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The Role of the Madrasah Working Group in Improving the Performance of Private Madrasah Teachers in Serang District

Nurlelah*, Anis Fauzi, Ahmad Qurtubi, & Eneng Muslihah

UIN Banteng, Serang, Indonesia

Abstract

The madrasa head has the right to move the teacher council to join the madrasa working group program. On the other hand, teachers must be able to formulate lesson plans, carry out learning procedures, and establish interpersonal relationships with students, fellow teachers, educational staff, parents, and stakeholders. Therefore, it is necessary to conduct research on empowering madrasah working groups to encourage increased teacher performance. The approach used in this study is quantitative, namely research that describes each variable. The purpose of using a quantitative approach is to explain the facts. Based on the results of the descriptive analysis, it can be seen that there is a tendency for high teacher performance to be followed by a high madrasah head leadership score. This means that there is a tendency for good leadership to support high teacher performance. The conclusions obtained from the results of this study are: first, the better the leadership of the madrasah head, the higher the teacher's performance, conversely, poor madrasah leadership has the potential to reduce teacher performance. Second, the higher the teacher's work motivation, the higher the teacher's performance, conversely teachers with low work motivation tend to have low performance.

Keywords: Empowerment, Working Group, Teacher Performance, Madrasah, Private.

1. Introduction

For more than fifteen years, madrasah education institutions have faced extraordinary challenges, government policies have not touched the realm of madrasas as one of the pillars that help the nation's intelligence. Madrasah are still in a backward position especially those that come from community participation, namely private madrasah. The presence of the government has not been felt so that the face of private madrasas has not developed much from year to year. This is what the author observes, especially in the private madrasah environment in the Madrasah Working Group (KKM) MTs Negeri 5, Serang Regency. These problems encourage the author to look and examine more deeply to be able to find answers to the perceived problems. Of course many things that affect both internal and external.

Leaders have a positive influence on values in the organization such as motivation and group member performance. Therefore, if the leadership of the madrasa head is low, then will have an impact on the low level of performance of a teacher, there are still teachers whose performance unsatisfactory, unachieved, who feel unappreciated for what has been done, dissatisfied with the work that has been done and will be done, do not dare to take risks, condition This show exists flavor No satisfied in performance for a Teacher. Success something educational institutions are largely determined by the role of their leaders, because the head of the madrasa as leader in institution must capable lead institution the going to achievement objective Which has set. Head madrasa must capable see change norm education and life globalization. With thereby head Madrasah moment this require that knowledge And Skills For lead in a manner effective good from side cost nor authority. By because that is, if the madrasa leadership does not understand, then not everything will happen. "To happen" today, head Madrasah must play role visionary, agent change, role model, and managers (Surani et.al, 2020: 137-147). In an organization the most important aspect that is significant to note is leadership. The development of good quality education requires a variety of quality resources. Quality leadership is one of the foundations in implementing quality education. Madrasas as educational institutions need leadership that is able to accommodate efforts to advance the delivery of education properly. The concept of leadership is very fundamental in an organization, namely Madrasas. Therefore, the implementation of quality education in Madrasas cannot be

* Corresponding author
E-mail address: anis.fauzi@uinbanten.ac.id

separated from quality leadership as well. Therefore an understanding of proper leadership is needed so that an understanding of leadership in Madrasas can be absorbed properly (Ahmad, 2019: 313).

2. Method

This type of research is descriptive research that aims to describe things as they are. This study wanted to find out the relationship between the leadership of the madrasa head and teacher performance. The population in this study were all teachers who taught at madrasas who were in the MTs Negeri 5 Madradah Working Group, Serang Regency, totaling 119 people. The sample of this research was 92 people which constituted 77% of the population and were also the research respondents. The location of this research is in private Madrasahs which are under the guidance of the Madrasah Working Group (KKM) of MTs Negeri 5, Serang district. Until now, KKM MTs Negeri 5 Serang oversees 21 (twenty one) madrasas located in the Puloampel sub-district, Serang Regency.

Data collection techniques that researchers use are questionnaires, interviews, and observations. A questionnaire is a set of questions or statements related to a topic of discussion that is used to obtain data in the form of answers from respondents. The distribution of questionnaires in a study was carried out so that the data obtained from respondents was more concrete (Nurdin, Ismail, and Sri Hartati, 2019: 174). Based on this explanation, it can be concluded that the questionnaire is a data collection technique by distributing a set of questions to respondents. , In this study, researchers distributed questionnaires indirectly to school principals and teachers in the Madrasah Working Group (KKM) MTsN 5 Serang district. An indirect questionnaire was used because this study only involved a sample of the entire population of educators and education staff at MTsN 5 KKM Serang District. Interviews are a means of collecting data through oral conversations between researchers and respondents. The main feature of the interview is that it involves face-to-face interaction between research as interviewer with sources (Asli Manzilati, 2017: 71). Data collection in this study used unstructured interviews, in which the authors compiled interview guidelines containing questions to be asked of respondents to find the necessary data as well as to verify the data that had been obtained through questionnaires. The author will interview school principals and teacher representatives at KKM MTsN 5 Serang district.

Documentation is the collection of data in the form of notes, books, transcripts, newspapers, magazines, minutes, meetings, and agendas that are relevant to the research variables. From this definition, it can be concluded that documentation is a data collection technique using documents that are relevant to research problems to provide an overview of research. In this case, documentation is carried out to record teacher presence, coaching and supervision programs for teachers, conditions of teachers and students, school facilities and infrastructure, and school profiles. In this study, a descriptive analysis of the characteristics of the respondents was carried out by making a frequency distribution table which shows the percentage of respondents based on their characteristics. The frequency distribution table was obtained from the results of the descriptive analysis which was processed with the help of the SPSS version 25 program. The characteristics of the respondents analyzed in this study were the characteristics of the respondents related to the type of user and type of taxpayer. In this study, a descriptive analysis of the research variables was carried out to calculate the average value of the total score of respondents' answers on each variable.

