

The Relationship between Madrasah Head Leadership with the Teacher's Effectiveness in State MTs 2 Medan

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Abstract

The purpose of this study was to determine (1) How the implementation of madrasa head leadership in MTs Negeri 2 Medan, (2) How the effectiveness of teacher work in MTs Negeri 2 Medan, and (3) The relationship between madrasa head leadership with the effectiveness of teacher work in MTs Negeri 2 Medan. The hypothesis proposed in this study is: "There is a Positive and Significant Relationship between Madrasah Head Leadership and the Effectiveness of Teacher's Work in MTs Negeri 2 Medan." The study population was all teachers in MTs Negeri 2 Medan. To determine the sample size the total sampling technique was used and a sample of 79 teachers was obtained as research respondents. The method used in this research is quantitative research methods with descriptive statistical techniques. The instrument was designed in the form of a questionnaire for the madrasa head leadership variables and teacher work effectiveness. Data are analyzed through correlation techniques. The results of the analysis show that there is a relationship between the leadership of the madrasa head and the work effectiveness of MTs Negeri 2 Medan teachers by 0,940 through the regression analysis of the madrasah headship leadership contributed significantly to the work effectiveness of MTs teachers. Negeri 2 Medan, namely $0.9402 \times 100\% = 88.36\%$. While the regression equation is $\hat{Y} = 18.25 + 0.78X$ means that the higher the leadership of the madrasa head, the higher the work effectiveness of MTs Negeri 2 Medan teachers.

Keywords

Madrasah head leadership; work effectiveness



I. Introduction

Various attempts have been made to improve the quality of national education. As in Law Number 20 of 2003 which confirms that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills required by himself, the community, nation and state (Law of the Republic of Indonesia Number 20 of 2003., 2014)

To educate the life of the nation and develop the whole human being, it is very necessary the role of professional educators / teachers, for that teachers are required to develop according to the times, science and technology and the needs of society. Basically, a school is an organization or institution that requires integrated management both by the teacher as the implementer of teaching and learning activities in the classroom and by the principal as the controller of the activities in the madrasa. Good coordination by the madrasa head gives birth to the achievement of madrasa objectives, as well as individual goals in the madrasa environment. Teacher activities in carrying out their duties cannot be separated from the leadership of the madrasa head. Leadership is an important force in the

framework of management. The essence of leadership is followership.

The madrasa head is a driving force for all madrasa resources that are demanded to be able to mobilize teachers effectively, foster good relations between citizens so as to create a conducive, productive and compact atmosphere and be able to carry out planning, implementation, evaluation of various policies and providing direction so that changes are made done effectively and efficiently until everything is directed to produce quality products or graduates. The Directorate General of Primary and Secondary Education stated that the Head of Madrasa plays a role as "EMASLIM", namely the Head of Madrasa as: 1) Educator; 2) Managers; 3) Administrators; 4) Supervisor; 5) Leader; 6) Innovators; and 7) Motivator;

Therefore, to produce a conducive teaching and learning process and superior madrasa, it is necessary to have a madrasa head leadership who is able to portray his leadership and increase the professionalism of his teacher. Teachers are required to make quality human resources and have high capability to be able to compete in regional, national, and international forums. The teacher must understand and appreciate the students he coaches, because the form of each student is not the same. So, to achieve the goal of quality education, the learning process must be carried out effectively and efficiently. Because, basically the effectiveness of work is very necessary in an organization. With the creation of work effectiveness, the employee will try to overcome and solve problems encountered in the implementation of tasks and work.

According to Wijaya, work effectiveness is a condition that is struggled to be achieved and understood, it can be seen from the extent to which people have succeeded in gaining and utilizing resources in their efforts to pursue organizational goals. To achieve the effectiveness of teacher work will be influenced by several factors, some of which are good communication and leadership of the principal. Meanwhile, Sondang P. Siagian said that, the effectiveness of work is the achievement of goals and various targets that have been set at a sacrifice ratio is smaller than the results achieved. The opinion of the experts above implies that effectiveness is a way of utilizing all available resources appropriately and using all available facilities properly,

Effectiveness in organizational activities can be formulated as the level of realization of the objectives that indicate the extent to which goals have been achieved. From the theory, facts and opinions above the effectiveness of work effectiveness in this case is the teacher, in the teaching and learning process, the effectiveness of teacher work can be seen from various aspects, including: Process, Characteristics of the teacher, Results.

