



## THE EFFECT OF LEADERSHIP STYLE AND TEACHER PROFESSIONAL BENEFITS ON THE PERFORMANCE OF TEACHERS IN MADRASAH TSANAWIYAH IN NORTH GORONTALO DISTRICT

Ismanto Didipu<sup>1</sup>, Abd. Rahman Pakaya<sup>2</sup>, Muchtar Ahmad<sup>3</sup>, Hedy Vanni Alam<sup>4</sup>

[ismantodidipu02@gmail.com](mailto:ismantodidipu02@gmail.com)

corr. email [hedy.alam@ung.ac.id](mailto:hedy.alam@ung.ac.id)

Article history:	Abstract:
<b>Received</b> 24 <sup>th</sup> April 2022 <b>Accepted:</b> 26 <sup>th</sup> May 2022 <b>Published:</b> 30 <sup>th</sup> June 2022	Study this aim for knowing influence style leadership and perks the teaching profession to the performance of madrasah tsanawiyah (MTs) teachers in North Gorontalo Regency . Source of data in study this is primary data through deployment questionnaire to 62 respondents in 4 madrasas. Data analysis techniques used multiple linear regression with SPSS version 21 help . Research results this show that equality regression multiple that is $= 4.696 + 0.154 X_1 + 0.828 X_2 + .$ Simultaneous test results that score probability $F_{count}$ by 0.000 more small from alpha value 0.01. Then partial test results found that probability $t_{count}$ style leadership by 0.031 more small from alpha value of 0.05 and probability $t_{count}$ allowance profession by 0.000 more small than the alpha value of 0.01. Research conclusion found that (1) Leadership style no take effect important to teacher performance in madrasah tsanawiyah (MTs) in North Gorontalo Regency with score coefficient determination of 0.149 or 14.9%. (2) Allowance influential teaching profession positive and significant to the performance of madrasah tsanawiyah (MTs) teachers in North Gorontalo Regency with score coefficient determination of 0.799 or 75.7%. (3) Leadership style and Benefits teacher profession _ together take effect significant to the performance of madrasah tsanawiyah (MTs) teachers in North Gorontalo Regency with score coefficient determination by 0.906 or 90.6%. Whereas the rest of 9.4% is explained by other variables that do not researched in study this like teacher internal factors , environment social , environmental physical , as well as qualification education

**Keywords:** Leadership Style , Benefits Teacher Profession , Teacher Performance

### INTRODUCTION

The teacher is one factor important in the learning process . The progress of the world of education is very dependent on the quality and quality of teachers who can produce participant educate character and character noble . The teacher must have appropriate competence \_ standard national education so that you can operate duties and roles with good . Constitution Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers states , that : "Teachers are educator professional with Duty main educate , teach , guide , direct , train , assess and evaluate participant educate in education child age early track formal education , education basics , and education medium " . A teacher must could demonstrate ability in educate in front student with show attitudes commendable at each aspect life . Teachers are also figure good role model imitated by students . Usually every Act the teacher 's behavior will Becomes reference for participant educate , or in other words the teacher as a model for participant teach all \_ motion the steps will Becomes exemplary ( Istarani , 2010: 22). The teacher must have morals and personality because besides Becomes example for every participant students , teachers are also proper figure \_ Becomes example in the society . The teacher has role and purpose for build nation through the world of education , therefore need there are qualified teachers and have good competence in it . \_

The development of the world of education moment this often found \_ still there is teacher who not enough responsible answer in task , so cause problem for himself and the participants educate . This thing of course impact on quality quality low education , because the teacher as a subject education not yet have high intellectual . \_ A participant educate will have quality intellectual low when the teacher as mentor in the learning process have quality low intellectual . \_

Success a teacher must Fulfill criteria that have been set , when the teacher has Fulfill criteria the means a teacher can said succeed and have good quality . \_ On the contrary if a teacher yet Fulfill good criteria \_ then the teacher hasn't could said successful ( Physical and Mostofa , 2013: 155-156). However if noticed , still many teachers who rule out effort for increase its performance .

