

LEADERSHIP INSIGHTS: ENHANCING EDUCATOR QUALITY IN MADRASAH

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Abstract

The quality of good educators can be supported by several factors and indicators. One of the factors is the leadership of the madrasa principle, where a madrasa principle must have the ability to influence, direct, and mobilize teaching staff to achieve the goals of an educational institution. The results of pre-research at MTs 1 Bandar Lampung show that there are still several teachers who need to meet the criteria for quality teaching staff. The problem formulation is whether there is an influence of the leadership of the madrasa principle on the quality of educators at MTs 1 Bandar Lampung? The method used in this research is a quantitative method with a field research approach. Meanwhile, the population in this study was 43 responses from MTsN 1 Bandar Lampung teaching staff. And the sample used is the Slovin Technique. The data collection technique uses a questionnaire with a Likert scale. Data analysis techniques use normality tests, homogeneity tests, and linearity tests. Meanwhile, hypothesis testing uses simple linear regression techniques. The results of this research conclude that there is a positive influence between the leadership of the Madrasah Principle on the Quality of Educators at MTsN 1 Bandar Lampung with the correlation between the independent and dependent variables being 0.668. Apart from that, R^2 amounts to 0.438 at a significance level of 5%. This means that the contribution of the variable.

Keywords: Leadership of Madrasah Principles, Quality of Educators

Abstrak

Kualitas pendidik yang baik dapat didukung oleh beberapa factor. Salah satu faktornya adalah kepemimpinan kepala madrasah, dimana seorang kepala madrasah harus mempunyai kemampuan mempengaruhi, mengarahkan, dan menggerakkan tenaga pengajar untuk mencapai tujuan suatu lembaga pendidikan. Hasil pra penelitian di MTs 1 Bandar Lampung menunjukkan bahwa masih terdapat beberapa tenaga pengajar yang masih harus memenuhi kriteria tenaga pengajar yang berkualitas. Rumusan masalah adalah apakah terdapat pengaruh kepemimpinan kepala madrasah terhadap kualitas pendidik di MTs 1 Bandar Lampung? Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan pendekatan penelitian lapangan. Sedangkan populasi dalam penelitian ini adalah pengajar MTsN 1 Bandar Lampung sebanyak 43 orang. Sampel yang digunakan adalah Teknik Slovin. Teknik pengumpulan data menggunakan angket dengan skala likert. Teknik analisis data menggunakan uji normalitas, uji homogenitas, dan uji linearitas. Sedangkan pengujian hipotesis menggunakan teknik regresi linier sederhana. Hasil penelitian ini menyimpulkan bahwa terdapat pengaruh positif antara Kepemimpinan Kepala Madrasah terhadap Kualitas Pendidik di MTsN 1 Bandar Lampung dengan korelasi antara variabel independen dan dependen sebesar 0,668. Selain itu, R^2 sebesar 0,438 pada tingkat signifikansi 5%. Artinya kontribusi variabel.

Kata kunci: Kepemimpinan Kepala Madrasah, Kualitas Pendidik

INTRODUCTION

Leadership in Organizations (Education) is a very interesting topic related to the role, function, and style of leadership. Leadership is the process of influencing other people to achieve organizational development or goals. Leadership is a process that gives meaning (meaningful leadership) to cooperation and is produced by the ability to lead in achieving goals, so he has carried out his function as an educational leader.

Allah SWT, says in Al-Qur'an Surah As-Sajjad Verse: 24 which reads:

وَجَعَلْنَا مِنْهُمْ أُمَّةً يَهْتَدُونَ بِأَمْرِنَا لَمَّا صَبَرُوا وَكَانُوا بِآيَاتِنَا يُوقِنُونَ ٢٤

"And We made among them leaders who guide us with our commands when they are patient. And they believe in our verses."