Based on the opinions expressed by some of the experts above, it can be concluded that the effectiveness of the work of the teacher is the accuracy in the process of implementing the duties of the teacher in carrying out his work in accordance with the goals that were planned beforehand. The learning process is said to be effective if there is efficacy in teaching and learning activities as a dynamic and balanced effort between the quality and quantity of learning in addition to the limited financial resources and available energy. Instead the learning process is said to be ineffective if the learning process can achieve the goal but there is no balance between the quality and quantity of learning that takes place by using and utilizing available funds and energy.

Thus, in educational institutions teaching and learning in class is the main task of the teacher that must be done effectively because it is very influential on the quality of learning and student learning outcomes. This is understandable because effectiveness is related to the achievement of all the goals set previously (<http://ayuraimanagement.blogspot.com/2010/12/effectiveness-work-teacher.html>? M = 1).

To achieve the effectiveness of teacher work, the influential thing is the leadership carried out by the school principal towards the teacher and other staff. Then a leader who has standards as stipulated in Permendiknas Number 13 of 2007 on the Principal / Madrasah Standards is required, which requires that the principal / madrasa must have dimensions of personality, managerial, entrepreneurship, supervision, and social competence. The majority of madrasa principals only focus on the completeness of facilities and infrastructure that support the learning process and how schools can achieve maximum national exam scores, rather than prioritizing what policies should be made and determined so that the learning process can be achieved effectively and efficiently so that the creation of useful and acceptable outputs by the people.

The madrasah head is not only a good planner, but also a good implementer, mentor and example for teachers and other staff. Madrasa headship leadership is a way to improve the teaching and learning process and guide the growth of the ability of teachers to become professional teachers. With the leadership will encourage teachers to become more empowered and more trying to provide effective teaching for the students they coach. Leadership position is a very strategic component and is the most important factor in any organization including educational institutions (Amiruddin., 2013: 184).

From the above study, it can be concluded that the leadership of the madrasa head is closely related to the effectiveness of teacher work. With the existence of good leadership by the madrasa head to the teacher and other staff can encourage the effectiveness of the work of the teacher to be even better in terms of teaching and learning process so that it has an impact on the quality and quantity of learning output itself, namely students. Ideally, if the madrasa head makes good policies in his leadership to create teachers who are able to work effectively and professionally and create outputs that are useful for the community, then the results of that leadership can be said to be good and successful. Based on preliminary observations, The writer found that the leadership carried out by the head of MTs Negeri 2 Medan was related to the effectiveness of the teacher's work. This can be seen from the good work effectiveness of MTs Negeri 2 Medan teachers because the headmaster of madrasahs always creates policies and good leadership for teachers and other staff.

Effectiveness is a picture of the level of success or excellence in achieving the set goals and the interrelationships between various values. Mulyasa defines that effectiveness is the compatibility between the person carrying out the task and the intended target. Effectiveness is how an organization manages to obtain and utilize human resources in an effort to realize the achievement of organizational goals. Meanwhile, P. Sondang said that effectiveness is the achievement of goals and various targets that have been set at a sacrifice ratio that is smaller than the results achieved.

Steers said that effectiveness is generally only associated with organizational goals, namely profit, which tends to ignore the most important aspect of the whole process, namely human resources. Human resources always appear to be the primary focus, and efforts to increase effectiveness begin by examining human behavior in the workplace. According to him, the best in researching effectiveness is to pay attention simultaneously to three interrelated concepts, namely:

Optimization of objectives, namely effectiveness is assessed according to the measure of how far an organization has succeeded in achieving the goals that are worth achieving where each other is interrelated. This goal optimization focuses on evaluation.

Systems perspective, namely the view of an organization that is interconnected with the environment that includes input, process and output.

Emphasis on the aspect of human behavior in the organizational structure, namely in fact each organization in achieving its goals always use human behavior as a tool or a

company can be effective, but also because of human factors is an ineffective company. (Edy Sutrisno., 2013: 123-124)

The opinion of the experts above can be concluded by the author that effectiveness is a success in achieving the original goal and has benefits. If success in achieving that goal has no benefit at all, then the work is not said to be effective.