This thing happened to madrasah tsanawiyah teachers in North Gorontalo Regency . Basically , \_ there is various factor which influence performance teacher, wrong the only one allowance teacher certification . Ideal teacher certification impact on teacher performance . Thing this along with condition certification teacher which requires existence qualifications and competencies certain things that cause teachers to have the right to get allowance .

### **THEORITICAL REVIEW**

#### **1. Teacher Performance**

Teacher performance is defined as level teacher success in doing Duty education in accordance with not quite enough responsibility and authority based on standard performance that has been set During period certain in skeleton reach destination education ( Barnawi and Arifin, 2012: 43). This thing show that the teacher in doing his job must in accordance standard performance that has been determined To use reach vision and mission as well as the purpose of the madrasa legally , no oppose law and in accordance with moral ethics .

According to Mulyasa (2004: 25) The term performance meant as Translate from term "performance" . Performance is not could equated with characteristics somebody like ability or talent , but embodiment from abilities and talents that alone . Opinion the prove that performance is embodiment from ability in form creation real . In reach maximum performance , the teacher must could develop its competence . \_ Teachers should also could create harmonious atmosphere and situation \_ appropriate madrasa environment with applicable rules . \_

With thereby could concluded teacher performance can be measured through indicator following : (1) planning learning , (2) mastering teaching materials , (3) using media/ sources lessons , (4) implementing a quality learning process , (5) guiding and training participant educate , (6) assess and evaluate results learn , (7) implement analysis results evaluation learning , (8) compiling programs and implementing improvement and enrichment , (9) achieve destination knowledge , (10) recognize and organize madrasa administration .

#### **2. Leadership Style**

Definition leadership put forward by Stephen P. Robbins (2001: 354) who said : that leadership is ability influence something group toward achievement goal . Opinion this looking at all member group or organization as one unity , so that leadership given meaning as ability influence all member group or organization to be ready To do activity or work for reach destination together . Another understanding is put forward by Owwens (1995:132) who says : that leadership is something interaction between something leading party \_ with led party . \_ Opinion it also says that leadership is a dynamic process that is carried out through reciprocal relationship \_ Among leader with being led . Connection the take place and develop for reach goal . In other words, leadership is interpersonal relationships and desires together .

Moeljono and Sudjamiko (2007: 159-161) define style leadership as embodiment from leadership that delivers *human touch* on the hierarchy . According to Adlam (2014: 39) traits leadership according to teachings Ki Hajar Dewantara traditional namely : Ing Ngarso sung tuladha , ing intermediate wake up karsa , Tut Wuri Handayani which means in advance give example , in the middle build spirit , from behind give director .

Based on description above \_ could understood that style leadership the head of the madrasa is attitude and behavior to his subordinates in reach destination madrasa organizations that have set . Leadership style the head of the madrasa in question in study this reflected from behavior head of madrasa in taking decision , share Duty to subordinate , initiative subordinate , gift sanction / punishment , giving appreciation to achievement , weave communication , implementation monitoring assignments and meetings work .

#### **3. Allowance Teacher Profession**

allowance profession is allowances given \_ to teachers who have have certificate educator and fulfill requirements other . The teacher in question are PNS teachers and non -PNS teachers appointed by the government center , government area or foundation / society organizer education both teaching in public schools and \_ school private sector ( Directorate General of Enhancement Quality Educators and Education Personnel Ministry of National Education, 2009: 5).

Criteria receiver allowance profession based on allowance the teaching profession in 2019 refers to the Permendikbud Number 33 of 2018 that the status of a PNSD teacher appointed by the government regions and teach at schools run by the government registered area , has \_ certificate educator , fulfill burden PNSD teacher work is appropriate provision legislation , have score results evaluation lowest performance \_ with the term " good " , no switch status from teacher, teach class and guide student class .

