

# THE INFLUENCE OF THE LEADERSHIP STYLE OF THE HEAD OF MADRASAH, TEACHER CAPABILITIES ON TEACHER PERFORMANCE

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## THE INFLUENCE OF THE LEADERSHIP STYLE OF THE HEAD OF MADRASAH, TEACHER CAPABILITIES ON TEACHER PERFORMANCE IN TSANAWIYAH MADRASAH HIKMATUL AMANAH MOJOKERTO

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1

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### ABSTRACT

Every educational institution has a leader who has different abilities and leadership styles in improving the performance of their employees. In addition to the leadership style, performance is also influenced by the capabilities of each employee. This study aims to determine whether the principal's leadership style (X1) and teacher capability (X2) on teacher performance (Y) either partially or simultaneously, and which independent variables (X1 and X2) have a more significant influence on teacher performance. This research is a quantitative study that aims to test hypotheses between variables. The data used are primary data obtained directly from the respondents, as many as 48 people through filling out a questionnaire. The data analysis technique uses multiple linear regression, which is processed using SPSS. At the same time, all instruments in this study have been tested for validity and reliability, where all instruments have been declared valid because of the value T count > T table. In contrast, it has been declared reliable because it is greater than the Cronbach alpha value of 0.60 processed. They were using SPSS. The T-test results of leadership style obtained a sig value of 0.002 and a teacher's capability value of 0.000. These results indicate that the variables of leadership style and teacher capability significantly influence teacher performance. In contrast, the teacher capability variable has a more significant influence on teacher performance.

**Keywords:** Performance, Capabilities, Leadership Style.

### ABSTRAK

Setiap lembaga pendidikan memiliki seorang pemimpin yang memiliki kemampuan dan gaya kepemimpinan yang berbeda dalam meningkatkan kinerja pegawainya. Selain gaya kepemimpinan kinerja juga dipengaruhi kapabilitas dari masing-masing pegawainya. Penelitian ini bertujuan untuk mengetahui apakah gaya kepemimpinan kepala madrasah (X1) dan kapabilitas guru (X2) terhadap kinerja guru (Y) baik secara parsial maupun secara simultan, dan variabel bebas (X1 dan X2) mana yang lebih berpengaruh besar terhadap kinerja guru. Penelitian ini merupakan penelitian kuantitatif yang bertujuan untuk menguji hipotesis antar variabel. Data yang digunakan merupakan data primer yang diperoleh langsung dari responden sebanyak 48 orang melalui pengisian kuesioner. Teknik analisis data menggunakan regresi linier berganda yang diolah menggunakan spss, sedangkan seluruh instrumen pada penelitian ini telah dilakukan uji validitas dan reliabilitas, dimana seluruh instrumen telah dinyatakan valid dikarenakan nilai Thitung > Ttabel, sedangkan telah dinyatakan reliabel karena lebih besar dari nilai cronbach alpha 0.60 diolah menggunakan SPSS. hasil Uji T gaya kepemimpinan memperoleh nilai sig 0.002 dan nilai kapabilitas guru sebesar 0.000, hasil tersebut menunjukkan bahwa variabel gaya kepemimpinan dan kapabilitas guru memiliki pengaruh signifikan terhadap kinerja guru, sedangkan variabel kapabilitas guru memiliki pengaruh yang lebih besar terhadap kinerja guru.

## 1. INTRODUCTION

Humans who are social creatures constantly interact with each other, be it in the community around where they live or the wider community. Humans who are given the ability to think and sort out good and bad things by God make humans the highest creatures among other God's creatures. This advantage should be able to manage the environment well (Z. Arifin 2014). Teacher performance is a form of teacher work to demonstrate the ability to carry out their duties in the madrasa and a form of teacher behavior during learning activities (Dian, Trisna, and Huda 2022; Rofifah et al. 2021). Factors that can affect teacher performance include 1) the drive to work; 2) Responsibility for the task; 3) Interest in the task; 4) Appreciation for the task; 5) Opportunity to grow; 6) Attention from the principal; 7) Interpersonal relations with fellow teachers; 8) MGMP and KKG; 9) Guided discussion groups; 10) Library services (Armstrong 2022; Nurjannah et al. 2021).