II. Research Method

This research was conducted in MTS Negeri 2 Medan located on Jalan Peratun No. 3 Medan Estate. With the teacher as the research respondent, the time of the research was four months, in January-April 2016. The research approach used correlational research. The population of this study was all teachers / educators and headmaster of Madrasah MTs 2 Medan, 2015/2016 Academic Year, totaling 79 teachers. Based on the above provisions, the sample of this study is a total sample of the total population due to the number of less than 100. So this study is referred to as a total sampling study with a total sample of 79 teachers of MTs Negeri 2 Medan. Data were collected from a validated questionnaire. Data collected were analyzed using correlation and regression techniques.

III. Discussion

3.1 Data Description

To facilitate understanding of the results of the study, the data will be described based on the order of variables. The description of the research results starts from the leadership variable of the madrasah head (X), the effectiveness of the teacher's work (Y). And will be seen the level of tendency of each research variable.

a. Madrasah Head Leadership

To obtain the results of research on the leadership of the madrasa head, in this case the researchers submitted a questionnaire consisting of 25 question items to 79 research respondents. In this case the research respondents were educators / teachers in MTs Negeri 2 Medan.

After the total questionnaire score of the study was carried out, the highest score obtained was 100 and the lowest score was 70, which can be seen in Appendix 9. Furthermore, the overall acquisition of the total questionnaire leadership variable of the headmaster of Madrasah MTs Negeri 2 Medan can be stated as follows:

Based on the results of research conducted by the acquisition of madrasah headship leadership scores (X) that the highest score is 100 and the lowest score is 70, the mean value = 85.40, mode = 82.57, median = 88, 98 and standard deviation (SD) = 5.54. This value means that the closer the mean, mode, median and standard deviation the normal distribution of data.

b. Effectiveness of Teacher's Work

After the total questionnaire research was conducted, the highest score obtained was 100 and the lowest score was equal. Acquisition of the overall total score of the variable work effectiveness of teachers can be stated as follows:

Based on the results of research conducted obtained teacher work effectiveness score data (Y) that the highest score is 100 and the lowest score is 72, the average score (mean) = 85.40, mode = 86.72, median = 86.62, and standard deviation (SD) = 6.72.

From the above table it can be concluded that the number of respondents who are in the average class variable teacher work effectiveness data (85.02) amounted to 28 people (34%). The number of respondents who were above the average value was 25 people (32%). The number of respondents who are below the average value is 26 people (34%).

3.2 Hypothesis Test

From the calculation above, it is known that the correlation between madrasah head leadership and teacher work effectiveness is $r_{xy} = 0.940$. This correlation level is included in the very strong level interval.

To find out whether the correlation between the madrasah headmaster's leadership variables and the teacher's work effectiveness is accepted or not, the calculated value is compared with the r_{table} . The r_{table} value for respondents was 79 with a significance level of $\alpha = 0.05$. The value of $r_{count} > r_{table}$ is $0.940 > 0.011$. Thus it can be concluded that the leadership of the headmaster in MTs Negeri 2 Medan has a relationship with the effectiveness of the work of teachers in MTs Negeri 2 Medan.

The relationship that occurs is a relationship that still only applies to the sample of this study, while to find out whether the relationship occurs also applies to the entire population, the significance of the correlation test is performed to determine whether the research results can be generalized.

From the distribution table t with $dk = N - 2 = 77$ at a significant level $\alpha = 0.05$ obtained a table of 1.67. Thus it can be seen that the value of $t > t < t_{table}$ which is $2.42 > 1.67$, so it can be concluded that the relationship can be generalized to the entire population. Thus the hypothesis in this study stated that there was a positive and significant relationship between the leadership of the madrasah headmaster with the effectiveness of teacher work in MTs 2 Negeri Medan accepted, with the magnitude of the relationship between madrasah head leadership and teacher work effectiveness being accepted and applicable to the entire population.

Based on the calculation of the correlation coefficient determination above obtained correlation coefficient of 88.36% teacher work effectiveness variables related to madrasa head leadership with the remaining 11.64% related to other factors not examined in this study.

