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The contribution of madrasah principal leadership, teamwork, and work loyalty to the performance of islamic boarding school teachers in manado

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Abstract: This study examines theoretical concepts about the contribution of principal madrasa leadership, teamwork, and work loyalty to teacher performance. A survey method is used in a quantitative approach to measure and test structural equation modeling (SEM) using SmartPLS 3.2 software. The population was all Islamic boarding school teachers in Manado City with a sample of 44 respondents. The results showed that teacher performance was influenced by the principal's leadership, teamwork, and job loyalty directly or indirectly. Therefore, the study results recommend that the factors that contribute to teacher performance can be improved or improved in the future.

Keywords: Leadership, Teamwork, Loyalty, Performance.

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INTRODUCTION

Teacher performance is the prime cause in determining the quality of education (Podgursky & Springer, 2007). Therefore, research on teacher performance has become a topic of interest for researchers in education. On the other hand, some researchers complain that it is complicated to reform the education sector as there is much research on teacher performance. Thus, it is proposed that the research carried out becomes a theoretical basis, and the decisions can be made regarding the improvement of the education sector, especially regarding teacher performance (Cai & Lin, 2006). Performance is the achievement of work results that can be improved and obtained from the process (Sonnentag, 2002) or performance expected to reach the target (Viswesvaran & Ones, 2000). Individual performance becomes an illustration of organizational performance, which includes the dimensions of processes and results. Performance is a record of the results obtained from certain job functions (Sonnentag et al., 2008). The performance also includes the quality of work, ability, initiative, communication, and timeliness (Larson, 1987).

Several factors that lead to increased teacher performance include the leadership of the principal. The primacy of the influence of the principal's leadership is not merely in the form of instructions but rather a motivation or trigger that can inspire teachers so that their initiative and creativity develop optimally to improve their. The principal is an education leader who organizes human resources and physical resources to achieve educational organizational goals effectively and efficiently (Teguh, 2015). Principal leadership is a way or effort to influence, encourage, guide, direct, and move teachers, staff, students, parents, and other parties involved in achieving the goals that have been set (Murti, 2016). Likewise, leadership is the ability to distribute resources to support organizational tasks (Winston & Patterson, 2006).

A recent research report that found the positive influence of leadership style on teacher performance explained that principals are expected to pay attention and care to teachers by holding regular meetings, discussing school progress, and significantly improving their performance (Astuti et al., 2020). Another study states that teacher performance will increase and improve work motivation and support from school leaders. Teachers will perform well if they are passionate about carrying out their primary tasks (Siahaan et al., 2020). Then research that examines the influence of mastery of technology by school leaders can indirectly impact teacher knowledge in using learning media that supports their performance for the better (Berry, 2019).

The next factor that influences teacher performance is teamwork. Successful teamwork is likely to lead to satisfaction and a further increase in performance. There are five indicators of teamwork: contribution, interaction, keeping on track, quality-oriented, and individual teams must have relevant knowledge and skills (Hwang, 2018). Another study explains that the teamwork variable has an impact on performance. Teamwork in practice is in the form of intimacy among employees, sharing information about work, being comfortable working together, giving birth to relatively the same views in dealing with organizational problems (Imron, 2019). It is confirmed by research which states that teamwork plays a role in attitude and collaboration in groups for organizational work appraisal (Sridharan & Boud, 2019). Teamwork is an essential factor that teachers need. Cooperation is a form of mutual support between colleagues, leaders, parents, and students. Success in teamwork requires team members to have the ability to take the initiative, discuss, seek information and opinions, propose procedures to achieve goals, elaborate opinions, and conclude as responsible for the work (Basir, 2015).

