

Factors Of Teacher's Performance And Its Implication On Educational Quality Of Madrasah

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Abstract

This research aims to find out the effect of teacher's performance factors toward educational quality of madrasah simultaneously. The factors of teacher's performance in this research consist of variable of headmaster's leadership, the culture of madrasah as well as achievement motivation of teacher. This research used qualitative approach with survey method. The population of this research is teacher of private madrasah Aliyah in Jepara District. The sample is chosen by using cluster sampling. Analysis of data research is done by structural equation modeling Partial Least Squares (SEM-PLS) using software SmartPLS 3.0. the finding shows that there is indirect effect of exogenous variable toward the endogen of educational quality of madrasah through exogenous variable toward endogen variable of educational quality of madrasah through teacher's performance. The leadership of madrasah headmaster becomes the highest indirect effect variable rather than madrasah's culture variable and teacher's motivation achievement variable. The result of analysis simultaneously shows that exogen variable has strong and good structural model in influencing the teacher's performance and the value of R Square 0.954, and implicated in improving the educational quality with the value of R square is 0.763.

Keyword: Leadership, Teacher's Performance, Educational Quality of Madrasah

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A. Introduction

One of the strategic issues which is the focus of education in Indonesia and a priority subject today is the effort to improve the educational quality. The results of international study about educational portrait in Indonesia are still left behind in various aspects, including the results released by the Programmed for International Students Assessment (PISA 2018) showing that the competency score of

Indonesian students in reading and science in 2018 is still low compared with the similar measurements three years earlier. From the data reported by PISA, it is also reinforced by the release of the Asian Development Bank (OECD & Asian Development Bank, 2015) that Indonesian education is still left behind of developed countries, it is found that the low quality of teachers, the performance of school components and the disparity of education in Indonesia as the main causes of poor student

literacy in general. United Nations for Development Program (UNDP) research results in Human Development Report 2016 (Machfud & Kartiwi, 2018) ranked Indonesia at 133rd out of 188 countries in the world in terms of achieving the Human Development Index (HDI). This ranking is down from the previous release in 2014 which placed Indonesia at 110th place. The causes of low quality of education in Indonesia include leadership issues, organizational culture and teaching standardization (Patimah, 2017).

The school quality is a representation of the performance of all resources in school in implementing its duties as an effort to realize the objectives of the school. As a construct, according to Collins (Collins, G.C. Eliza., Anne Devanna, Mary 1992), as well as Li (Li, Mingfang & Simerly, R.L. 1990) performance is multidimensional, will be biased when measured using a single measurement or standard. Therefore, according to Murphy et.al., (Murphy, G.B. Traveler, JW & R.C. Hill 1996) and Wiklund (Wiklund 1999), quality is generally measured based on comparisons with various criteria or standards. Lumkin asserts that "because the performance of an organization has many dimensions, the more measures used, that is, based on the comparison of various criteria and standards, the better the performance information will be (Lumkin and Dess 1996).

The headmaster has the responsibility for micro-management of education, which is directly related to the learning process at school. (Clipa & Greciuc (Turban), 2018) states that professional principals in the new paradigm of educational management will have a positive impact and a fairly fundamental change in the renewal of the educational system in school (Daniels et al., 2019). These impacts are explained in the research of C Shann, A Martin, such as; on the quality of education, (Choi et al., 2005) effective education management (Zelvys et al., 2019), quality culture (Patimah, 2017) compact, intelligent and dynamic teamwork, independence, participation of school and community citizens (Mohammed et al., 2013), openness (transparency) of management, willingness to change both (psychological and physical), evaluation and continuous improvement, responsive and participatory to needs, accountability, and sustainability (Howard-Grenville et al., 2019).

To realize the good quality of school / madrasah, besides the need for a strong leadership role of the headmaster, a conducive condition of the school organization is also needed (Bolden, 2018). The conducive condition of the school organization is one of the manifestations of a strong school culture. Schreiber (Schreiber, 2019) states that positive school culture is associated with high learning motivation and student achievement. Rogers (Rogers, 2019) also stated that a positive school culture is associated with the motivation to the increasing of collaboration between teachers, and change teachers' attitude towards increasing collaboration between teachers, and changing teachers' attitude towards their work to be positive. Jennifer (Schreiber, 2019) added that school with strong cultures is characterized by attractive, conducive, productive, fun learning. This condition is a reflection of the positive school culture.