Hypothesis testing in this study was carried out using analytical techniques Partial Least Square (PLS) with the help of the Smartpls program. The choice of PLS as an analytical technique is due to (1) PLS is an SEM analysis technique so that the accuracy in measurement is more precise than conventional analysis techniques such as multiple linear regression; (2) PLS SEM analysis can be used for small samples < 100, the sample in this study is only < 100; (3) PLS techniquerobust to abnormal data so that it does not give bias analysis results even though the data analyzed is not normally distributed. The stages in the PLS analysis include (1) the outer model testing phase and (2) the inner model testing phase. In the outer model testing stage, testing is carried out on the construct validity and reliability of all indicators in the model while in the inner model stage, hypothesis testing will be carried out based on the significance value and path coefficient between exogenous and endogenous variables. Based on the research model framework and the hypotheses proposed in this study, the specifications for the PLS model to be estimated in this study are as follows on figure 1.

The stages in the PLS analysis include the outer model testing phase and the inner model testing phase. The outer model testing phase is used to test the validity and reliability of all indicators in measuring the construct, while the inner model testing is used to test the research hypothesis. The measurement model testing phase includes testingConvergent Validity, Discriminant Validity dan Composite Reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model meet the requirements of convergent validity, discriminant validity and composite reliability. The convergent validity test is carried out by looking at the loading factor value of each indicator against the construct. For confirmatory research, the loading factor limit used is 0.7, while for exploratory

research the loading factor limit used is 0.6 and for development research, the loading factor limit used is 0.5. Because this research is a confirmatory study, the loading factor limit used is 0.7. Apart from looking at the loading factor value of each indicator, convergent validity must also be assessed from the AVE value of each construct. All constructs in the PLS model are declared to have met convergent validity if the AVE value of each construct is > 0.5.

