

## THE INFLUENCE OF MANAGERIAL LEADERSHIP STYLE AND TEACHER PERFORMANCE ON THE QUALITY OF EDUCATION MEDIATED INNOVATIVE TEACHERS AT MTS AL-ISHLAH

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### ABSTRACT

The managerial leadership style of the madrasa principal in his capacity as a leader and teacher as an educator is very important for the success of the quality of education. This research is a descriptive qualitative research. This type of research is qualitative with the participation of teachers at Madrasah Tsanawiyah Al-Ishlah. This research analyzes the data using the method of collecting data through documentation, interviews and direct observation in the field using case studies. The results of the study explain data collection, data reduction, data display, and data inference. Data collection instruments by way of in-depth interviews, observation, and documentation. This study found that some teachers had used managerial leadership styles but other practical activities had not been carried out optimally. This is because the support from teacher performance and teacher innovation has not been optimal, so that the quality of education has not been fully achieved. Even so, teachers realize that managerial leadership style and teacher performance with innovative mediation can improve teacher quality.

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### 1. INTRODUCTION

Improving the quality of education is the main goal of development in the field of national education and is an inseparable part of efforts to improve the quality and quality of Indonesian people as a whole. In accordance with Law No. 20 of 2003 concerning the National Education System, education has an important role in shaping character, developing potential, and enriching civilization with high ethics to improve the intelligence of the nation's life. This aims to develop students' competencies to become the next generation of a democratic, responsible, independent, creative, innovative, knowledgeable, healthy, noble character, and become individuals who believe and are devoted to Allah SWT.

Increasing human resources in their implementation in everyday life is an urgent need that must be prioritized by the government in facing the era of globalization characterized by very rapid advances in information and technology (Handoko, 2019). It is undeniable that the basis of the problem of education in Indonesia is an unfavorable education management system that results in failure in managing the education, this is due to frequent changes in government policy on education which sometimes clash with real conditions in the field. Indeed, this management is one of the factors that has the potential to influence the world of education which involves many educational resources related to the quality of the output it produces.

The reform period has had a huge impact on very fundamental changes in many areas of life, one of which is the field of education. Among the very fundamental changes being implemented today is state management, namely from centralized management to regional-based management. Officially this change was realized in Law No.32 of 2004 concerning Regional Government. The logical consequence of this law is that education management must be equated with the spirit through regional autonomy (Wahyuningrum, 2020).

The government has done various things to improve the quality of education through the improvement of the national education system. These efforts, including the enactment of Law No. 32 and 25 of 1999 concerning regional autonomy and followed by the refinement of the National Education System Law which can directly affect the planning, implementation, and evaluation of education (Hidayat, 2019).

Through a change of thinking from centralization to decentralization in the form of empowering schools that believe that to improve the quality and quality of education wherever possible is determined by those at the forefront, who are responsible for implementing education policies, namely principals and teachers.

As a manager, the principal has an important strategic role in improving the quality of education in schools. As managers, they are expected to be able to take into account very influential roles and can also encourage subordinates to have competence in managing their performance, both in managerial and technical abilities. Therefore, managers are expected to have a clear long-term strategy in directing the organization in the desired direction. In addition, according to (Yadi Sutikno, Hosan, 2018) school principals also have an important role in improving the quality of education in the institutions they lead.

## **2. LITERATURE REVIEW**

In carrying out his role and function as a manager, according to (Muhammad Hamzar, 2019) the principal must have a good and correct strategy to achieve educational goals, the principal needs to optimize the various resources available. The principal's managerial skills, such as planning, coordination, motivation, and managing school resources, are essential in achieving this. The implementation of management functions, such as planning, organizing, leadership, supervision, and control, also plays a role in managing schools effectively.

A teacher has responsibilities that go beyond the duties of teaching and educating. They also have to take care of various complicated and crowded learning and classroom administration, which can lead to boredom and fatigue in carrying out their duties, which in turn can affect work discipline. The discipline of teacher work has a significant impact on the achievement of learning objectives. In addition to discipline and innovative attitude, motivation is also very important as a drive that encourages teachers to have confidence so that they can achieve these goals. Teachers who have high commitment usually have high morale, conversely, if their commitment is low, their morale also tends to decrease (Wolomasi et al., 2019).

On the other hand, teachers with low morale tend to exhibit less disciplined behavior, focused on only one teaching method, less creative, less trying, and less motivated. The word "innovation" can be defined as "the process" or "result" of developing, utilizing, or applying knowledge, skills (including technological skills), and experience to create or improve products, processes, or services that provide better added value. According to Rosenfeld, innovation is the transformation of abstract knowledge into new products, processes, services, and concrete actions (Wachidah, 2019).

## **3. METHOD**

This research is a natural qualitative research that uses case design and descriptive approach in its analysis. In this study, the data collected was not in the form of numbers, but in the form of memo notes, field notes, interview transcripts, documents, and other data sources. Therefore, the purpose of this qualitative descriptive research is to describe and interpret the object of research as it is (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). The results of this study explain the process of data collection, data reduction, data display, and data conclusion. Instruments used for data collection include in-depth interviews, observation, and documentation. The data is analyzed through the steps of data collection, data reduction, data display, and data inference.

## **4. RESULT AND DISCUSSION**

In this conceptual skill, the Head of MTs AL-ISHLAH strives to improve the quality of education. In this conceptual skill the Head of MTs AL-ISHLAH seeks to improve the quality of education. The initial stage is to design a clear program plan and then integrate it into the vision, mission and objectives of the madrasa as a reference in improving school quality through deliberations with all components of the madrasa, starting from the head of the foundation, the head of the madrasa, the madrasah committee, the wakabid and the entire board of teachers. Because without this stage, improving the quality of education will be very difficult to implement optimally (interview with the Head of MTs AL-ISHLAH and documentation study, 10 March 2023).

