

The Influence of Madrasah Principal Leadership, Teacher Performance, and Teacher Work Motivation on Student Learning Outcomes at State Madrasah Tsanawiyah Makassar City

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ABSTRACT

The purpose of the study was to analyze the influence of the leadership of the madrasah principal at the Makassar City State Madrasah on student learning outcomes and to analyze the teacher's performance at the Makassar City State Madrasah Tsanawiyah on student learning outcomes. The results showed First, the leadership of the madrasah principal, namely first, that education is a shared responsibility, the leadership of the madrasah principal can carry out the function of the supervision program for the State Madrasah Tsanawiyah in Makassar City is also in the good category with a score of 4.19, as well as the madrasa principal who is always responsible for the provision of education in madrasas. Second, teachers at the Makassar City State Madrasah Tsanawiyah can carry out both academic and non-academic madrasa administration tasks with an average score of 4.56. The high ability of teachers in improving madrasa administration as part of the implementation of madrasa leadership. Third, teacher work motivation is the largest indicator with an average score of 4.53. The first indicator is that teachers meet physiological needs in the form of financial and non-financial to maintain their survival so that they can encourage good teaching, and the fourth national exam results have the highest average score of 4.50. , then the second rank is the average madrasa exam results.

Keywords: Leadership; Headmaster; Teacher Performance; Teacher Motivation

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I. Introduction

The existence of madrasas became clear after the issuance of a Joint Decree of the Three Ministers, (Minister of Religion, Minister of Education and Culture, Minister of Home Affairs, with numbers: 6 of 1975, 037 of 1975, and 36 of 1975), known as the Three Ministerial Decree.^[1] The SKB organizes madrasas in the sense of structure, up to quality improvement with curriculum content and diplomas on par with public school diplomas. Likewise regarding the development and improvement of the quality of its human resources.^[2] Madrasas were recognized for their existence with the enactment of SPN Law No. 2/1989, and their position was strengthened by the issuance of the SPN Law No. 20 of 2003.^[3]

Basically, the community accepted the Three Ministerial Decree as a policy that regulates the development of madrasas, but it turned out to have an unfavourable impact, because the community became dependent on the central government, previously madrasas were built based on community participation, they bear all the needs of madrasa management and development.^[4] An educational planning model is needed that can affirm the independence of the madrasa without losing its identity and characteristics.^[5]

The leadership of madrasah heads is regulated in PMA Number 24 of 2018 concerning Amendments to PMA Number 58 of 2017 concerning Heads of Madrasas. To ensure that education and madrasa management is effective, efficient, and accountable and to meet the needs of the community.^[6] Candidates for the head of Madrasah include the first requirements, being Muslim, second, having the ability to read and write the Qur'an, third, having a minimum education of bachelor or diploma four education or non-education from an accredited university, fourth, having managerial experience in Madrasah, fifth, has an educator certificate, maximum 55 and fifty-five years old at the time of appointment, sixth, has a minimum of 9 (nine) years of teaching experience at Madrasah organized by the Government and 6 (six) years at Madrasah organized by the community Sixth, having the lowest room class III/c for civil servant teachers and having a class or rank equivalent to the rank issued by an authorized foundation/institution as evidenced by an inpassing decision for non-civil servant teachers, seventh, physically healthy and spiritually based on a health certificate from a

government hospital, k eight, not being subject to moderate or severe disciplinary sanctions in accordance with the provisions of laws and regulations; ninth, having the lowest work performance value and good teacher performance value in the last 2 (two) years; and preferably have a Madrasah Head certificate in accordance with the level for Madrasah organized by the Government.^[7]

The issuance of government regulations as already mentioned, namely the integration of madrasahs into the national education system, is an effort from the government to position madrasahs on par with other public schools because initially, madrasahs were religious schools, namely institutions or educational institutions that teach religion as a subject. main lesson. Even though the government regulation has been running for a long time now the education process at Madrasah Tsanawiyah has not achieved the target and the results are encouraging.^[8]

The high and low performance of the teacher is very decisive in supporting himself in carrying out his duties as a profession, namely educating, teaching, directing, fostering, training, and evaluating, this is of course very much determined by the suitability of the educational background and the subjects being taught. Rahim in Supardi stated that the condition of teacher education and the suitability of the teacher's educational background with the study profession taught at the madrasah was found.^[9]