Based on description above indicator \_ so researcher measure allowance profession with indicator as following : (1) Requirements reception allowance profession , (2) Implementation gift allowance profession , (3) Utilization allowance profession , (4) Experience teaching , (5) Utilization technology information for interest learning , (6) Eligibility allowance teacher profession .

### **RESEARCH METHODS**

Study this implemented in four madrasah tsanawiyah (MTs) in North Gorontalo Regency . Researcher take location at madrasah tsanawiyah (MTs) in North Gorontalo Regency because researcher is one of the teachers in the madrasa tsanawiyah (MTs) .

Study this use approach quantitative because problem study is testing or proof whole the theories that have been positive namely : (1) influence style leadership to teacher performance , (2) influence allowance the teaching profession to teacher performance . Besides that researched problem \_ is problem associative that is question researchers who are connect two variable or more . Connection variable in study this is connection causal \_ \_ because result .

Method research used in research \_ this is study *ex post facto* . Based on the meaning of the word that is , " from what to do after reality " , then study this called as study after incident . because of that , research this only conducted when something the events in which there is component variable independent and variable bound has happen . Study *ex post facto* often also known as study causal comparative , because study the attempted look for information about connection because consequence from something event .

**RESEARCH RESULTS AND DISCUSSION**

**1. Research Results**

by general , style data description leadership could presented in the table below this .

Variable	Statement	r value	R-critical value	Conclusion
X1	P1	0.7066	0.3	Valid
	P2	0.6892		Valid
	P3	0.5743		Valid
	P4	0.4809		Valid
	P5	0.6189		Valid
	P6	0.6700		Valid
	P7	0.6238		Valid
	P8	0.6363		Valid
	P9	0.5655		Valid
	P10	0.6578		Valid
	P11	0.7917		Valid
	P12	0.7538		Valid
	P13	0.7422		Valid
	P14	0.7144		Valid
	P15	0.7423		Valid
	P16	0.6976		Valid
	P17	0.7482		Valid
	P18	0.5521		Valid
	P19	0.6453		Valid
	P20	0.5173		Valid
	P21	0.5886		Valid
	P22	0.5253		Valid
	P23	0.5796		Valid
	P24	0.5158		Valid
	P25	0.4064		Valid

**Source: SPSS Processed Primary Data, 202 2**

Description of allowance data the teaching profession can presented in the table under this .

Variable	Statement	r value	R-critical value	Conclusion
X2	P1	0.7004	0.3	Valid
	P2	0.6478		Valid
	P3	0.6336		Valid
	P4	0.6274		Valid
	P5	0.6009		Valid
	P6	0.4748		Valid
	P7	0.6797		Valid
	P8	0.6671		Valid
	P9	0.3502		Valid

P10	0.4962	Valid
P11	0.4139	Valid
P12	0.5038	Valid
P13	0.7004	Valid
P14	0.6801	Valid
P15	0.6875	Valid
P16	0.6241	Valid
P17	0.7486	Valid
P18	0.4935	Valid
P19	0.5523	Valid
P20	0.5377	Valid
P21	0.4767	Valid
P22	0.4375	Valid
P23	0.3093	Valid
P24	0.4259	Valid
P25	0.4111	Valid

Source: SPSS Processed Primary Data, 202 2

Reliability testing was carried out with the help of excel software, which can be seen in full in Table 4. 4.