Based on the verse above, the researcher concludes that leadership is the inner nature of a leader in carrying out his duties and obligations and providing guidance to other people he influences. Educational success in a madrasa educational institution will be influenced by the leadership factor of the madrasa principal as a professional educational leader. To realize, manage, and develop quality madrasahs, a comprehensive (comprehensive) madrasah principle is needed, therefore the madrasah principle has a very important and strategic role in realizing the vision, mission, and goals of the madrasah. As a madrasah leader, he plays an important role in managing all madrasah programs that have been planned solely to improve the quality of Islamic education. Regarding this matter, Mulyono agrees, stating that "school progress will be more important if attention is paid to the work of the school/madrasah principal because firstly, as a facility for educational development, the implementation of a task requires hope and renewal. Second, as an educational community, we need a leader to utilize the potential of the school/madrasah." (Mulyono, 2008)(Karsono et al., 2022)

A madrasa principle must have the ability to manage a madrasa professionally, the madrasa principle is required to have a series of skills. The skills of madrasa principles are based on Minister of National Education Regulation Number 13 of 2007, concerning Standards for Madrasa Principles, namely: (Wahyudi, 2009) 1. Personality Competence. 2. Managerial Competence. 3. Entrepreneurial Competence. 4. Supervision Competency. 5. Social Competence

According to Wahyudi, the leadership indicators of madrasah principles are as follows: (Wahyudi, 2009) 1. Influence teaching staff in providing quality learning and high discipline. 2. Directing teaching staff to create a feeling of strong will, enthusiasm, and confidence in carrying out their respective duties. 3. Mobilize teaching staff to do something to make the work programs that have been previously formulated a success.

To find out the leadership of the madrasa principle at MTsN 1 Bandar Lampung, on September 12 2022 researchers conducted pre-research regarding the leadership indicators of madrasa principles towards teaching staff at MTsN 1 Bandar Lampung, The following are the results of the research:

Based on the pre-research results, it can be seen that the leadership indicators of the madrasah principle have been implemented at MTsN 1 Bandar Lampung which has been proven to influence, direct, and mobilize teaching staff at MTsN 1 Bandar Lampung, such as influencing educators to provide quality learning and high discipline, directing educators in creating a strong sense of will, full of enthusiasm, confidence in teachers in carrying out their respective duties and moving educators to want to do something to make the work programs that have been previously formulated a success, but there are still educators who are not disciplined at times such as arriving late to school or being late during class hours. (Tunah, 2022)

The relationship between the leadership of the madrasa principle and the quality of educators is clear, the madrasa principle plays an important role in empowering teachers to carry out the

learning process smoothly and efficiently, while educators play a central role in education. (Imaduddin et al., 2022) Without the active role of a teacher, no matter how sophisticated education reform policies are, they will still be in vain. In this case, the teacher has a very important role, namely as the principal of the implementation of the teaching and learning activity process. In the field, teachers act as transformers (people who transfer) science, and technology, instilling faith, and devotion and accustoming students to be moral and independent. According to Fachrudin, teachers as quality personnel are a job that requires specialization of expertise and is required to always carry out their service and sacrifice it with full awareness and responsibility. (Agus Fahrudin, 1994)

Quality educators are educators who can manage themselves in carrying out daily tasks. Glickman emphasized that a person will work with quality if that person has the ability and performance. What this means is that someone will work professionally if they have high workability and sincerity to do their best. A teacher can be said to be qualified if he has high ability (high level of abstraction) and high work motivation (high level of commitment).

Allah SWT says in Surah An-Nisa Ayat:58 which reads:

﴿إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا ۝٥٨﴾

Meaning: "Indeed, Allah commanded you to convey the mandate to those who deserve it, and (commanded you) when establishing laws between people so that you establish them justly. Indeed, Allah gives you the best lessons. Verily, Allah is All-Hearing and All-Seeing"

Based on the sentence above, the researcher concluded that teacher quality is a teacher's responsibility in his belief that all his actions in carrying out his duties and obligations are based on accurate professional judgment.

Educator Quality is an educator who has special abilities and expertise in the field of study and has experience in teaching so that he can carry out his duties and functions as a teacher with maximum ability and has competence following the criteria for educational quality and his professional has become a source of livelihood.

Educator Quality Indicators, in National Education Standards According to Minister of National Education Regulation Number 16 of 2007, Concerning Academic Qualification Standards and Teacher Competency as follows: (Jerry H. Makawimbang, 2011)

Educator Academic Qualifications: Academic qualifications are academic education certificates that teachers or lecturers must have following the type, level, and unit of formal education at the place of assignment. The academic qualifications referred to are obtained through a higher education undergraduate program or four-diploma program after completing studies at a tertiary institution that has an accredited education staff procurement program determined by the government.