Based on the explanation above, it can be seen that the principal has an essential role in improving teacher performance. The principal is the leader of an organization called a madrasa/school (I. Arifin et al. 2018; Pangestu and Karwan 2021). This principal means that a madrasa principal must be a source of inspiration for teachers and students so that teachers can understand the madrasa's goals and are aware of their responsibilities (Sirojuddin, Aprilianto, and Zahari 2021; Tajudin and Aprilianto 2020). The attractiveness of the madrasa principal on his leadership, the problem of leadership, always gives an interesting impression to study because the quality of leadership partly determines the success or failure of a madrasah organization (Huda and Rokhman 2021; Nilda, Hifza, and Ubabuddin 2020). Good leadership can positively impact subordinates and bring the organization following modern management principles. Each madrasa head has a different leadership style. Leadership style is the attitude, behavior, and setting of rules by a leader in influencing and moving his subordinates (Fathih, Supriyatno, and Nur 2021; Sartika, Hadijaya, and Daulay 2021).

The leadership style is divided into authoritarian, laissez-faire, democratic and pseudo-democratic leadership styles. A leader determines where an organization is headed, both internally and externally (Bahri and Arafah 2020). Leaders also align organizational assets and skills with the opportunities and risks faced by the environment. Leaders must become strategists to set organizational goals. Research conducted by (Rachmawati et al. 2022) (and Adzkiya 2021) showed that the leadership of madrasah principals had a significant effect on the performance of Sandikta Bekasi teachers. The same thing was revealed in (Rukmana 2018) research that principals' leadership style and organizational culture had a significant effect.

Talking about ability cannot be separated from the word capability. Capability is a person's ability to increase the potential of oneself and the organization. Three things that must be improved in capability are knowledge, education, and experience (Fruhbaurova and Comtois 2019; Zdanevych et al. 2020). This means that if a person's level of education, knowledge, and experience is high, it will positively impact his performance. One of the problems that occur in the world of education today is the lack of teacher capabilities to increase the competitiveness of students, (Yoto et al. 2020). This is the biggest challenge that the Indonesian government must resolve quickly and accurately, (Rahman 2019). According to (Blimpo and Pugatch 2019), improving the quality of teachers is a significant driver for improving the quality of education, which is reinforced by what (Coles et al. 2015) stated that improving teacher quality is a must. One example of the importance of increasing teacher capability during this pandemic is by increasing the ability of teachers in the field of information technology, where all teachers are required to be able to carry out teaching and learning activities through online classes.

This research, which was conducted at Madrasah Tanawiyah (MTs) Hikmatul Amanah, aims to test teachers' leadership style and capability on the performance of MTs teachers together (simultaneously). Previous researchs have not done to find out which variables have a dominant influence on teacher performance. Based on the description above, the problem can be formulated as follows: (1) How is the influence of madrasa leadership style and teacher capability on the performance of Madrasah Tsanawiyah Hikmatul Amanah Pacet teachers? (2) Which variable has the dominant influence on the performance of Madrasah Tsanawiyah Hikmatul Amanah Pacet teachers?

## 2. LITERATURE REVIEW

Performance, according to Robert in (Ari and Anwar 2021) states that performance is what an employee does and does not do. In this case, performance is what a person or group of people in a company can achieve following their respective authorities and responsibilities to achieve their goals legally without violating the law or contrary to morals or ethics (Wijayanti 2020). According to (Munir 2008), teacher performance can be interpreted as the result of work based on assessing the duties and functions of positions as educators, managers of educational institutions, administration, supervisors, innovators, and motivators or whatever the assessment is carried out. They are issued by a specific agency, both internal and external institutions. In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to specific criteria (Susanto 2016).

According to Wibowo in (Kango, Kartiko, and Maarif 2021; Muslimin and Kartiko 2020), the factors that influence teacher performance include 1) Personal factors, indicated by the level of skills, competencies possessed, individual motivation, and commitment, 2) Leadership factors, determined by the quality of encouragement, guidance, and support provided by managers and team leaders. 3) Team factor, indicated by the quality of support provided by co-workers, 4) System factor, indicated by the work system and facilities provided by the organization, and 5) Contextual/situational factor, indicated by high levels of pressure and changes in the internal and external environment.