Arokiasamy, YH Lee (Lee, 2019) and TG Ford (Ford et al., 2019) concluded their research that the absence of a conducive school culture can lower the quality of schools (Arokiasamy, 2017). Harbison's research (Jurasaitė-Harbison & Rex, 2010) mentions that school that is building visions but leaving school culture in unhealthy temperatures, such as prolonged conflict between members, undisciplined and weak work ethic become counterproductive toward the leadership effort in improving school quality. Realizing school culture to create healthy school as a true learning organization becomes the core value of quality school management. (Cansoy & Parlar, 2017) Cansoy reveals the impact of a healthy school culture is the spirit and work ethic of teachers to create quality learning whose learning is oriented towards mastery or development of academic excellence and cultivation of intellect and trust in school.

At the operational level, teacher is the determinant of educational success through their performance at the institutional, instructional and experiential levels (Poro et al., 2019). Research Charles Mangob (Muwonge et al., 2019), Van Boekel (Scales et al., 2020), A person will be successful in his duties and responsibility if there is a high motivation to work in himself. The higher a person's motivation, the higher the process and results (Bency & B, 2019). Motivation is an important element in human being that plays a role in realizing success in individual efforts or work. J

Chen (Chen, 2019) and Goodfrey Poro stated that motivation encourages teachers to steer all their abilities and energy to achieve optimal work achievement (Chen, 2019). In 1987 McClelland introduced the term need for achievement motive (McClelland, 2019) which is the motivation to achieve a desire that exists in a person that encourages the person to strive to achieve a standard or measure of excellence. R Chouinard's research (Chouinard 2017) has a strong relationship between the motivation of achievement and teacher performance.

In carrying out learning tasks in madrasah, teacher performance is influenced by external factors including the leadership of madrasah headmaster, organizational culture, motivation achievement, and internal factors of work spirit and motivation achievement (Poro et al., 2019). Some previous studies of Reyes (Reyes, 1990) Harris (Harris & Sass, 2014) and Taylor (Taylor & Tyler, 2019) suggest that to include teacher performance variable, this variable is predicted to be variable having a correlation toward student outcome and quality (Uiboleht et al., 2019). Similarly, the research results of R. Ebert, J Stone (Eberts et al., 2002) and Elacqua (Elacqua & Marotta, 2019) to produce quality school, should have professional teacher performance. This is in line with Stephen's opinion, (Damai et al., 2019) that teachers are the determinant of school success, especially through quality learning and achieving educational goals.

Starting from the concept of Paul Hersey (Javani et al., 2017) stating that in the framework managerial tasks implementation required three kinds of skills, such as technical, human and conceptual (Harsey 1988). By having the three basic skills, the headmaster can carry out his basic duties and functions which is appropriate with the provisions (Daniëls et al., 2019), so that to achieve the quality of educational goals. Therefore, the competence of the headmaster is characterized by the ability to make decisions and actions appropriately, accurately and relevantly. The three principals' skills are characterized by the ability to formulate work programs (Howard-Grenville et al., 2019), coordinate the implementation of the work program (Bella Ghia 2016), both with the teachers' council and with others related to the education of an ability to evaluate the school work program that has been implemented.

One of the indicators of the lack of school/ madrasah's quality is reflected in the results of accreditation BAN S / M. BAN-S / M is the Independent Evaluation Agency that determines the feasibility of the Formal Primary and Secondary Education Level Education Unit with reference to the National Standards of Education. School accreditation results can be used as a measure of the achievement of National Standards of Education achieved by schools / madrasahs at the district / city level, provincial and national levels.