In addition to leadership and teamwork, work loyalty is an essential factor in improving teacher performance. Work loyalty is defined as loyalty, devotion and trust given or shown by someone to the institution, in which there is a sense of love and responsibility to try to provide the best service and performance. (Sriyono, 2013). Another study states that job loyalty has an impact on employee performance. It is further explained that loyal

individuals have pride in the organization, defend the organization from criticism, emphasize positive things from the organization, and refrain from complaining about the state of the organization.(Al-Edenat & Alhawamdeh, 2018). A study recommends that compensation, empowerment, and job satisfaction affect on employee loyalty(Asmawi, 2017). Work loyalty which is marked by obeying the rules, responsibilities, and attitudes according to Letsoin has a long impact on employee performance (Letsoin & Ratnasari, 2020). A crucial challenge in Islamic boarding school education activities is competent teachers as educators who are expected to have performance as mandated by law. The performance of teachers in carrying out their duties is required to be professional. Every teacher plays professionalism in their primary task (Syakur, 2012). Therefore, in assessing teacher performance, several sub-elements are assessed, namely those related to the implementation of the learning process, including planning and implementing learning activities, assessing and analyzing the results of the assessment, and carrying out a follow-up on the results of the assessment under the regulation of the minister of national education no. 16 of 2007 concerning standards of academic qualifications and teacher competence (Basir, 2015).

Based on the literature review above and the need for Islamic boarding schools to have high-performing professional teachers, this research is important to fill this need. In addition, there are academic reasons that distinguish it from research conducted by previous researchers, namely, previous research still looks partial, so this research offers a more complete theoretical conceptual built from previous theories. Specifically, this study aims to examine the theoretical concepts of the contribution of madrasa principal leadership, teamwork, and work loyalty to teacher performance. The theoretical concept of research is shown in **Figure 1**.

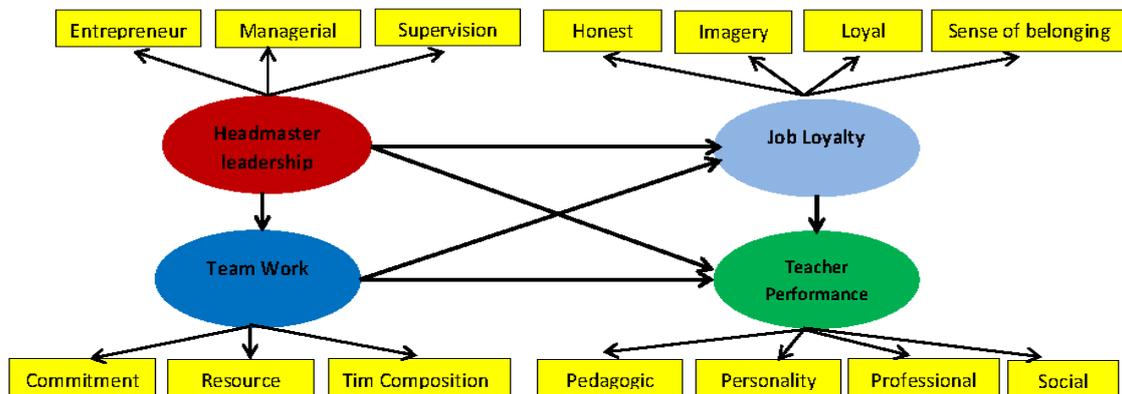


Figure 1. Theoretical concepts of research

The general research hypotheses are: It is suspected that there is a positive and significant contribution, either partially or through the mediation of the madrasa principal's leadership, teamwork, and loyalty to teacher performance.

METHODS

Research design

This study uses a quantitative survey method to explain causal relationships and hypothesis testing (Riduwan & Kuncoro, 2007). The population in this study came from three sites, namely, the Karya Pembangunan Islamic Boarding School, the Assalam Islamic Boarding School, and the Darul Istiqomah Islamic Boarding School Manado City. The sampling technique used in this study was simple random sampling, regardless of the strata of the population, because it was considered homogeneous. Questionnaires were circulated to 77

target respondents. The number of questionnaires returned to 44, still meeting the ratio as ideally the sample required by the statistical analysis tool with SmartPLS.