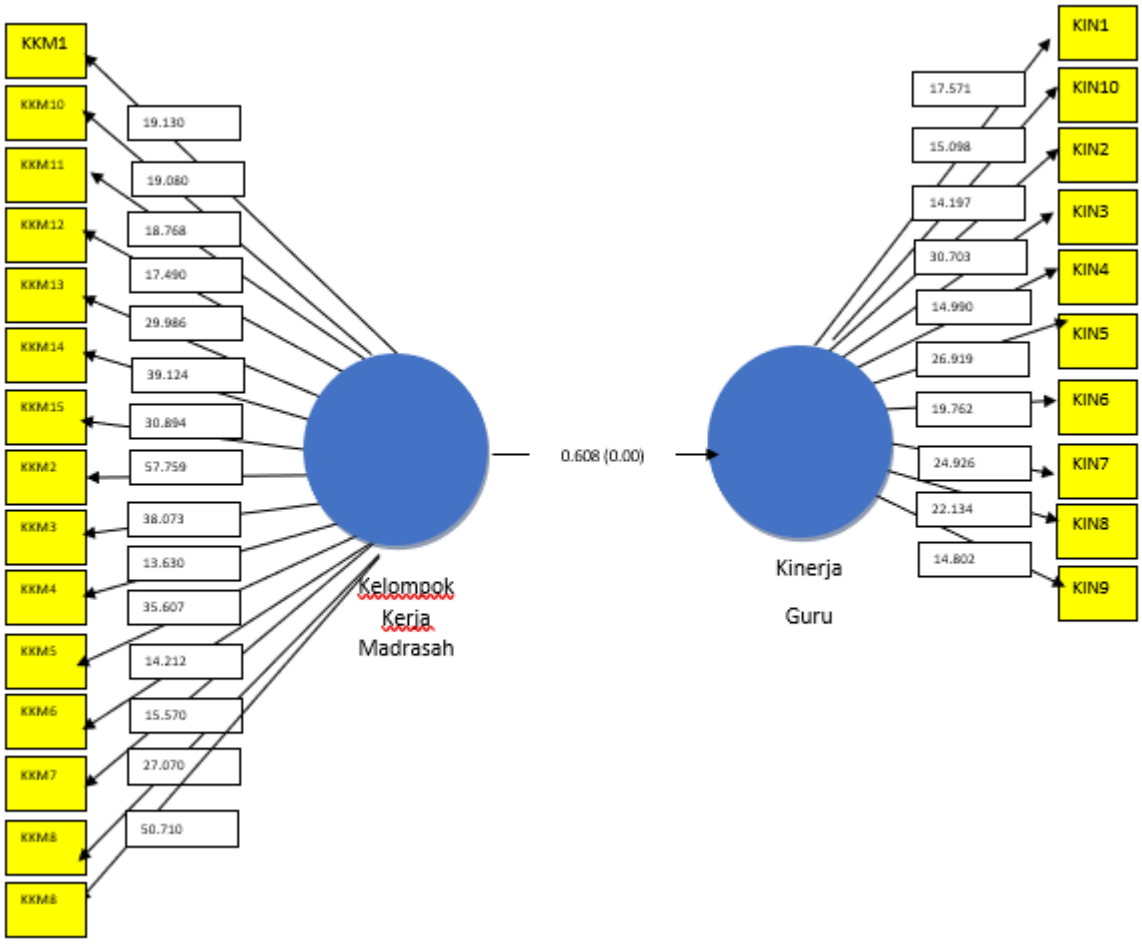

Figure 1. PLS Model Specifications

Discriminant validity carried out to ensure that each concept of each latent variable is different from the other variables. Models havediscriminant validity which is good if the AVE squared value of each exogenous construct (value on the diagonal) exceeds the correlation between that construct and other constructs (value under the diagonal). In addition to using the methodFornell Larcker, discriminant validity can also be seen from the HTM values between constructs. In this method, all constructs are declared to meet the criteria of discriminant validity if the HTMT value between constructs does not exceed 0.9. The results of the analysis in Table 4.20 shows that there is no HTM value between constructs that exceeds 0.9, this means that the discriminant validity criteria have been met. In addition to using the methodFornell Larcker and the HTMT method, discriminant validity can also be seen from the valuecross loading each indicator against its construct, the indicator is declared to meet the discriminant validity criteria ifcross loading indicator of the construct is higher than the valuecross loading indicators against other constructs.

Construct reliability can be assessed from the valueAlpha chromosome and valueComposite Reliability from each construct. Markcomposite reliability and the recommended cronbachs alpha is more than 0.7, but in development research, because the loading factor limit used is low (0.5) the valuecomposite reliability andalpha chroma low is still acceptable as long as the requirements for convergent validity and discriminant validity have been met. Inner model testing includes an assessment ofgoodness of fit structural model, assessment of path coefficients, test the significance of the partial effect of exogenous variables on endogenous variables and calculation of the coefficient of determination. The test results at this stage can be used to test the research hypothesis. At the testing stage of the structural model, prior to testing the structural model, the feasibility of the model is first tested by looking at the valueR square and value-

Q square model. In this test, value-R square the model shows the predictive power of the model seen from the power of exogenous variables in predicting endogenous variables. The R square value is categorized into 3 categories, namely good, moderate and weak. According to Chin (1998), an R square value of 0.67 indicates a strong PLS model, 0.33 indicates a PLS model in the moderate category) and 0.19 indicates that the PLS model is in a weak category.

The Q square value is categorized into 3 categories, namely small, medium and large, a Q square value of 0.02 is considered small, a Q square value of 0.15 is considered medium and a Q square value of 0.35 is considered large. The direct effect significance test is used to test the partial effect of exogenous variables on endogenous variables. Because this study uses a one-way hypothesis (one tail), then the hypothesis used in this test is as follows:

- Ho: exogenous variables have no positive effect on endogenous variables
- Ha: exogenous variables have a positive effect on endogenous variables

Because the research hypothesis is a one-way hypothesis, then Ho is rejected and it is concluded that exogenous variables have a significant effect on endogenous variables if the P value <0.05 and t count > 1.65, whereas if the p value > 0.05 and t count < 1.65 then Ho is not rejected and it is concluded that exogenous variables have no effect on endogenous variables. From the results of the significance test, it can also be seen the direction of the relationship between the influence of exogenous and endogenous variables. The direction of the relationship can be known from the path coefficient on each path. If the path coefficient value is positive then the exogenous effect on the endogen is unidirectional, whereas if the path coefficient is negative then the exogenous effect on the endogen is in the opposite direction. The coefficient of determination shows the influence of exogenous variables on endogenous variables. In the PLS analysis, the coefficient of determination is seen from the adjusted R Square value with a value between 0 -1. The higher the adjusted R square, the higher the contribution of exogenous variables to endogenous.

3. Result and Discussion

3.1. Research result

This research was conducted at KKM MTsN 5 Serang District. Madrasah Tsanawiyah (MTs) Negeri 5 Serang is a state madrasah (formal education institution at the junior high school level) which is administratively a work unit under the Ministry of Religion of the Republic of Indonesia Banten Provincial Office. This madrasa is located on Jalan Ki. Muhammad Idris No.2, Sumuranja Village, Puloampel sub-district, Serang Regency, Banten Province. This study used an instrument in the form of a questionnaire which was distributed offline to all teachers at MTs Negeri 5 Seran. Before the instrument was distributed to all respondents, the instrument was first tested on 30 respondents. Data from filling out the questionnaire at the testing stage of this instrument were then tested using validity and reliability tests to determine the level of validity and reliability of the instrument.

The validity and reliability tests of the instruments in this study were carried out with the help of the SPSS version 26 program. The validity test used was the r arithmetic validity test, where the statement item was declared valid if the r arithmetic value obtained was > r table (r table (n=30; α=0.05) = 0.361). Based on the test results, valid statement items were used as instruments while invalid statement items were discarded because they proved unable to measure the research variables properly. After all statement items are valid, the test continues with the reliability test. The reliability test used is the reliability testCronbachs Alpha where the instrument is declared reliable if the valuecronbachs alpha > 0.7 (Ghozali, 2018).

3.1.1. The Validity and Reliability of the KKM Role Variable Instrument

In this study, the role of KKM was measured by 30 statement items. The results of the validity test in Table 1 show that all statement items are valid with r- values ranging from 0.460 to 0.851. Because all items are valid, all statement items on the Motivation variable instrument can be used. Furthermore, the results of the reliability test in Table 1 show the value cronbachs alpha of 0.960. This value has exceeded the set limit (0.7) which means that the instrument variable Motivation with 30 items of this statement is reliable so it can be used to measure the variable Motivation.

In this study, teacher performance was measured by 30 statement items. The results of the validity test in Table 1 show that all statement items are valid with r- values ranging from 0.410 to 0.859. Because all items are valid, all statement items on the teacher performance variable instrument can be used. Furthermore, the results of the reliability test in Table 1 show the value cronbachs alpha of 0.936. This value has exceeded the set limit (0.7) which means that the teacher performance variable instrument with 30 statement items is reliable so that it can be used to measure teacher performance variables.