SNP achievements from 129 Madrasah Aliyah (MA) in Central Java Province showed the achievements of Content Standards (88), Process Standards (83), Competency Standards (84), Educator Standards (73), Infrastructure Standards (73), Management Standards (84), Financing Standards (89), Value Standards (85). Meanwhile, the superior achievement target for school/madrasah is 91, therefore, there are several standards that still have to be improved, including process standard, competency standard, educator standard and grade standard. From these results are also given recommendations to provide quality education service with the fulfillment of every National Standard of Education and evaluate the school / madrasah performance. Based on data obtained from the Education Assessment Center of the Ministry of Education and Development Agency (2018) it is found that the quality of school and madrasah graduates at the national high school and MA level is still low, it is found that the average value of national examination of senior high school /private Madrasah Aliyah nationally that the average results are decreasing and still relatively low. The average National Examination of high school student is slightly higher than the achievement of National Examination score in Madrasah Aliyah students. In 2017 the average National Examination score of high school students was 49.16, in 2018 it dropped to 47.73 and in 2019 it rose to an average of 52.41. Meanwhile, the average National Examination score in Madrasah Aliyah students in 2017 is 46.81, in 2018 is 47.27 and in 2019 dropped to 43.79. National Examination achievement data from 2017-2019 indicates the result is still not satisfactory. Therefore, all components involved in improving the quality of education together should do performance improvement

so that it can support the improvement of the quality of education.

The assumption built in this research is that the factors of leadership, madrasah culture and motivation of achievement can be constructors that affect the high low performance of teachers, and teacher performance is a variable construct that affects the quality of madrasah education.

B. Research Method

The research approach used in this research is quantitative. Data collection with closed questionnaire instruments compiled using a Likert scale with 5 alternative answers with a top score is 5 and a low score is 1. The analysis model in this research uses PLS-SEM which consists of two sub models, including measurement model or often called outer model and structural model or often called inner model. The measurement model shows how manifest variables or observed variables present latent variables to be measured. While the structural model shows the estimation strength between latent variables or constructs. Latent or constructive variables in this research consisted of exogenous and endogenous variables.

Exogenous variables in this research are the leadership of madrasah headmaster, madrasah culture, motivation of achievement Variable

between / mediation is the performance of teachers and endogenous variable is the quality of madrasah education. The leadership of madrasah headmaster is measured by 13 indicators outlined in terms of personality, managerial, supervision, entrepreneurship and social aspects. Madrasah culture is measured by 12 indicators described from the dimensions of values, attitudes and traditions. The motivation of teacher achievement is measured by 7 indicators. Meanwhile, teacher performance is measured by 15 indicators described from pedagogical, professional, personality and social aspects. As well as the quality of madrasah education is measured by 20 indicators described from 8 aspects, namely graduate competency standards, content standards, process standards, assessment standards, standards of educators and education personnel, standards of facilities and infrastructure, standards of management and financing. The population in this study consisted of teachers, madrasah heads and private madrasah aliyah committees in Jepara Regency. The samples in this study were taken with cluster sampling techniques as many as 202 respondents consisting of 178 teachers, 12 madrasah heads and 12 madrasah committees. The relationship among variables of this research can be described in the figure as follows:

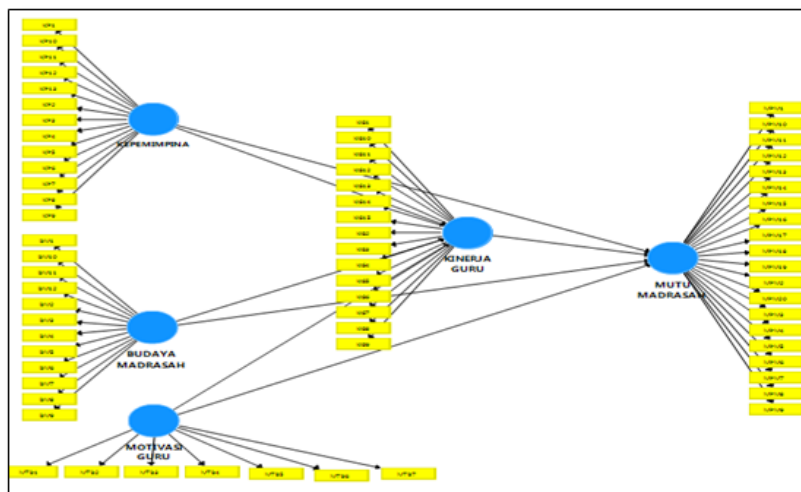


Figure 1. Relationship among variables

C. Research Result

After drawing a diagram of the relationship path among variables, the model is ready to be estimated and evaluated in its entirety. Model

evaluation in PLS-SEM using SmartPLS 3.0 program can be done in two ways, such as; outer model measurement to assess the measurement model result by testing the validity and reliability of latent constructs (assessment of the reliability

and validity of the measures). Then followed by the evaluation of structural models or inner models to predict the relationship between latent variables. As revealed by Barclay et. Al., PLS-SEM analysis model consists of two stages, (a) assessment of the reliability and validity of the measures, and (b) assessment of the structural model.