3.3 Research Discussion

The purpose of this study was to determine how much the relationship between madrasah head leadership and the effectiveness of teacher work in MTs 2 Negeri Medan. The questionnaire distributed was the independent variable questionnaire (X), the leadership of the madrasa head and the dependent variable questionnaire (Y), the effectiveness of the teacher's work. The results of a trial of variable research instruments were tested with validation and reliability. The results showed that there was a significant relationship between the madrasah headship leadership variables and the effectiveness of teacher work.

The relationship between madrasah head leadership and teacher work effectiveness, indicated by the proper instrument used as a measurement tool for madrasah head leadership variables, there are 17 statements with a correlation number $r = 0.630$. Based on the guidelines in providing interpretation of the correlation index numbers, the number 0.630 is between 0.60-0.80 which means that the variables X with Y have a high correlation.

Leadership can be classified as approaches to behavior, behavior and situational (contingency) in the study of leadership. The first approach views leadership as a combination of visible traits. The second approach is intended to identify personal behaviors (behaviors) associated with effective leadership. Both of these approaches have the assumption that an

individual who has certain qualities or demonstrates certain behaviors will emerge as a leader in any group situation where he is.

Thinking now bases on the third approach, namely the situational view of leadership. This view assumes that the conditions that determine leadership effectiveness vary with the situation, the tasks performed, the skills and expectations of subordinates, the organizational environment, and so on. This view has led to contingency in leadership, which is intended to establish situational factors that determine how effective the leadership style situation is.

Leadership is also an activity to influence the behavior of others, or the art of influencing human behavior both individuals and groups. Thus, the principal's leadership is not only as the highest leader but to foster, direct, guide and provide guidance and increase personal attitudes and professional attitudes to teachers in order to facilitate the achievement of educational goals. Leadership is the ability a person has to influence others to work towards their goals and objectives.

Another opinion put forward by Bedjo Siswanto is that work effectiveness means doing the right job. Sutarto said that work effectiveness is a condition in which physical and spiritual activities carried out by humans can achieve the desired results. Meanwhile devung defines effectiveness as the level of ability to achieve goals appropriately and well.

Lucio and Mc Meil stated that the effectiveness of the teacher's work in carrying out the teaching and learning process can be seen from various aspects namely (1) process aspects, (2) teacher characteristics, and (3) results. Teaching and learning process concerns teacher behavior that is assessed based on performance standards, for example how teachers make planning, presenting and evaluating learning. Teacher characteristics are related to intelligence, politeness, language fluency, personality, health. The results are in the form of the level of change in student behavior in accordance with the objectives specified in the teaching and learning process.

Thus it can be understood that if the ability of the madrasah head in carrying out his duties is carried out well, especially in terms of leadership, it will also have a positive impact on the teacher being led plus it is supported by other factors that can support the effectiveness of teacher work such as giving attention, motivation, and support for achieving predetermined goals.

IV. Conclusion

Based on the analysis of research data in chapter IV, the writer can conclude that there is a significant relationship between the madrasa head leadership variable and the teacher work effectiveness variable in MTs Negeri 2 Medan, which is presented with the following conclusions:

1. Madrasa headship leadership in MTs Negeri 2 Medan based on a tendency test was at an average of 85.40, meaning that 77% of Madrasa head leadership in MTs Negeri 2 Medan was classified as medium category.
2. The effectiveness of teacher work in MTs Negeri 2 Medan based on the propensity test is at an average of 85.02, meaning that 60% of the work effectiveness of teachers in MTs Negeri 2 Medan is in the moderate category.
3. There is a positive and significant relationship between the leadership of the madrasah headmaster in MTs Negeri 2 Medan and the effectiveness of teacher work in MTs Negeri 2 Medan amounting to 0.940 which is classified as a very high relationship category. Through the regression analysis of madrasah head leadership contributed significantly to the work effectiveness of MTs Negeri 2 Medan teachers with the contribution of madrasah head leadership to teacher work effectiveness by 88.36% and by 11.64% influenced by

other factors not examined in this study. This means that by implementing the leadership of the madrasa head well it will also be good the effectiveness of the teacher's work.

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