According to (Stoner 1995), leadership is a process of direction and influence on the activities of a group of members whose tasks are interconnected. Leader behavior is related to the exchange process between the leader and his employees. Leadership style is a behavioral norm that is used when a person tries to influence the behavior of others to behave as desired (Danim 2003).

According to (Kunandar 2008), a capability is something that a person owns to carry out the tasks and work. In the psychology dictionary, Kartini Kartono and Dali Dula explain the notion of ability, which is a general term associated with the ability or potential to master a skill or thought itself. Capability based on Permendiknas No. 41 of 2007 concerning Process Standards for Secondary Education Units describes the capabilities of teachers including main activities such as planning learning which includes the syllabus, 1) making a Learning Implementation Plan (RPP) which contains Competency Standards (SK), Basic Competencies (KD) to assessment and learning resources, 2) implementing learning, the implementation of learning is the implementation of the Learning Implementation Plan, 3) Assessing learning outcomes, learning outcomes include the level of competence and materials for preparing reports on learning outcomes to improve the learning process and 4) Supervision of the Learning Process, is an activity to monitor the process learning to report learning outcomes, monitoring activities in the form of monitoring, evaluation, reporting, and follow-up (Sirojuddin 2020; Taplin et al. 2021).

## 3. RESEARCH METHOD

This research design is a design of how the research will be carried out to obtain answers to the research questions formulated. In implementing this research, quantitative data analysis techniques are used to test the hypothesis between the hypothesized variables or explain the effect. Hypothesis testing aims to determine the probability that the hypothesis is supported by facts or empirical data, (Purwanto, Asbari, and Santoso 2021).

This type of data is a type of primary data. Primary data is a source of research data obtained directly from the source (not through intermediary media), (Arikunto 1983; Sugiyono 2008). This data was obtained through direct visits or surveys conducted at the research site, which were examined with the help of a questionnaire using a measuring scale of 1-5. The population in this study was the Head of Madrasah and all teachers at MTs Hikmatul Amanah Pacet, totaling 48 people.

In this study, multiple Linear Regression analysis was used (Multiple Linear Regression), with the following formula:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Teacher Performance

a = Constant

$\beta_1, \beta_2$  = Regression coefficient

X1 = Leadership style  
 X2 = Teacher capability  
 e = Error

#### 4. RESULT AND DISCUSSION

##### a. Validity test

The data validity test was carried out with the help of statistical applications, namely Statistical Product and Service Solutions 25 (SPSS). The results of the validation test calculations can be presented as follows:

**Table 1. Validity test result**

| Leadership Style Questionnaire |         |         |             |
|--------------------------------|---------|---------|-------------|
| NO                             | R Count | R Table | Information |
| 1                              | 0,757   | 0,2816  | Valid       |
| 2                              | 0,622   | 0,2816  | Valid       |
| 3                              | 0,555   | 0,2816  | Valid       |
| 4                              | 0,757   | 0,2816  | Valid       |
| 5                              | 0,625   | 0,2816  | Valid       |
| 6                              | 0,631   | 0,2816  | Valid       |
| 7                              | 0,631   | 0,2816  | Valid       |
| 8                              | 0,625   | 0,2816  | Valid       |
| 9                              | 0,471   | 0,2816  | Valid       |
| 10                             | 0,622   | 0,2816  | Valid       |

Source: Processed primary data (2021)

Based on table 1, it is known that all items in the leadership style questionnaire are more significant than the R table, so all items in the questionnaire are said to be valid. Therefore, the 10-item leadership style questionnaire can be used directly as a data collection tool without any changes.