Reliability test is carried out to determine the ability of indicators to produce the same value repeatedly in each research activity. Reliability shows the accuracy, consistency and accuracy of a measuring instrument in performing measurements (Roberts & Priest, 2006). Outer model measurements are performed to assess the validity and reliability of the model. Outer models with reflexive indicators are evaluated through the convergent and discriminant validity of latent and composite reliability construct forming indicators and alpha cronbachs for their indicator blocks. Meanwhile, outer models with formative indicators are evaluated through substantive content by comparing the relative weight and seeing the

significance of the construct indicators (Cheah et al., 2018). The validity test of convergent reflective indicators can be observed from the loading factor value for each construct indicator. Rule of thumb used to assess the validity of convergent is loading factor value should be more than 0.7 for confirmatory research and loading factor value between 0.6 - 0.7 for exploratory research and average variance extracted (AVE) should be greater than 0.5. Reliability in this research is measured by using ave parameters, composite reliability and cronbach alpha. Rule of Thumb AVE must be above 0.50, while composite reliability and cronbach alpha above 0.70.

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Madrasah's Culture	0.854	0.861	0.714
Leadership	0.958	0.964	0.732
Teacher's Performance	0.857	0.862	0.683
Motivation of Achievement	0.913	0.933	0.698
Madrasah's Quality	0.952	0.958	0.654

Table.1
Construct Reliability and Validity

From the data above it can be noticed that the composite reliability value of each variable is more than 0.70. While the average variance extracted (AVE) value is more than 0.5. The data shows that the model has qualified the validity and

reliability of the construction. Since it has been declared valid, the model can be used for further analysis, namely research hypothesis test using confirmation factor analysis method.

Table 2 Outer Loadings

MADRASAH CULTURE	LEADERSHIP	TEACHER'S PERFORMANCE	MOTIVATION OF ACHIEVEMENT	MADRASAH'S QUALITY
0.951	0.836	0.858	0.913	0.753
0.948	0.448	0.823	0.867	0.528
0.523	0.771	0.776	0.572	0.760
0.871	0.834	0.560	0.850	0.753
0.765	0.708	0.730	0.861	0.729
0.796	0.551	0.761	0.919	0.594
0.756	0.820	0.597	0.918	0.544
0.404	0.824	0.784		0.450
0.949	0.850	0.857		0.825
0.946	0.824	0.801		0.794
0.778	0.873	0.764		0.726
0.773	0.852	0.874		0.525
	0.520	0.743		0.701
		0.468		0.712
		0.755		0.802
				0.572
				0.818
				0.823
				0.833
				0.834

The results of the analysis of loading factors of the first stage of research variables presented in the table above showed most of the variable indicators of leadership of madrasah headmaster, madrasah culture, teacher achievement motivation, teacher performance and quality of madrasah have

loading factors above 0.70, and significant at 0.05. This case means that the indicator of each variable that have a high convergent validity value are more numerous. However, there are some indicators that do not meet the loading factor 0.7, so it should be removed from the model.

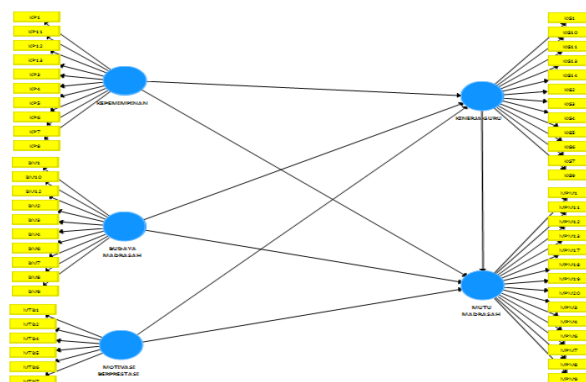


Figure 2 Selection Indicator of Research Variable

The result of the analysis of first-order confirmation factors showed that some indicators of aspects /dimensions can be construct forming in this research variable. These indicators represent aspects of personality, manjerial, supervision,

entrepreneurship and social in the leadership variables of madrasah heads. Dimensions of values, norms, attitudes and habits on the cultural variables of madrasah, need achievement for the motivation variables of outstanding teachers.