In an effort to realize the vision, mission and objectives of the madrasa, the Head of MTs AL-ISHLAH uses the following strategy: First, empowering madrasah resources through good cooperation by involving various parties in activities that can improve the quality of the madrasa program. The head of the madrasa divides authority and duties to the deputy head of the madrasa in areas such as public relations, finance, facilities and infrastructure, student affairs, curriculum, counseling guidance, student council supervisor, and extracurricular supervisor. This is based on observations made on March 6-10 2023 and an interview with Lukman Hakim SP as WAKA Curriculum on March 13 2023. Second, the Head of MTs AL-ISHLAH forms

teamwork in improving the quality of education. The madrasa head admits that school progress is not only determined by one individual, but by teamwork. This team consists of several teachers who are committed to creating quality education through small studies that are relevant to community needs. They apply the concept of sincerity and have high devotion. In addition, they do not limit the team's working hours because they believe that time restrictions can hinder the execution of tasks. Third, the Head of MTs AL-ISHLAH implements staffing management by placing teachers and administrative staff according to their areas of expertise and educational background to suit the subjects they teach. This was obtained from interviews with teachers and staff of MTs AL-ISHLAH on March 13, 2023.

The head of MTs AL-ISHLAH realizes that one of the key factors in determining the quality of education is the teaching staff. Therefore, in placing teaching staff, the Head of MTs AL-ISHLAH ensures that they are in accordance with their areas of expertise which have been assessed based on their educational background. This information was obtained through interviews with the Head of MTs AL-ISHLAH and teachers on March 14 2023. The Head of MTs AL-ISHLAH believes that if the placement of employees is not appropriate, then their performance will not be optimal. The madrasa head then tries to overcome existing problems by making anticipatory efforts from an early age. The madrasa head immediately looks for the root of the problem so that a solution can be found quickly, objectively, precisely, and can be accepted by both parties involved in the conflict. This aims at least to reduce dissatisfaction. In general, managerial skills refer to the ability to carry out and complete managerial tasks, such as planning, organizing, leading, implementing, and controlling to achieve the goals set.

From the research findings above, it can be concluded that a manager needs to have the ability to identify the conditions and needs that arise, and describe them in the concept of goal planning. The purpose of this planning concept is to find an effective strategy in achieving that goal. Thus, the success of a manager in achieving the desired results is largely determined by his ability to read the situation and formulate the right strategy. To realize the conceptual skills above, a systematic framework is needed to achieve maximum goals. The conceptual framework is carried out with a work measurement system and becomes an integral part in all managerial processes.

From the previous explanation, it can be concluded that to realize a concept, a systematic framework is needed and there is measurement of success through evaluation and supervision of work programs. The hypothesis put forward previously stated that the conceptual skill of MTs AL-ISHLAH principals in improving the quality of education involves establishing a clear plan and finding the right strategy. This is done by utilizing existing resources through personnel management skills and through continuous quality improvement efforts, such as through regular weekly, monthly and annual meetings as work evaluations and as a first step to improve quality. From the previous theoretical review, it was explained that conceptual skills basically involve the ability of a manager to read the conditions and needs that arise, and formulate the concept of planning goals to find effective strategies to achieve them.

Furthermore, the conditions for realizing an idea (concept) require systematic work steps and the existence of benchmarks for success by evaluating and supervising work programs. Thus, it can be said that the skills/concept of the Madrasah principal are very much needed for madrasah education managers in order to develop the vision, mission and strategies for achieving the quality of education in the future.

Human Skills, human skills are the ability to work effectively with people and foster teamwork. From the observation results of the Head of Madrasah in improving the quality of education implemented in giving motivation to subordinates by encouraging the importance of increasing the profession, giving appreciation to subordinates for the achievements they have achieved, building work comfort, and setting an example so that they are embedded in discipline, have a sincere soul, and have a good work ethic, are willing to cooperate, create good communication. good, giving guidance in completing assignments and being able to solve all kinds of problems encountered in carrying out their duties, both administratively and in field assignments. Technical skills are the use of special skills needed at work, with indicators: utilizing technological equipment, carrying out work procedures, and handling work interruptions. Based on the results of observations, the Madrasah Principal of MTs AL-ISHLAH has made efforts to improve the quality of education. These efforts include developing students' communication skills so that they are active and effective in the learning process, improving facilities and infrastructure that support learning, implementing creative and innovative learning models and methods, and carrying out continuous quality improvements.

## 5. CONCLUSION

The concept skills of the head of MTs AL-ISHLAH in improving the quality of education are carried out through real planning and contained in the vision, mission and objectives, in using the right strategy,

namely by empowering madrasah human resources, forming team work, minimizing problems and continuous improvement through evaluating and supervising programs, responding to changes, being able to take advantage of opportunities, conveying ideas, and being able to provide considerations.

Humane skills in improving the quality of education are implemented in motivating subordinates by encouraging the importance of professional improvement, rewarding subordinates for the achievements they have achieved, building comfortable work, and setting an example so that discipline is instilled, a sincere soul, and has a good work ethic, willing to cooperate, create good communication, provide guidance in completing assignments and can solve all kinds of problems encountered in carrying out their duties both administratively and in the field.

Technical skills in improving the quality of education for the Principal of MTs AL-ISHLAH are by developing students' skills in active and effective communication in the learning process, completing facilities and infrastructure that can support learning, applying creative and innovative learning models and methods, continuous quality improvement.

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