Table 1. Instrument Validity and Reliability Test Results Variable Role of KKM

Question Items	R Table	Validity
MOT1	0.906	Valid
MOT2	0.921	Valid
MOT3	0.958	Valid
MOT4	0.938	Valid
MOT5	0.948	Valid
MOT6	0.952	Valid
MOT7	0.941	Valid
MOT8	0.936	Valid
MOT9	0.943	Valid
MOT10	0.938	Valid
MOT11	0.930	Valid
MOT12	0.945	Valid
MOT13	0.929	Valid
MOT14	0.933	Valid
MOT15	0.948	Valid
MOT16	0.934	Valid
MOT17	0.975	Valid
MOT18	0.928	Valid
MOT19	0.920	Valid
MOT20	0.925	Valid
MOT21	0.972	Valid
MOT22	0.906	Valid
MOT23	0.973	Valid
MOT24	0.920	Valid
MOT25	0.939	Valid
MOT26	0.900	Valid
MOT27	0.952	Valid
MOT28	0.933	Valid
MOT29	0.983	Valid
MOT30	0.961	Valid

Source: processed data (2022)

Table 2. Test Results for the Validity and Reliability of Teacher Performance Variable Instruments

Question Items	R Table	Validity
KIN	0.943	Valid
KEP2	0.933	Valid
KEP3	0.932	Valid

Question Items	R Table	Validity
KEP4	0.936	Valid
KEP5	0.931	Valid
KEP6	0.958	Valid
KEP7	0.926	Valid
KEP8	0.952	Valid
KEP9	0.916	Valid
KEP10	0.950	Valid
KEP11	0.895	Valid
KEP12	0.944	Valid
KEP13	0.927	Valid
KEP14	0.967	Valid
KEP15	0.926	Valid
KEP16	0.971	Valid
KEP17	0.932	Valid
KEP18	0.984	Valid
KEP19	0.920	Valid
KEP20	0.944	Valid
KEP21	0.944	Valid
KEP22	0.941	Valid
KEP23	0.964	Valid
KEP24	0.924	Valid
KEP25	0.920	Valid
KEP26	0.955	Valid
KEP27	0.937	Valid
KEP28	0.910	Valid
KEP29	0.964	Valid
KEP30	0.907	Valid

Source: processed data (2022)

In this study, descriptive analysis was carried out to see the description of respondents' perceptions of the three research variables. Descriptive analysis was carried out by calculating the average total score of respondents' answers to each research variable. Because there are 30 questions in each instrument and all instruments have a gradation of answers 1-5 (1 = Strong disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree), then the total score of the lowest answer hypothetically is 30 and the total score of the highest answer hypothetically is 150. Therefore, the total score of respondents' answers can be categorized into 3 categories as follows:

Table 3. Categorization of Answer Scores

Categorization	Interval
Low	30 - 70
Currently	70 - 110
Height	110 - 150

Source: processed data (2022)

Based on the results of the score categorization of the respondents' answers, the following is a description of the respondents' perceptions of the principal's leadership, a description of the motivation and performance of teachers in KKM MTsN 5, Serang Regency:

3.1.2. Description of K-participation in the Ministry of Health

Table 4. Description of K-participation in the Ministry of Health

Categorization	Interval	Amount	Percentage
Low	30 – 70	23	25.00%
Currently	70 – 110	23	25.00%
Height	110 - 150	46	50.00%

Source: processed data (2022)

The results of the analysis in Table 4 show that of the 92 respondents who were examined in this study, most of the respondents had a total answer score on the teacher's work motivation variable which was in the high category (50%), while 25% of respondents had an answer score in the low category and 25 % of respondents have an answer score in the medium category. This means that most of the respondents in this study have high work motivation.

3.1.3. Description of Teacher Performance

Table 5. Description of Teacher Performance

Categorization	Interval	Amount	Percentage
Low	30 - 70	23	25.00%
Currently	70 - 110	25	27.17%
Height	110 - 150	44	47.83%

Source: processed data (2022)

The results of the analysis in Table 5 show that of the 92 respondents who were examined in this study, most of the respondents had a total answer score on the teacher performance variable which was in the high category (47.83%), while 25% of respondents had an answer score in the low and 27.17% of respondents have an answer score in the medium category. This means that most of the respondents in this study have high work motivation. Based on the results of the descriptive analysis, it can be seen that there is a tendency for high teacher performance to be followed by high participation scores in the KKM (leadership and work motivation). This means that there is a tendency for good leadership and high teacher work motivation to support high performance. This is reinforced by the results of the correlation test in Table 6 which shows that there is a very strong correlation between leadership and work motivation and teacher performance in the school. The correlation value between leadership and teacher performance is 0.686 and the correlation value between work motivation and teacher performance is 0.888.