Several indicators are also selected from pedagogical, professional, personality and social aspects/dimensions for teacher performance variables, as well as seven standards on madrasah quality variables.

Analysis of the second and third order confirmatic factors (stages) is carried out by adjusting the hypothesis compiled, so that it can directly answer the research questions. From the

results of the analysis of the confirmation factor of the third order it is found that there is an indirect influence of the first order construct variables of the leadership of the head of the madrasah, madrasah culture and the motivation of teacher achievement towards the third order construct variable quality of madrasah education mediated by teacher performance variables. The results of indirect effect analysis is presented on the table below.

Table 3 The Test Result of Indirect Effect

	Original sample	T-Statistics	Explanatio n
Leadership => teacher's Performance => Educational Quality of Madrasah	0,281	2,580	Significant
Madrasah Culture => Teacher's Performance => Educational Quality of Madrasah	0,208	2,846	Significant
Motivation of Achievement => teacher's performance => Educational Quality of Madrasah	0,118	2,661	Significant

From the table, it can be found that there is an indirect effect of madrasah headmaster leadership on educational quality of madrasah mediated by teacher performance which is 28 percent and significant with T-statistical score of 2.580 which is greater than the critical score of 1.96. There is an effect of madrasah culture on the educational quality of madrasah mediated by teacher performance variables which is 20.8 percent and significant in T-statistics is 2.846. Similarly, the testing of teacher motivation variable showed the effect on the quality variable of madrasah education mediated by teacher performance variable. The value of t - statistics on this construct relationship is 2.661 greater than the critical value which is 1.96 at signifinance level of 5 percent. The amount of path coefficient on with mediation variable is 11.8 percent significant with a statistical T value of 2.661. Therefore, the hypothesis that there is an indirect effect of the leadership variable of madrasah headmaster, madrasah culture, motivation to achieve achievement in the quality of madrasah education through teacher performance variable is accepted.

From the results of indirect effect analysis, it can be noticed that the leadership of madrasah headmaster becomes a variable that has the highest indirect influence with the coefficient of mediation effect path through teacher performance of 0.281. While the variables of madrasah culture and teachers' motivation of achievement have a coefficient of lines which is 0.208 and 0.118.

The next is GOF testing of structural model on the inner model using R square aimed to showing the significance value of latent variables. The value of R Square is the coefficient of determination in endogenous constructs. Standart R square value according to Chin (Chin, 2000), if the amount above 0.67, then the interpretation is to have a strong simultaneous influence, if the value is above 0.33, it is called moderate and if the value is above 0.19, it is called the effect of weak structural model. GOF test results are in Table 4.18. Goodness of fit testing is also adapted to test and answer research hypotheses about the effect among exogenous variable on intervening variable and endogenous variables simultaneously (simultaneous effect).

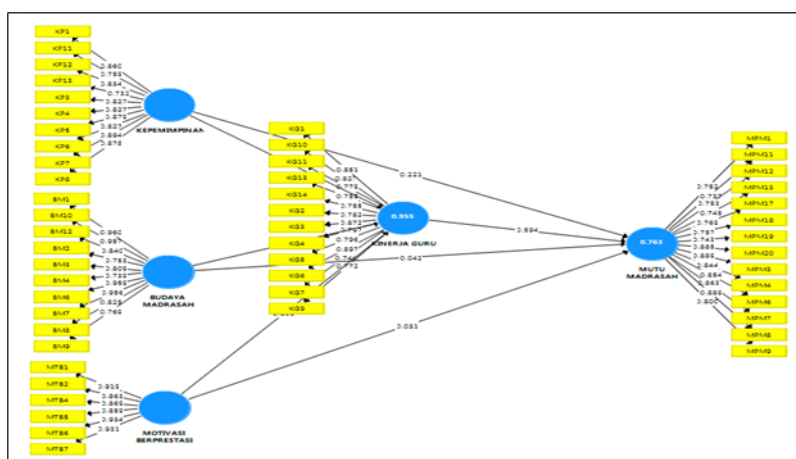


Figure 3

The Testing and Analysis Test Result of Structural Model Simultaneously

The results of the analysis show that the value of R square variable teacher performance is 0.954 (R1). The result show that the exogenous variable of leadership, madrasah culture and teacher achievement motivation are able to explain teacher

performance by 91 percent, while the remaining 9 percent are explained by other variables that are not analyzed in the structural model of this research. From this analysis, it can be concluded that the model has a strong predictive relevance.

