



# The Impact of the Madrasah Principal's Leadership on Teacher Performance at MTs TI Kerkap

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## Abstract

*Leadership plays a very strategic role in the development and change of the school organization as a whole, therefore the school's dependence on the principal's leadership role is seen as having quite effective power in school management to face the dynamics or changes in the school, for the better or otherwise. This study aims to find out and analyze in depth the impact of the principal's leadership on teacher performance at MTS TI Kerkap. This study is a qualitative descriptive study, taking the research location at MTS TI Kerkap. Data collection techniques used observation, interviews, and documentation. The results of the study show that: First, the leadership of the principal of MTS TI Kerkap is a transformational leadership reflected in behavior that always absorbs the aspirations of his subordinates, empowers subordinates to work optimally, always pays attention to the needs of subordinates by trying to create an atmosphere of mutual trust and confidence, tries to create mutual respect, sympathy for the attitudes of subordinates, has a friendly nature, fosters the participation of subordinates in decision-making and other activities, by prioritizing self-direction, also grows a sense of respect and self-respect from subordinates to their leaders, so that what is the result of joint decisions can be carried out as well as possible. Second, the impact of the principal's leadership has a very large impact on the performance of the school's teachers. This is demonstrated by the principal's patient and disciplined motivational approach to teachers. The principal is able to engage with his subordinates psychologically, understanding their personality traits and characteristics in order to motivate their performance.*

## Keywords

*Leadership Impact, Teacher Performance*

## Introduction

Education in madrasahs can be considered successful if the madrasah principal is able to effectively manage the educational personnel within the institution. The madrasah principal is a crucial component that significantly influences the improvement of teacher performance. Becoming a teacher with strong professional performance is not an easy task; it requires maximum effort and continuous development. Therefore, the way the madrasah principal interacts with subordinates greatly affects the success or failure of the madrasah under their leadership.

Based on the results of preliminary observations and an interview conducted on September 9, 2025, with the principal of MTs TI Kerkap, Mr. Syamsul Bahri explained that there are still observable issues related to teacher performance. One of the main problems identified is the low ability of teachers to develop lesson plans (Rencana Pelaksanaan Pembelajaran/RPP). Many teachers tend to adopt a pragmatic approach by copying existing lesson plans. As a result, numerous inaccuracies are found in the lesson plans used by teachers. Copying, in this context, refers to duplicating existing lesson plans for personal use, which leads to a lack of understanding of certain components of the RPP because they are not aligned with the teachers' individual situations and the specific learning environments they manage.

Student learning achievement, encompassing cognitive, affective, and psychomotor domains, is positively influenced by teachers who demonstrate constructive and effective teaching performance. Based on observed conditions, the leadership of the madrasah principal affects how well teachers carry out their instructional roles in enhancing productivity and achieving educational objectives. Consequently, there is a relationship between madrasah principal leadership and teacher performance. It can be argued that teacher performance improves when the madrasah principal provides effective leadership in guiding teachers to fulfill their responsibilities. To obtain answers to the research problem, further investigation is necessary in order to gain a realistic and comprehensive understanding of the impact of madrasah principal leadership on teacher performance.

Based on this background, the author is interested in conducting further research to examine whether the existing realities in the madrasah align with theoretical expectations, under the title "The Impact of Madrasah Principal Leadership on Teacher Performance at MTs TI Kerkap."

## Methods

### Data Analysis

Data analysis is a systematic process of searching for and organizing data obtained from observations, interviews, field notes, and other relevant materials that have been collected, followed by drawing conclusions so that the findings can be easily understood by both the researcher and others (Iii & Penelitian, 2022). Miles and Huberman state that activities in qualitative data analysis are conducted interactively and continuously until data saturation is achieved. The main activities in qualitative data analysis include data reduction, data display, and conclusion drawing/verification (Iii & Penelitian, 2022).

## Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained during the research process. Researchers may obtain large amounts of data at any time, particularly when applying methods such as observation, interviews, or document analysis related to the research subject.

## Data Display

In qualitative research, data display can be presented in the form of brief descriptions, charts, relationships among categories, flowcharts, or similar formats. Furthermore, Miles and Huberman, as cited by Sugiyono, argue that the most commonly used method for presenting qualitative data is narrative text.

## Conclusion Drawing/Verification

Conclusion drawing is a subsequent stage following data reduction and data display, in which the researcher interprets the data and formulates conclusions. At this stage, the researcher still has the opportunity to receive feedback or additional input to ensure the validity and accuracy of the findings

## Results and Discussions

### The Impact of Madrasah Principal Leadership on Teacher Performance at MTs TI Kerkap

Effective leadership has a significant positive impact on teacher performance by creating a supportive work environment, providing guidance, motivation, and a clear vision, which in turn enhances collaboration, commitment, and job satisfaction among teachers. Conversely, weak or rigid leadership may reduce teacher performance, leading to problems such as low teaching motivation, limited use of instructional media, and the inability to optimally utilize learning resources

### Ability to Develop Instructional Planning.

Based on an interview with Mr. Ardi, the school operator at MTs TI Kerkap, regarding how teachers plan teaching and learning activities, he explained:

“Teacher planning in the teaching and learning process includes understanding student characteristics, setting clear objectives, organizing materials systematically, selecting innovative methods and media, designing interactive activities, allocating time effectively, and preparing evaluations and follow-up actions, all of which are based on the applicable curriculum and consider individual student needs to ensure effective and meaningful learning.”