Table 6. Correlation between variables

	Teacher Performance	The role of KKM
Teacher Performance	1.000	
Participation in KKM	0.888	1.000

Source: processed data (2022)

3.1.4. Analysis of SEM PLS

In this study, the influence of the principal's leadership and teacher motivation will be tested by SEM PLS analysis. The stages in the PLS SEM analysis consist of (1) Drawing a path diagram according to the research model framework; (2) Do the test outer model to assess the validity and reliability of indicators in measuring the variable (construct); (3) Assess goodness of fit model to ensure that the data processed is fit with the estimated model so that the sample used can provide an overview of the actual condition of the population and (4) Conduct test-sinner model which is the stage of testing the influence between variables as a tool to test the research hypothesis.

a. Draw a Path Diagram according to the Research Model Framework

This research model contains 2 exogenous variables, namely the principal's leadership variable and work motivation and 1 endogenous variable, namely teacher performance. All of these variables are latent constructs that are measured by 30 measuring indicators. Based on the conceptual framework, the PLS SEM diagram that will be estimated in this study is as follows:

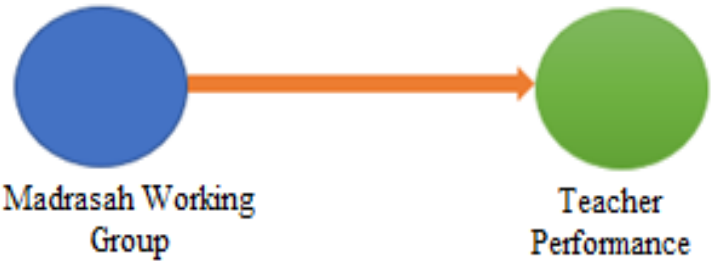

Figure 2. PLS SEM diagram estimated (indicators are hidden to simplify visualization)

b. Outer Model Testing

The measurement model testing phase includes testing Convergent Validity, Discriminant Validity and Composite Reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model meet the requirements of convergent validity, discriminant validity and composite reliability. To bring up the results of the outer model test, the PLS model must be estimated by technique algorithm.

1) Convergent Validity Test

The convergent validity test is carried out by looking at the loading factor value of each indicator against the construct. For confirmatory research, limits loading factor used is 0.7, while for exploratory research the loading factor limit used is 0.6 and for development research, the loading factor limit used is 0.5. Because this research is a confirmatory study, the loading factor limit used is 0.7. The estimation results of the PLS SEM model using algorithm techniques show that some indicators are invalid in measuring the construct. Therefore these indicators were removed from the model and only valid indicators remained in the model. The remaining indicators in the model can be seen in the figure 3 and table 7.

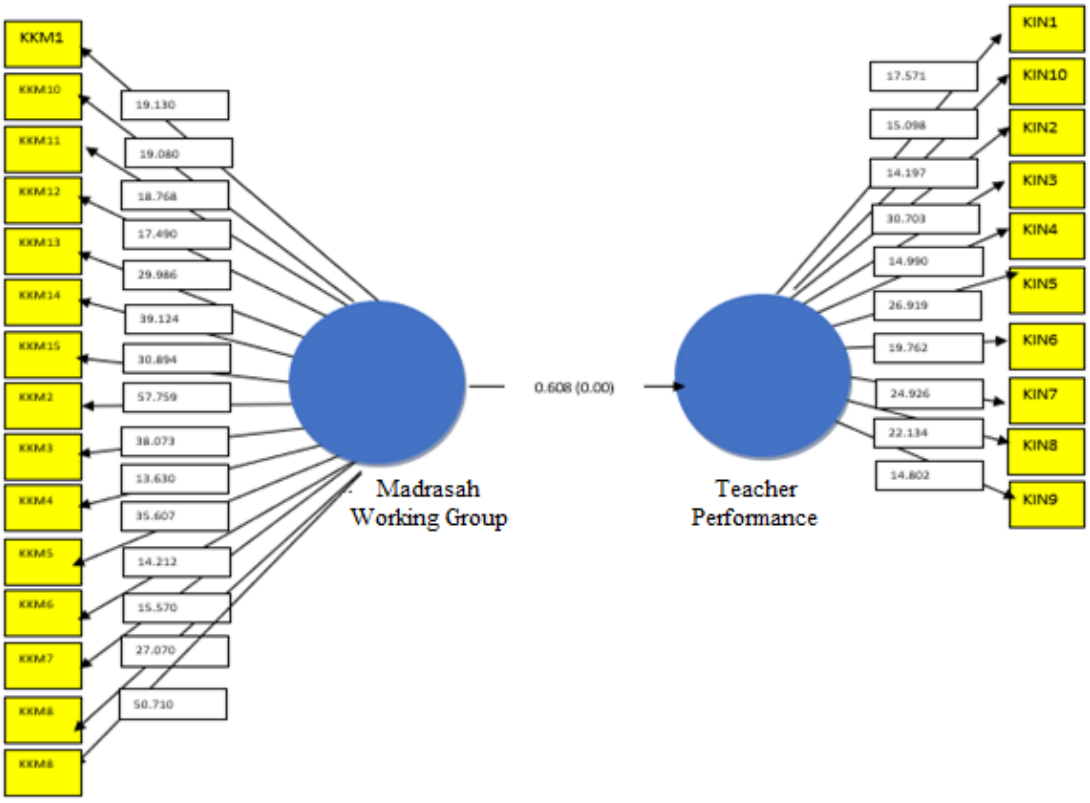

Figure 3. Estimation Results of the PLS Algorithm Model after invalid indicators are removed from the model

Table 7. Loading Factor Value in Convergent Validity Test

Variable	Indicator	Loading Factor	Cut Value	Validity
Madrasah Working Group	KIN1	0.864	0.7	Valid
	KIN10	0.845	0.7	Valid
	KIN2	0.844	0.7	Valid
	KIN3	0.906	0.7	Valid
	DO 4	0.883	0.7	Valid
	KIN5	0.928	0.7	valid
	KIN6	0.915	0.7	valid
	KIN7	0.932	0.7	valid
	KIN8	0.910	0.7	valid
	KIN9	0.840	0.7	valid
Teacher Performance	MOT1	0.856	0.7	valid
	MOT10	0.878	0.7	valid
	MOT11	0.872	0.7	valid
	MOT12	0.869	0.7	valid
	MOT13	0.899	0.7	valid
	MOT14	0.899	0.7	valid
	MOT15	0.912	0.7	valid
	Mot2	0.910	0.7	valid
	mot3	0.943	0.7	valid
	MOT4	0.830	0.7	valid
	Mot5	0.923	0.7	valid
	Mot6	0.852	0.7	valid
	Mot7	0.852	0.7	valid
	Mot8	0.914	0.7	valid
	Mot9	0.939	0.7	valid