Table 4

The Testing and Analysis Test Result of Structural Model Simultaneously Toward Teacher's Performance and Educational Quality in Madrasah

Simulant Effect	R Square	Analisis Model
Teacher's performance	0,954	Has strong effect
Quality of Madrasah	0,763	Has strong effect

The result of the analysis simultaneously show that the value of R square R square variable quality of madrasah (R2) is 0.763. The value show that madrasah quality variable is only able to be explained by exogenous variable consisting of madrasah headmaster leadership, madrasah culture, motivation of achievement and teacher performance by 58.2 percent, while the remaining 41.8 percent are explained by other variables that are not analyzed in this research model. From the analysis, it can be concluded that the model has a strong effect. The next result obtained from the calculation of Q square is 0.989. Q square value of 0.989 is greater than 0 and is getting closer to 1, it means that this research model has good predictive relevance.

The leadership of madrasah headmaster, madrasah culture, and the motivation of teachers' achievements can affect the performance of teachers. These three variables proved to be significant predictors that contributed to teacher performance. This case supports several previous theories and research such as the theory of organizational behavior proposed by Luthan (Luthans & Davis, 1979) and Robbin stating that leadership factors, organizational culture, and motivation affect organizational performance (Robbins & Judge, 2006). Similarly, the research of Otilia Clipa, Marilena Artemizia Greciuc (Clipa & Greciuc (Turban), 2018), (Day, 2017) stated that these factors affect teacher performance. The results of this research reinforce the theory about the quality of madrasah education from previous research. The quality of education can be influenced by leadership factors, and teacher performance as research conducted by Gabrielle Wills (Wills,

D. Discussion and Research Finding

2016). Empirical findings of second order confirmatory analysis and third order confirmatory analysis in the form of new modeling consisting of; first order constructs are influenced by leadership, madrasah culture and teacher achievement motivation. second order construct is occupied by teacher performance variable as mediation variable, and third order construct is occupied by madrasah quality variable. The performance of teachers in addition to functioning as endogenous variables also contributes in mediating the relationship of leadership variables, madrasah culture and teacher motivation to the quality of madrasah education.

E. Conclusion

There is an indirect effect of exogenous variable toward endogenous variable of madrasah educational quality through teacher performance variable. the leadership of madrasah headmaster become variable having the highest indirect effect with the coefficient of mediation effect path through teacher performance of 0.281. While the variable of madrasah culture and motivation of achievement of teacher have a coefficient of lines 0.208 and 0.118. This explains that to realize the improvement of the quality of education in madrasah, it is necessary to be realized in the form of improving teacher performance through leadership interactions and madrasah culture that is conducive in supporting the improvement of the quality of madrasah education.

There is an effect simultaneously of the leadership variable of madrasah headmaster, madrasah culture, and the motivation of teacher achievement on teacher performance. The results of structural path modeling showed that the three variables have a strong predictive relevance in affecting the high low performance of teachers. The results of the analysis showed that the value of R square variable teacher performance is 0.954 (R1). The results show that the exogenous variables of leadership, madrasah culture and teacher achievement motivation are able to explain teacher performance by 91 percent, while the remaining 9% percent are explained by other variables that are not analyzed in the structural model of this research. The highest path coefficient that affects teacher performance is the madrasah headmaster leadership variable of 0.473. This case shows that leadership has a higher effect on teacher performance compared to madrasah cultural variables and teacher achievement motivation. The leadership of

madrasah headmaster is the most dominant variable in effecting teacher performance. While the lower variable effect is the motivation variable of the teacher's achievement with a path coefficient value of 0.198.

There is a strong and significant effect of madrasah headmaster leadership, madrasah culture and teacher achievement motivation on the quality of madrasah education through simultaneous teacher performance. The results of the analysis simultaneously show that the value of R square R square variable quality madrasah (R2). 0.763. The results show that madrasah quality variables are only able to be explained by exogenous variables consisting of madrasah headmaster leadership, madrasah culture, motivation of achievement and teacher performance by 58.2 percent, while the remaining 41.8 percent are explained by other variables that are not analyzed in this research model.

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