(Interview with Mr. Ardi, December 16, 2025)

Similarly, in response to the same question, Mrs. Ovi, a teacher at MTs TI Kerkap, stated:

“Teachers prepare instructional tools such as lesson plans (Rencana Pelaksanaan Pembelajaran/RPP), student worksheets (LKS), learning media, and assessment instruments as the main guidelines to ensure that learning is well-directed and measurable.”

(Interview with Mrs. Ovi, December 15, 2025)

This view was reinforced by Mrs. Neneng, a staff member in the administrative office, who explained:

“It is an integrated process in which educators assess learning needs, determine specific learning objectives, develop teaching and learning strategies, implement work plans, and evaluate instructional outcomes.”

(Interview with Mrs. Neneng, December 15, 2025)

An interview with Mrs. Hus'nun, the homeroom teacher of Class 8B, further emphasized that instructional planning is essential to achieving learning objectives effectively. She noted that teachers are responsible for designing lesson plans, developing learning materials, and preparing instructional media based on careful consideration of students' conditions.

(Interview with Mrs. Hus'nun, December 16, 2025)

In addition, Mrs. Yulastri, an administrative staff member, explained that teachers should design lesson plans that consider individual differences among students by first identifying student characteristics, including background, interests, learning styles, and prior knowledge through observation, questionnaires, or discussions.

(Interview with Mrs. Yulastri, December 16, 2025)

### **Mastery of Learning Materials**

Mastery of learning materials refers to a teacher's ability to thoroughly and broadly understand the subject matter being taught, as well as students' ability to absorb, comprehend, apply, analyze, synthesize, and evaluate the material. This mastery includes cognitive, skill-based, and attitudinal aspects and is crucial for achieving learning objectives. Teachers with strong subject mastery are better able to manage classrooms, stimulate student interest, and create dynamic learning experiences rather than rote memorization.

In response to the question of how teachers handle problems encountered during instruction, Mr. Ardi explained:

“The findings indicate that teachers often face constraints due to conventional teaching methods (lecturing) and limited interactive media, which lead to student boredom, lack of focus, and difficulty in understanding complex subjects such as economics or abstract mathematics. However, some teachers succeed by using contextual modules and discussion-based approaches. Students expect greater variation in teaching methods, richer media such as audiovisual tools and simulations, and teachers acting as facilitators to improve understanding and engagement.”

(Interview with Mr. Ardi, December 16, 2025)

This was reinforced by Mrs. Ovi, who stated:

“Mastery of learning materials is strongly influenced by the methods and media used. Monotonous instruction reduces student interest and comprehension, whereas approaches involving interactive media and hands-on activities such as discussions and practice significantly enhance student engagement and understanding, despite existing implementation challenges.”

(Interview with Mrs. Ovi, December 15, 2025)

Mrs. Yulastri added that teachers address instructional problems by identifying root causes

through diagnostic approaches, applying diverse and innovative strategies, fostering communication with parents and students, providing motivation and appreciation, and continuously improving professional competence through training and discussions to create a supportive and enjoyable learning environment.

(Interview with Mrs. Yulastri, December 15, 2025)

Similarly, Mrs. Neneng emphasized that teachers should utilize available resources, pursue professional development, and build positive relationships with colleagues, administrators, and students, while also engaging in self-reflection and setting realistic goals.

(Interview with Mrs. Neneng, December 15, 2025)

Meanwhile, Mrs. Hus'nun highlighted the importance of habituating students to follow four problem-solving steps: (1) understanding the problem, (2) planning a solution strategy, (3) implementing the solution, and (4) reviewing the results.

(Interview with Mrs. Hus'nun, December 15, 2025)

### **Mastery of Teaching Strategies and Methods**

Mastery of teaching strategies and methods refers to a teacher's ability to select, design, and implement effective instructional approaches and specific techniques to achieve learning objectives. These may include lectures, discussions, group work, demonstrations, discovery learning, or project-based learning to create active and interactive learning experiences. Teachers must understand the distinction between strategies (overall instructional approaches) and methods (specific techniques) and apply them flexibly according to learning objectives, content, and student characteristics.

Regarding the selection of effective instructional strategies and methods, Mr. Ardi explained:

"There are four essential elements in instructional implementation: (1) determining clear learning objectives related to desired behavioral and personal changes in students; (2) selecting the most effective instructional approach; (3) establishing appropriate procedures, methods, and techniques; and (4) defining standards and minimum criteria for success."