TABLE 1. *Respondent profile*

	f	%
Gender		
Men	17	38.6
Woman	27	61.4
Education		
S1	31	70.4
S2	13	29.6
Years of service		
0 - 10 Yrs	33	75
11 - 20 Yrs	6	13.6
21 - 30 Yrs	5	11.4

TABLE 2. *Research variables and dimensions*

Head of Madrasah Leadership (X1)	Managerial Entrepreneurship Supervision
Teamwork (X2)	Commitment Team Composition Resource
Work Loyalty (X3)	Honesty Loyalty A sense of belonging Keeping Image
Teacher Performance (Y)	Personality Pedagogic Professional Social

Research Instruments

The data collection technique used a questionnaire derived from the description of the leadership variable of the madrasah principal with its dimensions (entrepreneurship, managerial, and supervision), the teamwork variable with its dimensions (commitment, team composition, resources), the variable of work loyalty with its dimensions (honesty, loyalty, maintaining an image, sense of belonging), and teacher performance variables with their dimensions (personality, pedagogic, professional, social). The questionnaire for the leadership variable of the madrasah principal is 20 points, the team cooperation variable is 20 points, the work loyalty variable is 20 points, and the teacher performance instrument is 40 points. The scale used is the Likert scale of the lowest choice to the highest choice, namely a scale of 1-5.

The measurement and testing of structural research models using SmartPLS 3.2 software (Ringle, CM, Wende, S., and Becker, 2015), consist of two sub-models: the measurement model or the outer model and the structural or the inner one model. The measurement model shows how the manifest or observed variables represent the latent variables to be measured. In contrast, the structural model shows estimation power between latent variables or constructs (Ghozali, 2015). Hypothesis testing in this study was carried out by looking at the value of t-statistics and p-values (Yamin & Kurniawan, 2011). Degree of freedom (df) which is used to help test the hypothesis by looking at the comparison of the results of t-count and t-table. Degree of freedom (df) calculated with the formula $n - k$ (Junaidi, 2014). Where n is the number of observations which is 44 and k is

the number of variables (free and dependent) which is 4. So, the degree of freedom (df) in the study is $n - k = 44 - 4 = 40$.

TABLE 1. *Convergent validity*

Principal Leadership (X1)	Managerial	0.817
	Entrepreneurship	0.883
	Supervision	0.727
Teamwork (X2)	Commitment	0.934
	Team Composition	0.714
	Resource	0.854
Work Loyalty (X3)	Honesty	0.645
	Loyalty	0.659
	A sense of belonging	0.881
Teacher Performance (Y)	Keeping Image	0.657
	Personality	0.782
	Pedagogic	0.702
	Professional	0.821
	Social	0.492

TABLE 2. *Composite reliability*

Principal Leadership	0.852
Teamwork	0.876
Work Loyalty	0.806
Teacher Performance	0.798

TABLE 3. *R-square value*

Teamwork	0.838
Job Loyalty	0.717
Teacher Performance	0.710

TABLE 4. *Total Direct Effects and Indirect Effects*

No	Hypothesis	Original Sample (O)	t-statistics (O/STDEV)	P-Values	Decision
1	Principal Leadership-> Teamwork	0.131	0.902	0.368	rejected
2	Madrasah Principal Leadership -> Work Loyalty	0.338	2,793	0.005	accepted
3	Principal Leadership -> Teacher Performance	0.444	4.264	0.000	accepted
4	Teamwork -> Work Loyalty	0.324	2,576	0.010	accepted
5	Teamwork -> Teacher Performance	0.392	3.143	0.002	accepted
6	Work Loyalty -> Teacher Performance	0.456	3,677	0.000	accepted
7	Principal Leadership -> Teamwork -> Work Loyalty	0.042	0.812	0.417	rejected
8	Principal Leadership -> Teamwork -> Performance	0.032	0.726	0.468	rejected
9	Principal Leadership -> Work Loyalty -> Performance	0.135	2012	0.045	accepted
10	Principal Leadership -> Teamwork -> Work Loyalty -> Teacher Performance	0.019	0.816	0.415	rejected

Based on the value of the degree of freedom (df), the researcher determined that the decision to accept or reject the hypothesis was based on the t-statistics and P-Values values. If t-statistics > from t-table = 1.684 and P-Values < = 0.10, then H_a is accepted, and H_0 is rejected. This means that there is a significant contribution. On the other hand, if t-statistic < from t-table = 1.684 and p-values > = 0.10, H_a is rejected, and H_0 is accepted. This means that there is no significant contribution.