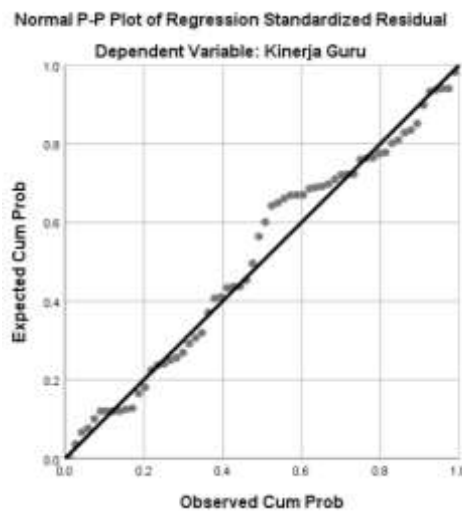
**Reliability Test Results**

N o	Variable	Alpha	Information
1	Leadership Style	0, 9273	Reliable
2	allowance Teacher Profession	0, 9059	Reliable
3	Teacher Performance	0, 9150	Reliable

Source: primary data processed, 202 2

**Data Normality Test**

The results of the normality test of the data that have been obtained show that every variable in study this normally distributed , as shown in the figure below



Source: Primary Data (MSI) processed, 202 2 .

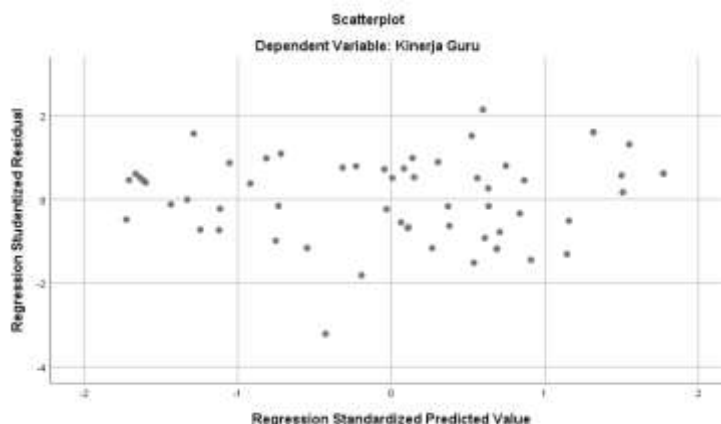
**Multicollinearity Test**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	4.696	2,910		1,614	.112		
Leadership Style	.154	.069	.173	2.215	.031	.259	3.859

allowance Profession	.828	.081	.799	10.21 0	.000	.259	3.859
-------------------------	------	------	------	------------	------	------	-------

a. Dependent Variable: Teacher Performance  
 source : Primary data processed , 2022

**Heteroscedasticity Test**



**2. DISCUSSION**

**Test results hypothesis first** , Based on the results of the data already obtained is known that influence style leadership and perks teacher profession \_ simultaneous to teacher performance of 0.906 or 90.6%. Temporary about 9.6% is influenced by other factors that are not entered to in the research model . That thing could understandable because teacher performance is not only determined by factor leadership and perks profession course . Other factors are also very possible follow take effect to teacher performance , for example environment social , environmental physical , qualification education so that could concluded that influence style leadership and perks teacher profession \_ whole to teacher performance by 90.6% can accepted .

Thereby the case in the object that becomes study this , from results analysis seen that Leadership Style and Benefits The Teacher Profession has influence on Teacher Performance. As for the results obtained regression \_ from results data analysis , if Leadership Style and Teacher Professional Allowance is 0, then Teacher Performance will be worth 4,696 units , if Leadership Style increases by one unit, while Teacher Professional Allowance is constant, then Teacher Performance will increase by 0.154 units , and if Teacher Professional Allowance increases by one unit, while the Leadership Style is constant, then Teacher Performance will increase by 0, 828 unit . This could seen from score coefficient regression =  $4.696 + 0.154 X_1 + 0,828 X_2 +$  , which shows that every time there is a one-unit change in the Leadership Style and Allowance variables Teacher Profession ( $X_1, X_2$ ) will be followed by a change in the average teacher performance variable (Y), which means that each component of the variables  $X_1$  and  $X_2$  will affect each component of the Y variable .