The next step is to test the validity of the teacher's capability questionnaire. The results of the calculation of the validity of the teacher's capability test include:

**Table 2 Validity test result**

| Teacher Capability Questionnaire |         |         |             |
|----------------------------------|---------|---------|-------------|
| NO.                              | R Count | R Table | Information |
| 1                                | 0,468   | 0,2816  | Valid       |
| 2                                | 0,503   | 0,2816  | Valid       |
| 3                                | 0,647   | 0,2816  | Valid       |
| 4                                | 0,500   | 0,2816  | Valid       |
| 5                                | 0,647   | 0,2816  | Valid       |
| 6                                | 0,528   | 0,2816  | Valid       |
| 7                                | 0,343   | 0,2816  | Valid       |

Source: Processed primary data (2021)

Based on table 2, it is known that all items in the teacher capability questionnaire are greater than the R table so all questionnaire items are said to be valid. Therefore, the teacher's capability questionnaire, which consists of 7 items, can be used directly as a data collection tool without any changes. The next step is to test the validity of the teacher's performance questionnaire. The results of the calculation of the validity of teacher performance tests include:

**Table.3 Validity test result**

| Teacher Performance Questionnaire |         |         |             |
|-----------------------------------|---------|---------|-------------|
| NO. Item                          | R Count | R Table | Information |
| 1                                 | 0,686   | 0,2816  | Valid       |
| 2                                 | 0,541   | 0,2816  | Valid       |
| 3                                 | 0,441   | 0,2816  | Valid       |
| 4                                 | 0,376   | 0,2816  | Valid       |
| 5                                 | 0,436   | 0,2816  | Valid       |
| 6                                 | 0,441   | 0,2816  | Valid       |
| 7                                 | 0,686   | 0,2816  | Valid       |
| 8                                 | 0,541   | 0,2816  | Valid       |
| 9                                 | 0,436   | 0,2816  | Valid       |
| 10                                | 0,686   | 0,2816  | Valid       |
| 11                                | 0,541   | 0,2816  | Valid       |
| 12                                | 0,379   | 0,2816  | Valid       |
| 13                                | 0,541   | 0,2816  | Valid       |
| 14                                | 0,628   | 0,2816  | Valid       |
| 15                                | 0,686   | 0,2816  | Valid       |
| 16                                | 0,376   | 0,2816  | Valid       |
| 17                                | 0,436   | 0,2816  | Valid       |
| 18                                | 0,628   | 0,2816  | Valid       |
| 19                                | 0,686   | 0,2816  | Valid       |
| 20                                | 0,379   | 0,2816  | Valid       |
| 21                                | 0,628   | 0,2816  | Valid       |
| 22                                | 0,441   | 0,2816  | Valid       |
| 23                                | 0,686   | 0,2816  | Valid       |

Source: Processed primary data (2021)

Based on table 3, it is known that all items in the teacher's performance questionnaire are greater than the R table so all questionnaire items are said to be valid. Therefore, the teacher's performance questionnaire, totaling 23 items, can be used directly as a data collection tool without any changes. The complete calculation can be seen in appendix 6.

#### b. Reliability test

A reliability test is a tool to measure a questionnaire which is an indicator of a variable or constructs. A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent or stable from time to time. The data reliability test was carried out with the help of statistical applications, namely Statistical Product and Service Solutions 25 (SPSS). The results of the reliability test calculations can be presented as follows:

**Table 4. Reliability test results**  
**Leadership style**  
**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,829             | 10         |

Based on table 4, it can be seen that the results of the calculation of the reliability test on the leadership style questionnaire obtained a Cronbach's alpha of 0.829. A constructor variable is reliable if it gives a Cronbach alpha value > 0.60. Because the Cronbach alpha value is 0.829 > 0.60, it can be concluded that all items in the leadership style questionnaire are said to be reliable.

The next step is to test the reliability of the teacher's capability questionnaire. The results of the calculation of the reliability of the teacher's capability questionnaire include:

**Table 5 Reliability test results  
Teacher capability**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .711                   | 7          |

Based on table 5, it can be seen that the results of the reliability test calculation on the teacher capability questionnaire obtained a Cronbach's alpha of 0.711. A constructor variable is said to be reliable if it gives a Cronbach alpha value  $> 0.60$ . Because the Cronbach alpha value is  $0.711 > 0.60$ , it can be concluded that all items in the teacher capability questionnaire are said to be reliable.