Source: processed data (2022)

Based on the results of the analysis in the table 7, the results show that all indicators have values loading factor > 0,7 which means that all indicators can be used to measure the construct, no indicators should be excluded because all indicators have met the required validity criteria. Apart from looking at the loading factor value of each indicator, convergent validity must also be assessed from the AVE value of each construct. All constructs in the PLS model are declared to have met convergent validity if the AVE value of each construct is > 0.5. The full AVE value of each construct can be seen in the table 8.

Table 8. Construct AVE Value

Construct	Average Variance Extracted (AVE)
MOH	0.787
KIN	0.793

Source: processed data (2022)

Based on the results of the PLS analysis in table 8 above, after all invalid indicators were removed from the model, all indicators were valid in measuring the construct, then assessed from the AVE value, all constructs also had an AVE value that exceeded 0.5 which means that all indicators in each construct has met the required convergent validity criteria. The analysis phase is continued at the discriminant validity testing stage.

2) Discriminant Validity

Discriminant validity carried out to ensure that each concept of each latent variable is different from the other variables. Models have discriminant validity which is good if the AVE squared value of each exogenous construct exceeds the correlation between that construct and other constructs. The results of discriminant validity testing were obtained as table 9.

Table 9. Discriminant Validity by Test Fornell Larcker

	KEP	KIN	AGAINST
MOH	0.760	0.887	
KIN	0.584	0.845	0.891

Source: processed data (2022)

Based on the results of the discriminant validity test in the table above, the result is that the AVE square root value of all constructs always exceeds the correlation coefficient of the construct with other constructs so that it can be concluded that all constructs in the PLS model have met the required discriminant validity.
In addition to using the method FornellLarcker, discriminant validity can also be seen from the value cross loading each indicator against its construct, the indicator is declared to meet the discriminant validity criteria if cross loading indicator of the construct is higher than the value cross loading indicators against other constructs.

Table 10. Discriminant Validity by value Cross Loading

	MOH	AGAINST
Ministry of Health 1	0.864	0.824
Ministry of Health 10	0.845	0.786
Ministry of Health 2	0.844	0.711
Ministry of Health 3	0.906	0.797
Ministry of Health 4	0.883	0.749
Ministry of Health 5	0.928	0.826
Ministry of Health 6	0.915	0.851
Ministry of Health 7	0.932	0.785
Ministry of Health 8	0.910	0.821
Ministry of Health 9	0.840	0.697
KIN1	0.772	0.856
KIN10	0.736	0.878
KIN 11	0.656	0.872
KIN 12	0.720	0.869
KIN13	0.723	0.899
KIN 14	0.789	0.899
KIN 15	0.742	0.912
KIN 2	0.809	0.910
KIN 3	0.787	0.943
KIN 4	0.697	0.830
KIN 5	0.793	0.923
KIN 6	0.778	0.852
KIN 7	0.677	0.852
KIN 8	0.773	0.914
WHAT 9	0.795	0.939

Based on the results of the discriminant validity test in table 10, it can be seen that all indicators have the highest indicators in their constructs not in other constructs so that it can be stated that all indicators have met the requirements of discriminant validity. In addition to using the test Fornell Larcker and cross loading, Discriminant validity can also be done by looking at the HTMT value (Heterotrait-Monotrait Ratio) between constructs. HTMT is an alternative method recommended for assessing discriminant validity. This method uses a multitrait-multimethod matrix as the basis for measurement. The HTMT value must be less than 0.9 to ensure discriminant validity between the two reflective constructs (Henseler et al., 2015). In this test, the construct in the PLS model is declared to have met discriminant validity if the HTMT value between the construct and the other constructs does not exceed 0.9.

Table 11. Discriminant Validity according to HTMT value

	KEP	KIN	AGAINST
MOH	0.698		
KIN	0.591	0.884	

Based on the results of the discriminant validity test in Table 11, the value of HTMT between constructs does not exceed 0.9, which means that all constructs in the PLS model have met the required discriminant validity criteria. Based on the results of the three methods of testing the discriminant validity, it can be concluded that outer model PLS has met the required discriminant validity criteria. Testing continued on the composite reliability test.

3) Reliability composite

Construct reliability can be assessed from the value Alpha chromosome and value Composite Reliability from each construct. Mark composite reliability and the recommended cronbachs alpha is more than 0.7, but in development research, because the loading factor limit used is low (0.5) the value composite reliability and alpha chroma low is still acceptable as long as the requirements for convergent validity and discriminant validity have been met.