RESULTS

Outer Model Evaluation

In the PLS-SEM model, convergent validity is valid if the loading value is above 0.5. to explain the indicator's ability to describe its construct. Table 1 shows the value of the convergent validity in the study.

Based on **Table 1**, the overall value of each indicator in describing the construct is already above 0.5. In addition to the construct validity test, a construct reliability test was conducted to measure the internal consistency or constancy of the construct, provided that the composite reliability value was above 0.7 (Ghozali, 2015).

Based on **Table 2**, the composite reliability scores for the principal leadership construct, teamwork, work loyalty, and teacher performance are above 0.7. So, it can be concluded that the whole construct has adequate reliability.

Inner Model Evaluation

Before evaluating the inner model, the goodness of fit assessment of the structural model in SmartPLS 3.2 can be explained by looking at the R-Square value for each latent dependent variable, as shown in **Table 3**.

The R-Square value of the teamwork variable is 83%, job loyalty is 71%, and teacher performance is 71%. The magnitude of the acquisition of the percentage value of each latent dependent variable shows that the leadership of the madrasa principal can explain each latent dependent variable. The goodness of fit assessment can also be seen from the Q-Square value. The Q-Square value has the same meaning as the coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The results of the calculation of the Q-Square value are as follows:

Based on the calculation results above, the Q-Square value is 0.95. It shows that the magnitude of the diversity of the research data that the research model can explain is 95%. While the remaining 5% is explained by other factors that are outside the research model.

After goodness of fit is fulfilled, the structural model test (inner model) is carried out to evaluate the contribution between constructs as hypothesized. Based on the output of smartPLS 3.2, Figure 2 shows the results of the model test.

Figure 2 explains that the overall contribution between constructs has a positive value, as hypothesized. Furthermore, the assumption value of the significance of acceptance or rejection of contributions between constructs can be seen in **Table 4**.

In **Table 4** it can be explained that the direct effect or direct contribution between constructs has 6 hypotheses, namely hypotheses 1 - 6. Of the six hypotheses, five hypotheses were accepted while one hypothesis, namely hypothesis 1 was rejected because the t-statistic value < from t-table = 1.684 and P -Values > = 0.10, then H_a is rejected and H_0 is accepted. This means that there is no significant contribution. Meanwhile, for the indirect effect or indirect contribution, there are four hypotheses, namely hypotheses 7 – 10. Of the four hypotheses only the ninth hypothesis is accepted because the t-statistics value > from t-table = 1.684 and p-values < = 0.10, then H_a is accepted and H_0 rejected. This means that there is a significant positive contribution. Further explanations of research findings, both

direct and indirect contributions, are discussed in the discussion section. The researcher's discussion is limited to the accepted hypothesis, while the researcher rejects the hypothesis is ignored it.