The next step is to test the reliability of the teacher's performance questionnaire. The results of the calculation of the reliability of teacher performance questionnaires include:

**Table 6. Reliability test results  
Teacher capability**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .817                   | 23         |

Based on table 6, it can be seen that the results of the calculation of the reliability test on the teacher's performance questionnaire obtained a Cronbach's alpha of 0.817. A constructor variable is reliable if it gives a Cronbach alpha value  $> 0.60$ . Because the Cronbach alpha value is  $0.817 > 0.60$ , it can be concluded that all items in the teacher's performance questionnaire are said to be reliable.

### c. Normality test

The following are the results of the normality test from the data of three variables, namely the leadership style variable (X1), teacher capability (X2), and teacher performance (Y).

**Table 7. Normality test result  
One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 47                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 3.46747761              |
| Most Extreme Differences         | Absolute       | .087                    |
|                                  | Positive       | .082                    |
|                                  | Negative       | -.087                   |
| Test Statistic                   |                | .087                    |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup>     |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table 7, it can be seen that the normality test results obtained by Asymp. Sig. (2-tailed) of 0.20. If large Asymp. Sig. (2-tailed)  $> 0.05$  then the data is normally distributed and if Asymp. Sig. (2-tailed)  $< 0.05$  then the data is not normally distributed. Because of Asymp. Sig. (2-tailed) of 0.20  $> 0.05$  so it can be said that the data is normally distributed.

#### d. Linearity test

The results of linearity testing are as follows:

**Table 8. Linearity test result**  
ANOVA Table

|                                |                           | Sum of Squares | df | Mean Square | F     | Sig.  |
|--------------------------------|---------------------------|----------------|----|-------------|-------|-------|
| Unstandardized Residual        | Between Groups (Combined) | 435,076        | 34 | 12,796      | 1,301 | ,323  |
|                                | Linearity                 | ,000           | 1  | ,000        | ,000  | 1,000 |
|                                | Deviation from Linearity  | 435,076        | 33 | 13,184      | 1,341 | ,302  |
| Unstandardized Predicted Value | Within Groups             | 118,000        | 12 | 9,833       |       |       |
|                                | Total                     | 553,076        | 46 |             |       |       |

Based on table 8, it can be seen that the results of the linearity test obtained a sig deviation from linearity of 0.302. If the sig deviation from linearity  $> 0.05$  then the data is linearly distributed, while if the sig deviation from linearity  $< 0.05$  then the data is not linearly distributed. Because the linearity test results obtained a sig deviation from the linearity value of  $0.302 > 0.05$ , it can be concluded that the data is linearly distributed.

#### e. Multicollinearity Test

The results of the multicollinearity test are as follows:

**Table 9 Multicollinearity Test result**  
Coefficients

| Model             | Unstandardized Coefficients |            | Standardized Coefficients | Sig.     | Collinearity Statistics |       |
|-------------------|-----------------------------|------------|---------------------------|----------|-------------------------|-------|
|                   | B                           | Std. Error |                           |          | Tolerance               | VIEW  |
| (Constant)        | 73,082                      | 13,016     |                           | ,615 000 |                         |       |
| Gaya Kepemimpinan | ,161                        | ,151       | ,157                      | ,064 293 | ,995                    | 1,005 |
| Kapabilitas Guru  | ,382                        | ,365       | ,155                      | ,048 300 | ,995                    | 1,005 |

a. Dependent Variable: Performance teacher

Based on table 9, it can be seen that the multicollinearity test results get a leadership style variable tolerance value (X1) of 0.995 with a VIF of 1.005 and a tolerance value of teacher capability variable (X2) of 0.995 with a VIF of 1.005. If the tolerance value is  $> 0.1000$  and the VIF value is  $< 10.00$ , there is no multicollinearity symptom. A good variable should not correlate with independent variables. Because the tolerance value of the leadership style variable (X1) is  $0.995 > 0.100$  and the VIF value is  $1.005 < 10.00$ , it can be concluded that the leadership style variable does not correlate with the independent variables. The tolerance value of the teacher capability variable (X2) is  $0.995 > 0.100$  and the VIF value is  $1.005 < 10.00$ , it can be concluded that the teacher capability variable does not correlate with the independent variables.