**Test results hypothesis second** , based on the data that has been processed acquired Leadership Style have significant influence \_ on Teacher Performance with The results show that the t value for Leadership Style is 2, 215 . This value will be compared with the value of t table in the distribution table. With  $\alpha=0.05$   $df=nk-1= 62 -2-1= 59$  , the t table value is 1.671 . Because it is known that the t - count value for X1 is  $2,215 >$  the t - table value of 1,671 , then  $H_0$  is rejected, meaning that leadership style partially has a significant effect on teacher performance at Madrasah Tsanawiyah in North Gorontalo Regency.

Furthermore, to see the magnitude of the contribution of the influence of the Leadership Style variable partially, it can be known by multiplying the *beta* value by the *zero order value* which results is known of 0.149 or of 14.9% on Teacher Performance.

Based on results research that researchers has conducted could is known that Leadership Style have significant influence \_ on Teacher Performance. So that could explained that Leadership in something institution education is crucial success for realize destination education . The head of the madrasa as guarantor answer education and learning in madrasas should could convincing to Public that all something has walk with good . Activity leadership must carried out by someone who occupies position or position certain in something existing organization \_ number of people who must work same for reach goal .

This thing match with study 2016 by Abdul Wahid Syafar entitled influence style leadership and discipline work to teacher performance at school medium over land 07 Palu Central Sulawesi Province. In the research show that results statistical data analysis got description short style leadership in category medium .

Success a agency in operate necessary plans and programs supported by leadership creative that can move participation active from source existing power . \_ Role head of madrasa as a leader must able *to* manage functions leadership that includes *planning, controlling, coordinating, and evaluating* ( Ermaya , 2009: 79).

**Test results hypothesis Third** , Allowance The teaching profession has significant influence \_ on Teacher Performance, p this seen from acquisition t value for the variable Teacher Professional Allowance is  $t_{count} = 10.210$  with

a level of  $p_{\text{value}} = 0.000$ . With using a significant limit of  $\alpha = 0.05$ , we get a  $t_{\text{table}}$  of 1.671. From these results, the test criteria are  $t_{\text{count}} > t_{\text{table}}$  Or  $P_{\text{value}} < \alpha$  which means  $H_0$  is rejected and  $H_1$  is accepted. Thus the t-test hypothesis of the Teacher Professional Allowance variable has a positive and significant influence in determining teacher performance at Madrasah Tsanawiyah in North Gorontalo Regency.

Allowance variable The teacher's profession can be partially known by multiplying the *beta* value by the *zero order value* which results in is known of 0.757 or of 75.7% of Teacher Performance. Based on data that has been obtained and processed is known that allowance The Teacher Profession has significant influence \_ on Teacher Performance.

This thing match with Study Muammar, darmoko, Srifariyati, and Muntoha (2017) which researching about Impact allowance Profession Against Teacher Performance. Based on results the research could seen that linear regression shows score coefficient regression X as big as 0.223 state that every addition one score certification so score performance increase of 0.223. T test results for test hypothesis is known that t count is 2186 with score significant  $0.223 > 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected.

Certification require teachers to increase qualification they at least arrive strata one level. The teacher who has get title from level one \_ this then allowed follow exam certification. Implementation certification basically \_ for increase quality and motivation of teachers in teach, so hopefully the teacher can give results good in the form of participant able to teach compete in his life. For teachers who are declared to have passed the teacher certification in position will get certificate educator who is proof that the teacher concerned already Fulfill standard qualifications and competencies as a teacher. Besides that, the teacher who had get certificate educator so attached to him too payment allowance teacher profession. allowance this is one \_ tool motivation expected material (money and goods) could increase teacher teaching performance ( Directorate General of Ministry of Finance Budget, 2015: 8-9).

