of the school's physical environment in the form of structuring classrooms physical maintenance of the school environment, and the use of affirmation posters makes teacher performance influential, then in the arrangement of the school's social environment in the form of creating security in the school environment, creating kinship and togetherness makes teacher performance increase and has a sense of security at work, Then in the arrangement of school personnel in the form of giving rewards to students who excel, the teacher's acceptance of learning methods makes the performance of teachers and residents of the madrasa environment more enthusiastic because of a reward, and for the next arrangement of the school work environment in the form of scheduling events, school activities, and creating a work culture makes the performance of teachers towards the madrasa climate conducive, but significantly there are several things that must be improved as a whole.

Based on the results of the regression value of $R = 0.771$, this shows that the relationship between the two variables is at a high enough level which is also characterized by the value of R square or the coefficient of diterminasi of $= 0.530$ which means that the X3 or Motivation variable contributes to the value of Y or Performance by 53.0% while the rest is influenced by other factors. It is also known that the magnitude of the significance value is 0.761, this value is greater than the predetermined f test value of 0.05, so the influence of the Madrasa Climate of the head has an effect on teacher performance.

Motivation is also the most important part for Madrasa Tsanawiyah Negeri In terms of internal motivation in the form of teacher responsibility in carrying out their duties, carrying out tasks according to targets, having clear goals, always prioritizing achievement and in terms of external motivation in the form of trying to meet the needs of life, happy when receiving praise for what is done and attending training to support their knowledge, therefore work motivation is very influential on teacher performance.

Based on the results of the regression value of $R = 0.674$, this shows that the relationship between the two variables is at a fairly high level which is also characterized by the value of R square or the coefficient of diterminasi of $= 0.530$ which means that the variables X1 X2 X3 or Madrasa Principal Managerial, Madrasa Climate and Motivation provide a contribution influence on the value of Y or Teacher Performance by 53% while the rest is influenced by other factors. It is also known that the magnitude of the significance value is 0.432, this value is greater than the f test value that has been set at 0.05, then the effect of Madrasa Principal Managerial, Madrasa Climate and Motivation has an effect on teacher performance.

This means that shows that at the State MTs in Central Lampung Regency there is a very strong correlation between the managerial skills of the madrasa head, madrasa climate, and work motivation with teacher performance. There are three basic factors that affect the performance of a teacher, namely the managerial skills of the madrasa head, the madrasa climate, and the work motivation where the teacher teaches. These three factors have their own influence on the high and low performance of a teacher. A teacher is not only a teacher, but also has additional duties, so he has an important position in the school. In carrying out his role in the classroom and outside the classroom, he must be able to produce the expected performance. A positive work climate also affects teacher performance in teaching. The work motivation of a teacher is one of the most fundamental factors in the teacher's performance.

Conclusion and suggestion

There is a positive influence of madrasa head managerial skills on the performance of state MTs teachers in Central Lampung Regency with a regression coefficient value of 7.262 where if the madrasa head managerial increases positively, teacher performance will increase. There is a positive influence of madrasa climate on the performance of state MTs teachers in Central Lampung Regency with a regression coefficient value of 6.393 where if the madrasa climate increases positively, teacher performance will increase. There is a positive influence with a regression coefficient value of 8.031 where if work motivation rises positively, teacher performance will increase. There is a positive influence of madrasa head managerial skills, madrasa climate, and work motivation together on the performance of State MTs teachers in Central Lampung Regency with a regression coefficient value of 7.854 where if the madrasa head managerial skills, madrasa climate, and work motivation together increase positively, teacher performance will increase.

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