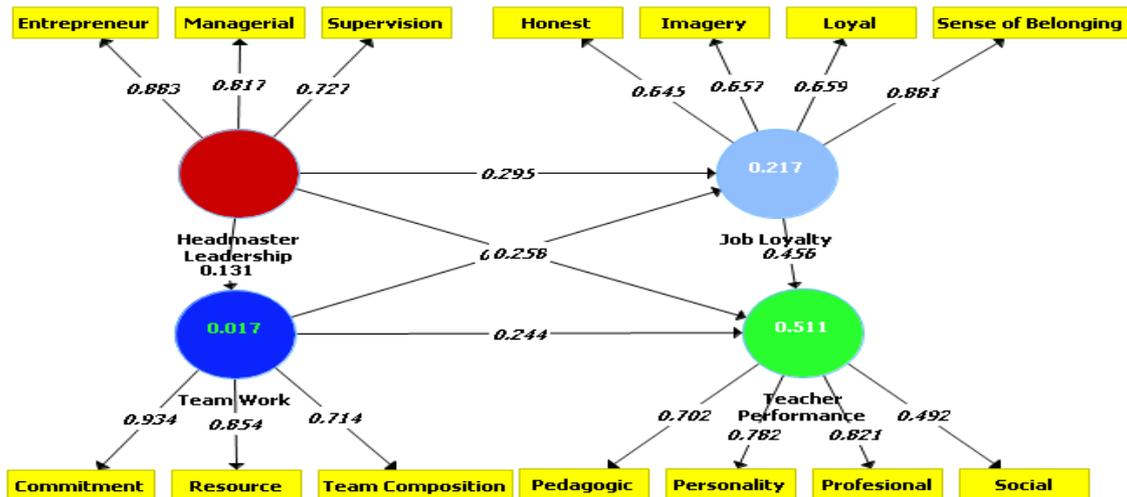


FIGURE 2. Model test

DISCUSSION

The contribution of the madrasa principal's leadership to work loyalty

The research findings show that the principal's leadership directly has a significant positive contribution to work loyalty by 33.8%. The magnitude of the findings can be interpreted that the authority possessed by a madrasa head can increase subordinates' loyalty, such as their obedience and work discipline. In line with the research findings, it is stated that leadership influences work loyalty which can directly increase it (Khuong et al., 2014). Likewise, leadership style is related to work loyalty, where loyalty is identified by three factors: a strong belief in organizational values, significant effort to achieve organizational goals, and a high desire to remain in the organization (Ali et al., 2014). Leadership is positively correlated with loyalty (Ding et al., 2012). To optimize teacher work loyalty, the head of the madrasah should carry out managerial roles, entrepreneurial roles, and supervisory roles that he has.

A study examines the relationship between leader personality, behavior, and communication with loyalty. Leadership can influence teacher loyalty through effective communication, support, and appreciation of the work of teachers. He added that effective communication is a suitable medium in transmitting the behavioral intentions of the leader to the teacher and at the same time creating a foundation of trust between the leader and the teacher. Effective communication between leaders and teachers can reduce job turnover between teachers (Salleh et al., 2017). Teacher loyalty is one form of the leader's success in carrying out the leadership function; this can be seen, among others, from the level of obedience, the willingness of teachers to participate in achieving organizational goals, good behavior, and a sense of belonging to the organization. Employee loyalty depends on employees, but leaders need to make efforts to motivate teachers. Leaders must consider the teacher's need to increase psychological satisfaction. With rewards and a transparent career path system will make teachers more attached to the organization (Mochklas & Suwitho, 2016).

The contribution of madrasa principal leadership to teacher performance

The study's findings indicate that the magnitude of the contribution of the principal's leadership to the teacher's performance is positive, which is significant at 44%. The magnitude of the value of this finding can be interpreted as a leader carrying out the functions he has, such as managerial functions and supervisory functions, which will improve teachers' performance. Research that is in line with these findings states that the principal's leadership style affects teacher performance. Principals must have the readiness and ability to mobilize teachers to achieve goals and be responsible for organizing educational activities in schools. Teachers must be tenacious and skilled in carrying out quality learning activities. Schools must have functions that are under educational goals and implement effective and efficient organizational management,(Tambingon, 2018). Then another study explains that democratic leadership has a significant positive impact on teacher performance. Democratic leadership results in more teacher motivation which ultimately leads to an increase in their performance(Sasidaran, 2018). Different studies also say that there is a strong relationship between leadership style and organizational performance. The democratic leadership style is recommended by management, but it is recommended to mix it with other leadership styles, where the organization must grow stronger (Akpapere et al., 2019). Leadership style is seen as a combination of various characteristics, traits and behaviors used by leaders to interact with their subordinates(Al Khajeh, 2018) and leadership style affect the performance of subordinates and their productivity(Bond, 2015). Therefore, it can be said that to optimize teacher performance, the leadership of the madrasa principal must maximize his/her roles as much as possible.

Teamwork's contribution to work loyalty

The study's findings indicate that the contribution of teamwork to work loyalty is positive, which is significant at 32%. It can be interpreted that teamwork represented by commitment, solid team, and resources can increase teacher work loyalty. Consistent research findings underscore the vital postulate that there is a relationship between teamwork and loyalty. Employee loyalty results from recognition and rewards, working conditions, teamwork and cooperation, and relationships with supervisors(Hanaysha & Tahir, 2016). Other studies also confirm that there is clear evidence that teamwork is positively related to organizational performance. Their research shows the positive contribution of teamwork to organizational performance and job loyalty(Salman & Hassan, 2015). It can be further understood from the findings when organizations want teacher work loyalty to increase, and it is necessary to improve teamwork. That to increase work loyalty always demands the establishment of solid teamwork. Mutual support for each other, a sense of interdependence, a sense of belonging to a team in carrying out their duties; contribute to team success by applying their talents and knowledge to team goals.