Educator Academic Competency: Competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. Teacher competency as intended includes a. Pedagogical Competence. b. Pedagogical Competency is the ability to manage student learning. c. Personality Competencies. d. Personality Competency is the ability to have a good personality, have a noble character, be wise and dignified, and be a role model for students.

1. Professional Competency

Professional Competency is the ability to master a subject matter broadly and in-depth.

2. Social Competence

3. Social Competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents of students, and the surrounding community. (Akhmal Hawi, 2013)

To find out the quality of educators at MTsN 1 Bandar Lampung, on September 12 2022 researchers conducted research on Educator Quality Indicators for one of the teaching staff at MTsN 1 Bandar Lampung, following are the results of the research:

Based on the results of pre-research regarding indicators of educational quality, the success of education can be seen from the quality of the educators in that educational institution, however, the teaching staff at MTsN 1 Bandar Lampung cannot yet be said to be quality educators because there are still some teaching staff who are still lacking in mastery or developing learning materials that are taught creatively, not utilizing information and communication technology for learning purposes, not showing a high work ethic in the sense that there are still some teaching staff who are often late in attending. Quality teaching staff will not be successful if it is not balanced with good educational competence. Through good competence, educators will act professionally in educating, directing, and encouraging students, which of course must also be supported by a good leadership atmosphere of the madrasa principle. (Tunah, 2022)

Based on the results of preliminary pre-research that researchers conducted on September 12, 2022, at one of the state madrasa educational institutions located on JL. KH. Ahmad Dahlan, No. 22 Pahoman Bandar Lampung City, namely MTsN 1 Bandar Lampung. The researcher conducted a direct interview with one of the teaching staff at MTsN 1 Bandar Lampung with Mrs. Tunah, S.E. According to Mrs. Tunah, the leadership indicators of the madrasa principle have been implemented at MTsN 1 Bandar Lampung which has been proven to influence, directing and mobilizing the teaching staff at MTsN 1 Bandar Lampung is like influencing educators to provide quality learning and high discipline, directing educators to create a feeling of strong will, enthusiasm, confidence in teachers in carrying out their respective duties and moving educators to want to do something to make the programs a success. work that has been previously formulated, but there are still shortcomings in the leadership of the madrasa principle, such as rarely giving awards to teaching staff who excel and rarely providing guidance to teaching staff on good classroom management procedures. (Tunah, 2022)

Regarding the quality of educators, the researcher also interviewed directly with Mrs Tunah, S.E as an educator at MTsN 1 Bandar Lampung, the teaching staff at MTsN 1 Bandar Lampung were following government directives regarding national education standards such as having academic qualifications for educators and the academic competence of educators was good enough However, the teaching staff at MTsN 1 Bandar Lampung cannot yet be said to be quality educators because there are still some teaching staff who are still lacking in mastering or developing learning materials that are taught creatively, not utilizing information and communication technology for learning purposes, not showing a high work ethic. in the sense that there are still some teaching staff who are often late in arriving. (Tunah, 2022)

In this case, the author attempted to conduct deeper research at MTsN 1 Bandar Lampung so the author first carried out observations so that he could find out whether there was an influence of the leadership of the madrasa principle on the quality of educators. Therefore, the author entitled this scientific work "The Influence of Madrasah Principle Leadership on the Quality of Educators at MTsN 1 Bandar Lampung".

RESEARCH METHOD

a. Time and Place of Research

This research was conducted on September 12 2022 at MTsN 1 Bandar Lampung. This location was chosen as a research location based on the author's considerations, namely wanting to know whether there was an influence of the leadership of the madrasah principal on the quality of educators and how much influence the leadership of the madrasah principal had on the quality of educators. This research is classified as

quantitative research because it seeks to find the influence of the independent variable, namely the Leadership of the Madrasah Principle (X), and the dependent variable, namely the Quality of Educators (Y).

b. Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. (Sugiyono, 2018) Researchers have found that the population in this study is the quality of educators at MTsN 1 Bandar Lampung, totaling 74 people. The sample is part of the number and characteristics of the population. (Sugiyono, 2018) If the population is large and it is impossible for the researcher to study everything in the population, for example, there are limited funds, energy, and time, then the researcher can use a sample taken from that population. Whatever is learned from the sample, the conclusions can be applied to the population. Therefore, samples taken from the population must be truly representative of all of them. (Sukardi, 2016) In this research, the sampling technique used was nonprobability sampling with a Slovin technique approach. (Sugiyono, 2018) In this research, the samples were 43 people.

c. Data Collection Techniques

Data collection techniques are:

1. Questionnaire.

This questionnaire method was used to collect data about the influence of Madrasah Principle Leadership on the Quality of Educators at MTsN 1 Bandar Lampung. In this study, the author used a direct distribution of questionnaires which the author showed to the principal of the madrasah and the teaching staff at MTsN 1 Bandar Lampung who were used as research samples. The questionnaire was used to obtain data regarding the influence of the leadership of the Madrasah Principle on the Quality of Educators at MTsN 1 Bandar Lampung.

2. Documentation

Documentation techniques are data collection techniques by studying data that has been documented. Researchers investigate things such as school profiles, teacher data, and so on. The documentation in this research is only a reinforcement of the results of the questionnaire.

3. Operational Definition of Variables

A research variable is an attribute trait or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn. In this research, some variables are found and they are very important because by finding these variables, a problem that is studied and tested will become clear.

The following are the variables in the author's research, namely:

The affected variable (Dependent Variable) is variable X, namely Leadership of the Madrasah Principle, with the following indicators:

- a. Influencing teaching staff in providing quality learning and high discipline.
- b. Directing teaching staff in creating a feeling of strong will, enthusiasm, and confidence in carrying out their respective duties.
- c. Mobilize teaching staff to do something to make the work programs that have been previously formulated a success.

The affected variable (Independent Variable) as variable Y is the Quality of Educators, with the following indicators:

- a. Educator Academic Qualifications
Academic qualifications are academic education certificates that teachers or lecturers must have following the type, level, and unit of formal education at the place of assignment. The academic qualifications referred to are obtained through a higher education undergraduate program or four-diploma program after completing studies at a tertiary institution that has an accredited education staff procurement program determined by the government.
- b. Educator Academic Competency
Competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. Teacher competencies as intended include:
 - 1) Pedagogical Competence
Pedagogical Competence is the ability to manage student learning.
 - 2) Personality Competencies
Personality Competence is the ability to have a good personality, have noble character, be wise and dignified, and be a role model for students.
 - 3) Professional Competency
Professional Competence is the ability to master a subject matter broadly and in-depth.
 - 4) Social Competence
Social Competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents of students, and the surrounding community.

4. Research Instrument

Research instruments are tools that researchers can use when collecting data so that work can run easily and obtain good results. In this research, researchers used a questionnaire as a research instrument. To obtain complete and accurate information. The following is a questionnaire/questionnaire with a research instrument grid using a Likert scale.

Table 1
Madrasah Principal Leadership Questionnaire Grid

No	Indicator	Proposed Item Number
1.	Influence Teacher	1,2,3,4
2.	Directing Teacher	5,6,7,8,9,10,11,12,13,14,15,16
3.	Move Teacher	17,18,19,20

Table 2
Educator Quality Questionnaire Grid

No	Indicator	Sub Indicator	Item submitted Number
1.	Educator Academic Competency	1. Pedagogical Competence	1,2,3,4,5

	2. Personality Competence	6,7,8,9
	3. Social Competence	10,11,12,13,14
	4. Professional Competence	15,16,17,18

5. Data analysis technique

This research uses a questionnaire method in collecting data, namely a leadership questionnaire for madrasah principles and a questionnaire on the quality of educators. The measurement scale used in the questionnaire is the Likert scale. The Likert scale is a choice of answers to statements in a questionnaire distributed by researchers to respondents using a Likert scale which contains 4 answer choices, namely Always, Often, Rarely, and Never. Before data analysis, an instrument test was first carried out using validity and reliability. To test the validity of the items, Pearson's Product Moment correlation technique or formula is used via the SPSS 24 program.

a. Hypothesis test

Ha: "There is an influence of the leadership of the madrasa principle on the quality of educators." The test criteria are:

Ha is accepted if $R_{\text{Value}} > R_{\text{Table}} \alpha = 0,05 (5\%)$

b. Simple Linear Regression Analysis

simple regression is an attempt to predict changes that will occur in the future based on past and present information that is available so that errors can be minimized. In this study, simple regression was used to estimate the madrasa principle leadership variable if the educator quality variable was known. The simple regression equation formula is as follows:

$$Y = a + Bx$$

Information :

Y: Projected dependent variable subject

x: Independent variable that has a certain value to be predicted

a: Constant value of price Y if X=0

B: Direction value as a determinant of forecast (prediction) which shows the value of increase (+) or value of decrease (-) of variable Y. (Riduwan, 2015)

RESULTS AND DISCUSSION

a. Discussion of Research Results and Analysis

1. Data Validity and Reliability Test

The validity test measures whether an instrument in research is valid/fit for use. Meanwhile, reliability testing is used to measure the consistency of a measuring tool or instrument. In this research, validity and reliability tests can be seen in the calculations below:

Based on the results of calculating the validity of the Madrasah Principle Leadership test using IBM SPSS Statistics 24, it can be concluded that the results of calculating the validity of the questionnaire items contained 20 question items that were tested

showing that there were 2 items which were classified as invalid (r value $<$ r table) namely question items number 9 and 12 the remaining 18 items are classified as valid with a range of 0.461 to 0.852. Based on the validity criteria of the question items that will be used to collect data, question items number 9 and 12 were discarded because these question items cannot measure what they want to measure, so they cannot be tested on the research sample.

Based on the results of calculating the validity of the Educator Quality test using IBM SPSS Statistics 24, it can be concluded that the results of calculating the validity of the questionnaire items contained 20 question items that were tested showing that there were 2 items which were classified as invalid (r count $<$ r table), namely question items number 17 and 18, the remaining 16 items are classified as valid with a range of 0.626 to 0.845. Based on the validity criteria of the question items that will be used to collect data, question items number 17 and 18 were discarded because these question items cannot measure what they want to measure, so they cannot be tested on the research sample. Likewise for the Product Moment Pearson Correlation validity test, in this validity test the basis for decision-making is as follows:

1. If the calculated r value $>$ r table then the measuring instrument is declared valid.
2. If the calculated r -value $<$ r table then the measuring instrument is declared invalid

Based on the results of the validity test calculations that have been carried out, it shows that the correlation coefficient for each question item in the two questionnaires/questionnaires is greater than the r table, namely 0.444. This shows that the questions asked are valid because they can measure the leadership of the madrasa principle and the quality of educators. The following is a table of test results for the validity of madrasa principal leadership and the quality of educators used in the research.

Reliability testing is used to determine the level of suitability of the measurement instruments used by researchers so that the measurement instruments are reliable even though the research has been repeated using the same measurement instruments. The reliability test used by the author in this research was with the help of IBM SPSS Statistics 24 software and the Cronbach's Alpha method with testing criteria, if the Alpha calculation result is greater than 0.468 then the data tested has a good level of reliability.

The results of the calculation of the Reliability Test for the leadership of madrasah principles and the quality of educators with the help of IBM SPSS Statistics 24 are depicted in the following table:

Table 3
Results of Madrasah Principal Leadership Reliability Test calculations

Reliability Statistics	
Cronbach's Alpha	N of Items
,822	16

Source: Processed IBM SPSS Statistics 24 output

Based on the results of the principal's leadership reliability test using the IBM SPSS Statistics 24 program, a Cronbach Alpha coefficient of 0.816 and an Alpha value of 0.468 were obtained. By using test criteria, data is said to be stable/consistent if Cronbach's Alpha is greater than the calculated Alpha value of 0.816. The resulting test results were $0.816 > 0.468$. The test results obtained were $0.816 > 0.468$. So it can be concluded that the measuring instrument in this study is reliable because it is consistent in measuring the leadership of madrasah principles.

Based on the results of the teacher quality reliability test using the IBM SPSS Statistics 24 program, a Cronbach Alpha coefficient of 0.822 was obtained. This meets the testing criteria for a Cronbach's Alpha value greater than the Alpha Count value or $0.822 > 0.497$, so it can be concluded that the measuring instrument in this study is reliable or consistent.