### CONCLUSION

Based on results testing hypotheses and discussion as already \_ described, then with this researcher could conclude that:

- 1) Influence style leadership ( $X_1$ ) Partial to teacher performance (Y) namely of 0.149 or 14.9%, p this could received because style leadership ( $X_1$ ) is not the only parameter that determines the performance of madrasah tsanawiyah (MTs) teachers in North Gorontalo Regency. by statistics show that style leadership madrasa head no take effect important to enhancement teacher performance.
- 2) Influence allowance teaching profession ( $X_2$ ) Partial on Teacher Performance (Y), namely of 0.799 or of 75.7%, p this could received because allowance profession ( $X_2$ ) influential significant to the performance of madrasah tsanawiyah (MTs) teachers in North Gorontalo Regency. by statistics show that allowance teaching profession is very important in enhancement teacher performance, p this become the basic capital for teachers to increase quality learning in madrasahs and improve teacher motivation for increase its performance.
- 3) by together study about influence style leadership and perks teacher profession \_ simultaneous to teacher performance of 0.906 or 90.6%. Temporary the remaining 9.4% is influenced by other factors that are not entered to in the research model. That thing could understandable because teacher performance is not only determined by factor leadership and perks profession course. Other factors are also very possible follow take effect to teacher performance, for example environment social, environmental physical, qualification education so that could concluded that influence style leadership and perks teacher profession \_ whole to teacher performance by 90.6% can accepted.

Suggestion from results study this has show influence Leadership Style variables and Benefits Teacher Profession towards Teacher Performance variable at Madrasah Tsanawiyah in North Gorontalo Regency. Based on study this researcher have some suggestions for improve Teacher Performance at Madrasah Tsanawiyah in North Gorontalo Regency, including:

- 1) For Madrasah Tsanawiyah in North Gorontalo Regency  
For Madrasah Tsanawiyah in North Gorontalo Regency, this is done various effort for more repair style The leadership of the Madrasah Tsanawiyah Teacher in North Gorontalo Regency remembers leadership is something interaction between something leading party \_ with led party, so that leadership need reciprocal relationship \_ Among leader with being led. Connection the take place and develop for reach goal. In other words, leadership is interpersonal relationships and desires together.
- 2) For Other Researchers  
For researchers who will come expected could researching more carry on other factors that affect teacher performance. Besides that results study this expected capable give donation thinking, improvement insights, and references for study next.

### BIBLIOGRAPHY

1. Asmani, Jamal Ma'mur. 2009. *7 Smart and Effective Tips for Passing Teacher Certification*. Yogyakarta: Diva Press.
2. Barnawi and Arifin, M. 2017. *Professional Teacher Performance : Instruments, Coaching, Improvement and Assessment*. Yogyakarta: Ar-Ruzz Maddie.

3. E. Mulyasa . 2007. *Be Head School Professional* . Bandung: PT. Teenager Rosda works .
4. Ermaya Suradinata . 2009. *Psychology staffing* . Bandung: Friendly . h. 79.
5. Hadari Nawawi. 2000. *Strategic Management with Illustration Profit and Non Profit Organizations* . Jakarta: Rajawali Press.
6. Istiarini , R., & Sukanti , S. 2012. " Influence Teacher Certification and Motivation Teacher Work on Teacher Performance at SMA Negeri 1 Sentolo Regency Kulon Progo year 2012". Indonesian *Journal of Accounting Education* , 10 (1). <https://doi.org/10.21831/jpai.v10il.924>
7. Jasmani and Mostofa , Syaiful . 2013. *Breakthrough Education Supervision New in Enhancement Performance Supervisor School and Teacher* . Yogyakarta: AR- RUZZ Media.
8. Mulyasa , E. 2012, *Standard Competence and Certification teacher* , Bandung: PT. Teenager Rosdakarya .
9. Regulation Minister Finance Number 101/PMK.05/2010 about System Method Payment allowance Teacher and Lecturer Profession , Allowance Teacher Special and Lecturer , as well as allowance Honor Professor .
10. Regulation of the Minister of State Apparatus Empowerment Number 16 of 2009 Position Functional Teacher And Numbers The credit.
11. Robbins, Stephen P. 2001. *Behavior Organization : Concept , Controversy , Application* , Volume 1, Issue 8, Jakarta: Prenhallindo .