## f. Multiple linear regression test

### 1. T-test

T-test results are presented or can be seen through the T-test table which can be seen in Table 10 as follows.

**Table. 10 T-Test result Coefficients**

| Model             | Unstandardized Coefficients |            | Standardized Coefficients |       | Sig. |
|-------------------|-----------------------------|------------|---------------------------|-------|------|
|                   | B                           | Std. Error | Beta                      | t     |      |
| (Constant)        | 27,904                      | 10,871     |                           | 2,567 | ,014 |
| Gaya Kepemimpinan | ,573                        | ,171       | ,384                      | 3,352 | ,002 |
| Kapabilitas guru  | 1,327                       | ,322       | ,473                      | 4,125 | ,000 |

a. Dependent Variable: Performance

Based on table 10, it can be seen that the T-test results obtained a leadership style Sig value of 0.002 and a teacher capability Sig value of 0.000. If the significance is  $< 0.05$ , then  $H_0$  is rejected, and  $H_1$  means that there is an influence of the independent variable on the dependent variable, while if the significance is  $> 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected, it means that there is no influence of the independent variable on the dependent variable. Because the leadership style Sig value is 0.002  $< 0.05$ , it can be concluded that the madrasa principal's leadership style influences teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet. The Sig value of teacher capability is 0.000  $< 0.05$ , so it can be concluded that the madrasa principal's leadership style influences teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet.

As previously explained, the T-test in this study aims to determine which one is more influential between the leadership style variable and the teacher's capability variable on teacher performance. The hypotheses in this study are ( $H_0$ ): teacher capability is not more influential than the principal's leadership style on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet and ( $H_1$ ): teacher capability is more influential than the principal's leadership style on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet. Based on the T-test results, the Sig value of leadership style is 0.002 and the Sig value of teacher capability is 0.000. Because the Sig value of teacher capability is 0.000  $< 0.002$  which is the Sig value of leadership style so  $H_0$  is rejected and  $H_1$  is accepted, which means it can be concluded that teacher capability is more influential than the leadership style of the madrasa principal on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet.

### 2. Coefficient of Determination Test ( $R^2$ )

The Coefficient of Determination test explains the percentage of the total variation in the dependent variable, which is explained by the independent variables.  $R^2$  describes the measure of conformity (goodness of fit), namely the extent to which the sample regression line matches the existing data. The criterion is that the higher the  $R^2$  value, the better the sample regression line. The  $R^2$  test was carried out with the help of a statistical application, namely Statistical Product and Service Solutions 25 (SPSS). The test results include:

**Table. 11 Coefficient of Determination Test ( $R^2$ )**

| Model Summary |                   |          |                   |                            |     |
|---------------|-------------------|----------|-------------------|----------------------------|-----|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | The |
| 1             | ,860 <sup>a</sup> | ,740     | ,729              | 3,84622                    |     |

a. Predictors: (Constant), Kapabilitas guru, Gaya kepemimpinan

Based on table 11, it can be seen that the coefficient of determination or R Square is 0.740. If the  $R^2$  value of regression is close to 1, the better, while if the  $R^2$  value of regression is away from 1, then the independent variable cannot explain the dependent variable. Because 0.740 is close to 1, it can

be concluded that the independent variable can explain the dependent variable. In this case, it can also be concluded that the level of confidence in the independent variable can explain the dependent variable by 74%.

### 3. Simultaneous Test (F-test)

The F test (simultaneous test) is used to test whether together all variables have a significant effect on the dependent variable. The F test was carried out with the help of a statistical application, namely Statistical Product and Service Solutions 25 (SPSS). The test results, among others.