Table 12. Composite Reliability

Variable	Cronbach's Alpha	rho_A	Composite Reliability
MOH	0.975	0.738	0.974
KIN	0.981	0.982	0.983

Source: processed data (2022

Based on the results of the analysis in table 12, value composite reliability all constructs have also exceeded 0.7 this indicates that all constructs have met the required reliability, so it can be concluded that all constructs are reliable, while based on the value cronbachs alpha Performance is still below 0.7, this can be ignored and the performance construct can still be considered reliable because reliability measurement uses a value composite reliability rated better than reliability measurements with cronbachs alpha.

c. Assessment Goodness of fit model

Testing goodness of fit model is a test conducted to ensure that the compiled PLS model is fit with the data being analyzed so that it can explain the actual condition of the population. Goodness of fit model PLS can be seen from the R Square and Q Square values of the model. R Square value > 0.67 indicates the PLS model is strong in predicting endogenous, R Square 0.33 – 0.67 indicates the PLS model is in the moderate category and R Square 0.19 – 0.33 indicates that the PLS model is weak in predict endogenous (Chin, 1998). Meanwhile, the value of Q Square shows predictive relevance model, where the Q Square value of 0.02 - 0.15 indicates that the model haspredictive relevance small, Q Square of 0.15 – 0.35 indicates that the model haspredictive relevance moderate and Q square > 0.35 indicates predictive relevance large models (Chin, 1998). Apart from looking at the R Square and Q Square values, the SRMR model is also a measure of the goodness of fit of the model, SRMR <0.08 indicates a good model.perfect fit, while SRMR values between 0.08 - 0.10 indicate a modelfit. Here are the test results goodness of fit Estimated SEM model:

Table 13. R Square and Q Square Model Values

	Endogenous Variables	**Mark**	**Criteria**
R Square	Competitive Advantage (Y)	0,821	*Strong*
Q Square	Competitive Advantage (Y)	0,647	Big
SRMR		0,069	*Perfect Fit*

Source: processed data (2022)

d. Testing the Effect of Between Variables

In PLS analysis, after the model is proven fit, testing the effect between variables can be done. Testing the effect includes testing the direct effect, testing the indirect effect and testing the total effect. Based on the estimation results of the PLS SEM model with the methodbootstrapping, the following is the result of estimating the PLS model with the method bootstrapping 500 samples that will be used as a reference for testing the direct effect between variables in the PLS model on the figure 4.

Direct influence or often referred to as dirrect effect is the direct effect of exogenous variables on endogenous variables. In the PLS SEM analysis, the significance and direction of the direct influence can be seen from the value p value, t statistics and path coefficients connecting endogenous to exogenous. If the p value is obtained <0.05 and T statistic > 1.65 (one tail t value), it is concluded that the exogenous variable has a significant effect on the endogenous with the direction of influence according to the sign attached to the path coefficient. Furthermore, if the p value is obtained > 0.05 and the T statistic < 1.65 (one tail t value), it is concluded that the exogenous variable has no significant effect on the endogenous.

Table 14. Results of the Direct Effect Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Ministry of Health -> KIN	0.608	0.616	0.110	5.514	0.000

Source: processed data (2022)

The explanation of the results of the direct influence test is as follows:

On the path that shows the effect of work motivation on teacher performance (MOT KIN), a very significant p value (0.000) with a T statistic of 5.514 and a positive path coefficient of 0.608 is obtained, because the p value <0.05; The t statistic > 1.96 and the path coefficient is positive, it is concluded that teacher work motivation has a positive and significant effect on teacher performance, the higher the teacher's work motivation, the higher the teacher's performance.

e. Coefficient of Determination

The coefficient of determination shows the contribution of all exogenous to endogenous. The coefficient of determination can be seen from the value Adjusted R Square. This value ranges from 0 – 1 or can also be interpreted in the form of a percentage (0 – 100%). The greater the coefficient of determination, the greater the endogenous variance explained by the exogenous exogenes, while the small coefficient of determination indicates the low influence of exogenes on the endogenes, this is because there are still quite a number of factors outside of these exogenous exogenes that can affect the endogenes.

Table 15. Coefficient of Determination

	R Square	**R Square Adjusted**
KIN	0.821	0.817

Source: processed data (2022)

The results of the analysis in the table 15 show that the coefficient of determination of teacher performance is 0.817, this means that 81.7% of the variance of teacher performance is influenced by the leadership of the madrasa head and teacher's work motivation, while the remaining 18.3% of the variance of teacher performance is influenced by other factors beyond the leadership of the madrasah head and teacher work motivation. The coefficient of determination can also be used to calculate simultaneous effects. The simultaneous effect is tested with F count, where the calculated F value is obtained from the R square value which is entered in the following formula:

$$F\text{-Count} = (R2/k)(1-R2)/(n-k-1)$$

With a k value of 3 (number of variables in the model and n of 92 (number of samples), the calculated F value obtained is:

$$F\text{-Count} = (R2/k)(1-R2)/(n-k-1)=(0.821/3)(1-0.821)/(92-3-1)=135,54$$

Using the F table value of 3.099, the F hoting value of 135.54 far exceeds the F table value which means that simultaneously, the leadership of the madrasa head and teacher work motivation have a simultaneous effect on teacher performance.