The results of reliability calculations show that Cronbach's Alpha value was obtained from the variable because the Alpha number is $> 0.468/0.497$. This shows that the measuring instrument in this research has been able to measure consistency well, namely the leadership of religious school principals and the quality of educators.

2. Data analysis technique

1. Normality test

The normality test is used to determine whether the data obtained is normally distributed or not. The calculation of the normality test for madrasa principal leadership and the quality of educators using the Kolmogorov-Smirnov method is as follows:

Table 4
Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,82797973
Most Extreme Differences	Absolute	,257
	Positive	,141
	Negative	-,257
Test Statistic		,257
Asymp. Sig. (2-tailed)		,287 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Processed IBM SPSS Statistics 24 output

Based on the IBM SPSS Statistics 24 output table above, it can be seen that the Asymp. The Sig. (2-tailed) value of 0.287 is greater than 0.05. Following the basic decision-making of the Kolmogorov-Smirnov normality test, if the Sig value is > 0.05 , the data is normally distributed and vice versa, if the Sig value is < 0.05 , the data is not normally distributed. So the data on the leadership of madrasah principles (X) and the

quality of educators (Y) are normally distributed because the Sig value is > 0.05 , namely $0.287 > 0.05$. In this way, the normality assumptions or requirements in the regression model have been fulfilled.

2. Homogeneity Test

The homogeneity test is used to determine whether the population and sample are homogeneous (similar) or not. In this study, homogeneity testing used the SPSS one-way ANOVA model. The results obtained in this calculation using the help of IBM SPSS Statistics 24 software are as follows:

Table 5
Homogeneity Test Results

ANOVA					
Leadership of the Madrasah Principle					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	231,174	1	231,174	21,344	,080
Within Groups	909,814	84	10,831		
Total	1140,988	85			

Sumber: Output IBM SPSS Statistic 24 yang diolah

Based on the table above, the significance result obtained is 0.080. Based on the test criteria, if the significance value is greater than 0.05 then the data is homogeneous (similar), and if the significance value is less than 0.05 then the data is not homogeneous. So it can be concluded that the results of the madrasa principle leadership questionnaire and the quality of educators' data are homogeneously distributed because the significance value is $0.080 > 0.05$.

3. Linearity Test

The linearity test is used to determine whether there is a relationship between variable X and variable Y. In this study, researchers used one-way ANOVA to test linearity. The results obtained from linearity test calculations using IBM SPSS Statistics 24 software are as follows:

Table 6
Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Mutu Pendidik * Kepemimpinan Kepala Madrasah	Between (Combined) Groups		74,005	6	12,334	,807	,571
		Linearity	8,603	1	8,603	,563	,458
		Deviation from Linearity	65,402	5	13,080	,856	,520
		Within Groups	550,042	36	15,279		
		Total	624,047	42			

Source: Processed IBM SPSS Statistics 24 output

The linearity test in this study used Sig by comparing the Sig value of *Deviation from Linearity* in the ANOVA table with $\text{Alpha} = 0.05$. The test criterion is if the Sig value is $> \text{Alpha} = 0.05$, which means it is linear. Vice versa, if the Sig value for *Deviation from Linearity* is $< \text{Alpha} = 0.05$, it means it is not linear.

Based on the linearity test calculation table above, the Sig value on *Deviation from Linearity* > from the *Alpha* value = 0.05, namely 0.520 > 0.05, it can be concluded that there is a linear relationship between the leadership of the madrasa principle (X) and the quality of educators (Y).

4. Hypothesis testing

A hypothesis is a temporary estimate of the problem formulation. For this reason, the hypothesis must be tested for truth empirically. Hypothesis testing in this research uses Product Moment correlative analysis. This analysis is used to determine the correlation coefficient both individually and jointly. The hypotheses tested are as follows:

a. T Test

The hypotheses tested are as follows:

Ha: “There is an influence of the leadership of the madrasa principle on the quality of educators”.