Teamwork's contribution to teacher performance

The following research findings show that the contribution of teamwork to teacher performance is positive and significant at 39%. The magnitude of the value of this finding can be interpreted that improving teacher performance is essential to improve teamwork in the organization. In line with the findings of this study that teamwork significantly affects the work performance of employees who have self-management skills can do their jobs well and encourage their enthusiasm and morale, which tries to improve subordinates' work performance. Furthermore, management should continue to improve morale and encourage them to behave well to improve their performance (Raime et al., 2018). Teamwork, employee empowerment, and training have a positive and significant effect on employee performance. Therefore, it is recommended that every organization implement

these practices to increase the organization's overall productivity and gain a competitive advantage (Ahmad & Manzoor, 2017).

Subsequent research explains that the impact of teams on organizational performance has been the topic of many studies conducted by academics and practitioners. Perhaps the main reason for this concern is the belief that teams can influence organizational performance. Some researchers consider the work of a team to be very important in achieving organizational goals and generating performance among subordinates (Salman & Hassan, 2015).

The study presents a survey-based research review looking at the contribution of teamwork to organizational performance. In particular, it focuses on empirical studies in which teamwork and performance are measured quantitatively. This research begins by identifying four interrelated dimensions of teamwork effectiveness: attitude, behavior, operational, and financial (Delarue et al., 2008). This study examines teamwork relationships, team trust, recognition and rewards, and employee performance. That teamwork has a positive effect on employee performance and was found to be significant in this study. The results are consistent with previous studies that more team-focused organizations have increased employee performance and greater productivity. Furthermore, the study results stated that team spirit would result in better employee performance and contribute to the organization achieving common goals (Agarwal & Adjirackor, 2016).

Contribution of work loyalty to teacher performance

The findings of the following research that the contribution of work loyalty to teacher performance is positive and significant at 45%. The magnitude of the value of the research findings can be interpreted that loyalty with its dimensions of honesty, loyalty, maintaining the image, and feeling of belonging to the organization are essential in creating teacher performance. Research findings in line with this study state that subordinate loyalty can be defined as employees who are committed to success; they believe that the organization is their best choice. Other research findings reveal that employee loyalty plays a vital role in organizational commitment (Iqbal et al., 2015). Other researchers also found that the disloyalty of employees to the organization affects organizational productivity; therefore, it is recommended that the HRD field recruit new employees who are selected from the start as people who are loyal to the work and organization where they work (Wan, 2012).

Other studies that are in line with the findings examine the intercorrelation of employee loyalty and engagement as independent variables and how they affect the performance of employed executives. Another finding reveals that there is a correlation between employee loyalty, engagement, and performance. This study also shows a significant positive correlation of relationship, leadership style, job content, personal development, creativity, and employee loyalty. It is suggested that management should pay attention to employee loyalty and engagement to meet their performance targets (Preko & Adjetey, 2013). The survey explores the factors of commitment and loyalty. These factors affect employee commitment and loyalty including age and gender, while workplace characteristics are important in cultivating human resources (Brown et al., 2011).

CONCLUSION

Based on the objectives, results, and discussion of the research, it can be concluded that there is a contribution of leadership, teamwork, and work loyalty to teacher performance. Teacher performance is even better if the leader can play his best style in every different situation. Teamwork in which resources, commitment, and solidity are attached is essential in improving teacher performance in the Islamic boarding school environment. Likewise, work loyalty must be maintained by cultivating the nature of loyalty, honesty, a sense of belonging or love for the organization, and maintaining the organization's image.

It is recommended that the conceptual testability of this research can be the best model to identify reliable variables to improve or improve teacher performance in the Islamic boarding school environment. The limitations of research that can be of concern to other researchers on similar themes are that the use of quantitative methods is limited to relying on the interpretation of test scores, so the mixed method would have a better chance in the future to explain teacher performance.

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