(Interview with Mr. Ardi, December 15, 2025)

### **Classroom Management Ability**

Classroom management skills refer to a teacher's ability to create and maintain a conducive, optimal, and enjoyable learning environment to achieve instructional goals. This includes managing the physical, social, and emotional aspects of the classroom through clear rules, engaging methods, positive relationships, and effective handling of disruptions to ensure students remain engaged and comfortable during learning activities.

Mrs. Yulastri explained that a supportive classroom environment enables students to develop optimally, removes learning barriers, maintains classroom stability, and accommodates individual differences.

(Interview with Mrs. Yulastri, December 15, 2025)

This was supported by Mrs. Neneng, who emphasized the importance of creating an orderly, disciplined, and enthusiastic learning atmosphere, as well as harmonious relationships between

teachers and students.

(Interview with Mrs. Neneng, December 15, 2025)

Mr. Ardi further stated that classroom management involves controlling disruptions and maintaining classroom stability so that teaching and learning interactions are not hindered.

(Interview with Mr. Ardi, December 15, 2025)

Mrs. Ovi added that classroom management consists of a set of activities aimed at developing desired student behaviors, reducing undesirable behaviors, fostering positive interpersonal relationships, creating a supportive socio-emotional climate, and facilitating effective classroom organization.

(Interview with Mrs. Ovi, December 15, 2025)

Classroom management also includes regulating students and the physical environment using various approaches such as authoritarian, permissive, authoritative, and eclectic/pluralistic models, as well as specific techniques such as the “sersan” (serious but relaxed) approach, which combines rules, autonomy, motivation, and positive teacher–student interactions to create a conducive learning environment.

### **Ability to Conduct Assessment and Evaluation**

Evaluation is inherently qualitative in nature and involves interpretation or judgment, often based on quantitative data. Assessment refers to making decisions or judgments regarding the quality or value of something based on certain criteria.

In response to questions regarding the preparation of assessments and evaluations related to teacher performance as influenced by leadership, Mr. Ardi explained:

“The purpose of assessment is to measure effectiveness, while evaluation adds a value component to this process. Teachers assess students to determine how well they have achieved learning targets.”

(Interview with Mr. Ardi, December 15, 2025)

Assessment is a vital component of education, yet it is often overlooked. Evaluating learning provides essential feedback to both teachers and students regarding progress, helps identify strengths and areas for improvement, and supports continuous growth and development.

This view was reinforced by Mrs. Hus’nun, who stated:

“Evaluation plays a crucial role in assessing students’ level of understanding of the material taught. Through evaluation, the achievement of learning objectives can be measured more accurately and objectively.”

(Interview with Mrs. Hus’nun, December 20, 2025)

Without evaluation, serious consequences may arise: teachers cannot determine instructional effectiveness, students may become bored and unmotivated due to monotonous methods, educational quality may decline significantly, curricula may fail to develop, and graduates may lack competence due to unmeasured abilities—ultimately undermining the education system and producing inadequately prepared generations.

### **Discussion**

In terms of teacher performance, the leadership of the madrasah principal at MTs TI Kerkap is perceived to have a substantial impact on teachers' work performance. This is evidenced by field observations indicating that the principal consistently emphasizes the importance of deadlines in the assignment of tasks, based on the belief that teachers are more motivated to complete their responsibilities when clear time limits are established.

In addition, the principal implements teacher development programs with a strong sense of responsibility, recognizing that leadership would be ineffective without the support of motivated teachers who are committed to improving educational quality. The principal's attributes of discipline, exemplary conduct, and perseverance demonstrate effective leadership in motivating subordinates. Such leadership is exercised with patience and, at times, through psychological and individualized approaches tailored to each teacher.

These leadership practices contribute to fostering teacher enthusiasm, strengthening work commitment, and ultimately enhancing teacher performance within the madrasah.

## Conclusion

The impact of madrasah principal leadership on teacher performance at MTs TI Kerkap is substantial. This is demonstrated through the principal's provision of motivation to teachers, which is carried out with patience and a strong sense of discipline. The principal is able to adopt a psychological approach toward subordinates in order to understand the traits and personal characteristics of teachers, thereby effectively motivating and enhancing their performance.

Another positive influence of the principal's leadership is the improvement of teachers' work discipline, as evidenced by effective time management and consistent punctuality. Following this increase in discipline, the principal has also implemented continuous teacher development through systematic supervision.

The efforts undertaken by the madrasah principal at MTs TI Kerkap to improve teacher performance include teacher coaching and empowerment through various activities and programs, such as seminars, professional training programs, facilitating access to updated information, participation in Subject Teacher Working Groups (Musyawarah Guru Mata Pelajaran/MGMP), and the implementation of educational supervision.

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