The correlation coefficient is sought to test the hypothesis by seeing how much influence the leadership of the madrasa principal (X) has on the quality of educators (Y). Based on the analysis carried out using the *SPSS version 24* computer program, the correlation coefficient between X and Y was obtained at 453. This correlation coefficient value was then consulted with the correlation coefficient table as follows:

Table 8
T Test Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55,114	16,203		3,401	,002
	leadership of the madrasa principal	,174	,229	,117	,757	,453

Dependent Variable: Quality of Educators

The calculation results above show that T_{count} is 0.757 with a significance (sig) of 0.453. Meanwhile, T_{table} with $dk = n - 2$, namely $43 - 2 = 41$ and 0.05 is 0.308, thus $T_{count} > T_{table}$ or $0.757 > 0.308$, so H_a is accepted. Thus H_a was accepted which means that "There is a positive influence of the leadership of the madrasah principle on the quality of educators at MTs 1 Bandar Lampung”.

Based on the results above, a correlation coefficient of 0.174 and a constant value of 55.114 were also obtained. so that we can see the form of the relationship between the madrasa principle leadership variable and the quality of educators in the form of a regression equation, namely: $\hat{Y} = a + bX$ or $\hat{Y} = 55.114 + 0.174X$. This means that if the leadership of the madrasa principle increases by 1 point, the quality of educators will increase by 0.174 points at a constant of 55.114. Thus, the better the leadership of the madrasa principle, the better the quality of educators will be

b. Coefficient of Determination

The coefficient of determination is a measure that states the level of strength of the relationship in the form of a percentage (%). The following are the results of calculating the coefficient of determination of the madrasa principle leadership variable and the educator quality variable at MTsN 1 Bandar Lampung.

Table 8
Coefficient of Determination Results
Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	,668 ^a	,438	,455	3,874

a. Predictors: (Constant), Madrasah Principle Leadership

b. Dependent Variable: Quality of Educators

Table 4.13
Correlation Coefficient of X to Y

Correlation	Rcount	Rtable	R ²
X to Y	0,668	0,301	0,438

In the table, it can be seen that Rcount is greater than Rtable ($0.668 > 0.301$). So it can be concluded that H_a "There is an influence between the leadership of the madrasa principle on the quality of educators at MTsN 1 Bandar Lampung", is accepted.

Based on the computer output above, it can be explained that the determination value (R Square) obtained was 0.438 or 43.8%. This means that the madrasa principle leadership variable (X) influences the quality of educators (Y) by 43.8%, and the remaining 56.2% is caused by other factors that are not the focus of discussion in the research.

DISCUSSION

The discussion in this research is about the influence of the leadership of the madrasa principle on the quality of educators at MTs 1 Bandar Lampung. This research aims to examine the influence of madrasa principle leadership variables on the quality of educators at MTs 1 Bandar Lampung. According to researchers, based on the results of the analysis above, the madrasa principle leadership variable has a positive influence on the quality of educators. The madrasa principle has a very big role in the management of the madrasa, especially in improving the quality of educators. In this case, the leadership of the madrasa principal is very influential in influencing, directing, and moving an educator so that the educator can be said to be of quality because, with the leadership of the madrasa principal, the quality of educators will run well.

Previously, the author had carried out instrument trials on respondents which were used in collecting data in this research. Trials on the madrasa principle leadership variable (X) and the educator quality variable (Y) were carried out using 20 respondents outside the research sample. It is known that the results of this trial are the madrasa principle leadership variable (X) which consists of 20 questions. The results of the trial contained 18 "VALID" questions and 2 "INVALID" questions, invalid item numbers, namely 9 and 12. Thus, the instrument for the madrasa principle leadership variable (X) used in the research was 18 questions. Invalid questions will be removed (deleted) and not used in research.

From testing the teacher quality variable (Y), it is known that there are 18 questions. The results of the trial in the teacher quality variable (Y) contained 16 "VALID" questions and 2 "INVALID" questions, the invalid question item numbers consisted of 17 and 18. Thus the instrument of the teacher performance variable (Y) that can be used in this research is 16 questions. Invalid questions are not used in this research.

The reliability test of the madrasa principle leadership variable (X) and the quality of educators (Y) is said to be reliable because the results show that the madrasa principle leadership variable () and 0.497 (Y). So that from the results of the validity and reliability

trials, the madrasa principle leadership variable (X) and the educator quality variable (Y) which have been tested on respondents have been declared valid and reliable, so they can be used for data collection in research. Analysis of the results of research that researchers have carried out shows that there is a positive influence between the leadership of the madrasa principle on the quality of educators at MTs 1 Bandar Lampung.