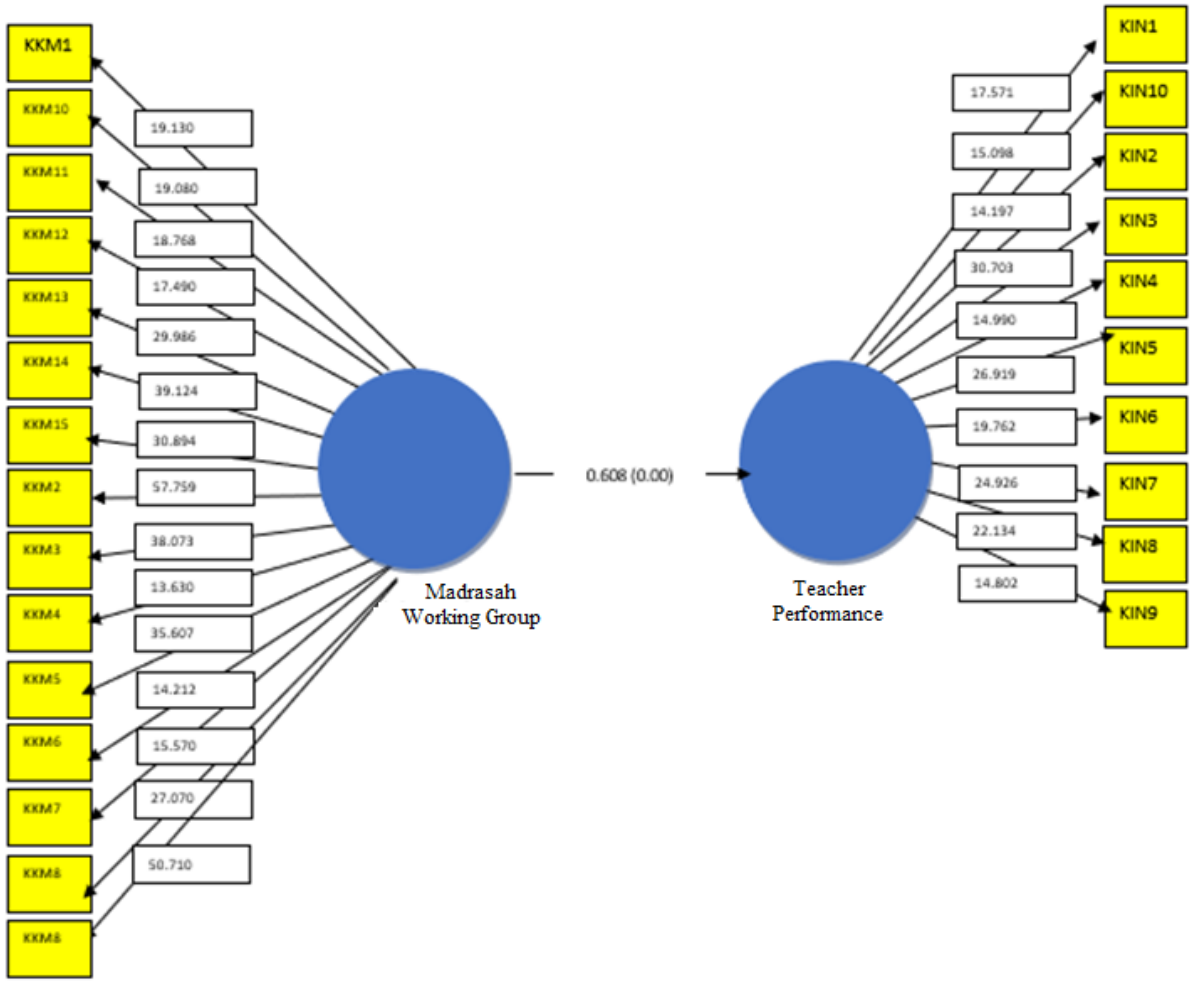

Figure 4. Estimation results of the PLS model with boot strapping 500 sample

3.1.5. Hypothesis test

Because the p value < 0.05; The t statistic > 1.96 and the path coefficient is positive, it is concluded that teacher work motivation has a positive and significant effect on teacher performance, the higher the teacher's work motivation, the higher the teacher's performance. This supports hypothesis 2 in this study so that the hypothesis is accepted.

Table 16. Hypothesis Test Results

Hypothesis	Path Coefficient	T	P Values	Conclusion
H2: The role of KKM on teacher performance	0.608	5.514	0.000	Accepted

Source: processed data (2022)

3.2. Discussion

The hypothesis in this study is proven and it is concluded that the role of KKM has a positive and significant effect on teacher performance, the higher the teacher's work motivation, the higher the teacher's performance. Motivation can be

seen as a change in energy within a person which is marked by the emergence of a feeling, and is preceded by a response to a goal. Motivation is the basic impetus that moves a person or the desire to devote all energy because of a goal. As stated by Mangkunegara (2009:61) motivation is a condition or energy that drives employees who are directed or directed to achieve the company's organizational goals. The positive mental attitude of employees towards work situations strengthens their work motivation to achieve maximum performance. Three elements are the key to motivation, namely effort, organizational goals, and needs. So motivation in this case is actually a response to an action. Motivation arises from within humans because of encouragement by the existence of an element of a goal. This goal concerns the matter of need, it can be said that there will be no motivation if there is no felt need. The results of this study are in line with the results of research by Mangkunegara (2005:67) which states that the factors that influence performance are ability factors and motivational factors. While Mathis (2007:84) states that the performance sought by a company from a person depends on the ability, motivation, and individual support received. According to Munandar (2001: 58) there is a positive relationship between motivation and performance with achievement, meaning that employees who have high achievement motivation tend to have high performance, whereas those who have low performance are possible because their motivation is low. The results of this study are consistent with the research by Agustin (2012), Bestari (2011) 9 and Marcahyono (2012) which state that motivation has a significant effect on employee performance.

4. Conclusion

He conclusions obtained from the results of this study are as follows: First, there is an influence of the leadership of the madrasa head on teacher performance. This means that the better the leadership of the madrasah head, the higher the teacher's performance, conversely, poor madrasah leadership has the potential to reduce teacher performance. Second, there is an effect of motivation on teacher performance, the higher the teacher's work motivation, the higher the teacher's performance, conversely teachers with low work motivation tend to have low performance. Third, there is the influence of the principal's leadership and motivation together on teacher performance.

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