**Table. 12 Simultaneous Test Results (Uji-F)**  
ANOVA<sup>a</sup>

| Model      | Sum of Squares | df | Mean Square | F      | Sig.              |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 1855,559       | 2  | 927,779     | 62,716 | ,000 <sup>b</sup> |
| Residual   | 650,909        | 44 | 14,793      |        |                   |
| Total      | 2506,468       | 46 |             |        |                   |

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), teacher capability, leadership style

Based on table 12, it can be seen that the results of the simultaneous test (F-Test) obtained a Sig of 0.000. If Sig < 0.05 then H0 is rejected and H1 is accepted meaning that there is an influence of leadership style, and teacher capability on teacher performance, while if Sig > 0.05, then H0 is accepted and H1 is rejected, it means that there is no influence of leadership style, teacher capability on performance. teacher. Because the results of the simultaneous test (F-Test) obtained a Sig of 0.000 < 0.05, H0 was rejected and H1 was accepted, so it can be concluded that there is an influence of leadership style, and teacher capability on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet.

### **The Influence Of The Leadership Style Of The Madrasa Principal, Teacher Capability On Teacher Performance At Madrasah Tsanawiyah Hikmatul Amanah Pacet**

The leadership style of the madrasa principal, which consists of instructive style, consulting style, participation style, and delegation style, reflects the leadership style at MTs Hikmatul Amanah Pacet. The largest is the consulting style, with the most significant contribution to fostering cooperation and good relations with subordinates in carrying out tasks that are their responsibility. This leadership style shows that at MTs Hikmatul Amanah, there is a responsible attitude for what is the responsibility, both main tasks, and additional tasks. The main tasks include teaching, preparing teaching materials and lesson plans, teaching and learning activities, giving exams, and providing learning assessments for students.

Teacher capabilities consist of planning lessons, implementing lessons, assessing learning outcomes, and supervising the learning process. The most considerable reflection is shown by planning lessons, with the enormous contribution represented by making lesson plans and syllabus (Boyle et al. 2021; Kido and Takahashi 2021). These results indicate that every teacher always makes lesson plans and syllabus before teaching at the beginning of the semester. Then supervise the learning process, which consists of running the learning process, monitoring the learning process, evaluating the learning process, and submitting follow-up results reporting. This result follows what has been stated by (Kunandar 2008) capability is something that a person owns to carry out the tasks and work assigned to him.

## **The leadership of the madrasa principal has a dominant effect on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet compared to teacher capability**

Based on the T-test results, the Sig value of leadership style is 0.002, and the Sig value of teacher capability is 0.000 because the Sig value of teacher capability is  $0.000 < 0.002$ , which is the Sig value of leadership style, so  $H_0$  is rejected and  $H_1$  is accepted, which means it can be concluded that teacher capability is more influential than the leadership style of the madrasa principal on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet.

The Sig value of leadership style is 0.002, and the Sig value of teacher capability is 0.000. Because both Sig values are 0.002 and  $0.000 < 0.05$ , it can be concluded that there is an effect of the principal's leadership style on teacher performance. There is an influence of teacher capability on teacher performance. This agrees with (Hasibuan 1989) theory, which suggests that the factors that influence teacher performance include the madrasa principal's leadership style and the teacher's capability.

## **5. CONCLUSION**

The simultaneous test results (F-Test) obtained a Sig of  $0.000 < 0.05$ , then  $H_0$  was rejected, and  $H_1$  was accepted so that it can be concluded that there is an influence of leadership style, teacher capability, and teacher performance Madrasah Tsanawiyah Hikmatul Amanah Pacet. The Sig value of teacher capability is  $0.000 < 0.002$ , which is the Sig value of leadership style so that  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that teacher capability is more influential than the leadership style of the madrasa principal on teacher performance at Madrasah Tsanawiyah Hikmatul Amanah Pacet. The contents of the conclusion are written in Times New Roman 12. The conclusion is an overview of the research that has been carried out. The conclusion is not a summary of the discussion results that refer to a particular theory but the results of the analysis/correlation test of the data discussed.

## **6. SUGGESTION**

The research suggestions are as follows. For the Madrasah Tsanawiyah Hikmatul Amanah Pacet Institution. By implementing this research, the researcher hopes that the madrasah can maintain good relations with the madrasah principal and teachers to maximize scholarly output jointly. The results of this study indicate that leadership style and teacher capabilities affect teacher performance. For Further Researchers, It is recommended that further researchers can develop research variables in this study. For example, they added the teacher's motivation variable to the independent variable.

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