The results of the normality test via IBM SPSS Statistics 24 show that the Asymp. The Sig. (2-tailed) value of 0.287 is greater than 0.05. Following the basic decision-making of the Kolmogorov-Smirnov normality test, if the Sig value is > 0.05 , the data is normally distributed and vice versa, if the Sig value is < 0.05 , the data is not normally distributed. So it can be concluded that the data on the leadership of madrasah principles (X) and the quality of educators (Y) are normally distributed because the Sig value is > 0.05 , namely $0.287 > 0.05$. The results of the homogeneity test in the table above show that the significance result is 0.080. Based on the test criteria, if the significance value is greater than 0.05 then the data is homogeneous (similar), and if the significance value is less than 0.05 then the data is not homogeneous. So it can be concluded that the results of the madrasa principle leadership questionnaire and the quality of educators' data are homogeneously distributed because the significance value is $0.080 > 0.05$.

The results of the linearity test are above the Sig value on Deviation from Linearity $>$ from the Alpha value = 0.05, namely $0.520 > 0.05$, so it can be concluded that there is a linear relationship between the leadership of the madrasa principle (X) and the quality of educators (Y).

The coefficient of determination (R-square) is 0.438 or 43.8%. Thus, it shows that the percentage influence of the Madrasah Principle Leadership variable (X) can influence 43.8% of the Quality of Educators (Y) at MTsN 1 Bandar Lampung and the remaining 56.2% is a factor that is not the focus of the discussion in this research. Based on the results of the analysis, the proposed hypothesis is accepted which states that the leadership of the madrasa principle has a positive effect on the quality of educators and the T_{count} value is greater than T_{table} , namely $0.757 > 0.308$.

In testing the hypothesis, it was found that the leadership variable of the madrasa principle made an effective contribution of 0.438, or 43.8% of the quality of educators was influenced by the leadership of the madrasa principle. Meanwhile, the other 56.2% is the influence of variables that are not in this study.

The results of this hypothesis also show that there is a positive influence from the leadership of the madrasa principle so if the implementation of the leadership of the madrasa principle is better, the quality of educators will increase. This is in line with Mulyasa's opinion which states that the success of education in a madrasah is largely determined by the success of the leadership of the madrasah principle in managing the teaching staff available in the madrasah. The madrasa principle is one of the components of education that is very influential in improving the quality of educators. The madrasa principle is responsible for the implementation of educational activities, madrasa administration, other educational development, and the utilization and maintenance of facilities and infrastructure. (Mulyasa, 2013)(Yunus Russamsi dkk, 2020)(Fradito dkk, 2020)

To create an effective madrasah, the principal of the madrasah must be able to carry out leadership roles in carrying out his duties as principal of the madrasah, namely, there are 3 leadership styles for the principal of the madrasah, including influencing teaching staff, directing teaching staff and mobilizing teaching staff. This is in line with Hendarman's opinion which states that madrasa principles play a very important role in good madrasa management, which includes the ability to determine organizational goals and motivate

and influence subordinates to improve the organization. (Hendarman, 2019)(Muin et al., 2020)

Furthermore, based on the results of the analysis above, there is still a 56.2% influence on the quality of educators which can be explained by several other factors outside the leadership of the madrasa principle. Such as the ability of teachers to develop their professionalism, moral and material support from school leaders, organizational culture, and so on.

In guiding and improving the quality of educators, the most determining factors are moral and material support, providing motivation, work environment, as well as compensation for services from madrasah leaders towards teachers' efforts to improve professionalism, which will have a positive impact on improving the quality of educators' activities so that it will trigger teachers to do their best in achieving the learning objectives that have been set. (Nursaid, 2020)(Ita Nurmalasari, 2018) The explanation above illustrates that improving the quality of educators in carrying out their duties does not solely depend on the leadership of the madrasa principle. However, it is also determined by other factors, both from the educators themselves and from the surrounding environment.

CONCLUSIONS

The results of this research conclude that there is a positive influence between the Leadership of the Madrasah Principle on the Quality of Educators at MTsN 1 Bandar Lampung with the correlation between the independent variable and the dependent variable being 0.668. Apart from that, R² is 0.438 at a significance level of 5%. This means that the contribution of variable

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