The current teachers in madrasahs can be divided into three categories. First, teachers are not eligible, which can be categorized as *unqualified* or *underqualified*. This means that the teacher does not have the teaching qualifications as determined by applicable legislation. For example, this requirement has not been met to teach teachers at least have a D-4 or S-1 diploma. Second, the teacher is worthy but has the wrong profession (*mismatch*). This means that the educational background is not appropriate, PAI teaches social studies. Third, the teacher is worthy and by the profession of study being taught. Graduates of teacher education level by applicable regulations. And if you look at the current madrasah teacher data, almost 60% of public madrasah teachers are in the unfit category and 80% are in private madrasah. Meanwhile, 20% of those who enter are eligible but in the wrong profession at state madrasahs. The remaining 20% are truly worthy and by the profession of study being taught.

About the management of madrasah principals that affect teacher performance. Syaiful Sagala stated that the leadership of the madrasah principal is one of the most popular explanations for the success and failure of an organization. This means that if the madrasah or educational institution is declared successful or failed, the main determining factor is the leadership of the madrasah head. (Armstrong, 2010:45). A madrasah head is required to be able to fulfil a requirement in carrying out an organizational activity, the madrasah principal as a teaching leader must have better knowledge than the teacher and his staff and extensive experience.

The success of achieving educational and teaching goals at Madrasah Tsanawiyah Makassar City is not only determined by the teachers or other staff, but the role of the madrasah principal is very decisive in creating a madrasah climate that supports the learning process. The madrasah principal must have the right strategy to improve the performance of the education staff in his madrasah, create a conducive madrasah climate, provide advice, and encourage all madrasah personnel to improve student learning outcomes.

The individual leadership of teachers in schools is critical and it is expected that in carrying out the duties of PBM teachers must be qualified and have competencies as first introduced by David McClelland (Agusty, 2006) in 1973, namely the basic characteristics possessed by someone who directly affects, or can predict excellent performance. Because a teacher's job is to deal directly with and guide students in PBM by using various available learning resources, the teacher's role can make a real contribution to achieving brilliant learning outcomes. Thus Suryadi and Tilaar (2000) explain: "If the notion of quality is applied to every component of education (teachers, curriculum, teaching, books, school management, etc.), then the quality of an educational component is the ability of these components (eg teacher components) it has a positive effect on student learning outcomes.

II. Research Methods

The research design is based on a research design model as a correlational survey using a quantitative approach. Correlational research seeks to explain whether there is a relationship or influence between various variables based on the size of the correlation coefficient.

Data analysis was carried out using statistics, both descriptively and inferentially. To test the hypothesis, SPSS is used. Generalization was carried out on the population in the SEM model which was developed and found based on the discussion of research results in examining or looking for causal relationships between independent variables or the leadership of the Madrasah head, teacher performance, work motivation as a causal variable (*independent variable*), and student learning outcomes at State MTs Makassar City as the affected variable or the resultant variable (*the dependent variable*).

The location of this research is Madrasah Tsanawiyah Negeri in Makassar City, the capital city, South Sulawesi Province, the location is in Eastern Indonesia. In this study, researchers chose a location based on a

geographical map, namely MTsN 1 which is located in the south of Makassar City and MTsN 2 is located in the North of Makassar City.

III. Results

In the study of the influence of madrasa principal leadership, teacher performance, and teacher work motivation on improving student learning outcomes of State Madrasah Tsanawiyah students in Makassar City, inferential statistics were used to test hypotheses. Hypothesis testing is intended to determine whether there is an influence of madrasa principal leadership, teacher performance, and teacher work motivation on improving student learning outcomes of State Madrasah Tsanawiyah students in Makassar City.

Data processing is used to see the size of the contribution (contribution) of the variable (X) to the variable (Y). To find out how big the effect is, it can be known by using a simple linear regression analysis using the SPSS application. 20 obtained by the calculation value which is presented in the following SPSS analysis output results:

1. The influence of the principal's leadership on student learning outcomes

Table 1. Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13,894	2,308		6,020,000	,
X1	297	,085	,283	3,487	,061

a. Dependent Variable: Y

The test criteria are if $t_{count} > t_{table}$, $H_{a_{accepted}}$ means there is an effect or significance, and if $t_{count} < t_{table}$, $H_{0_{is\ accepted}}$ means there is no effect or no significance. The value of t_{table} at (0.05) is 1.98. (R Gunawan Sudarmanto, *Multiple Linear Regression Analysis with SPSS*, pp. 211-212) So it can be concluded that Based on the results of the regression calculations above, $t_{count} (3.487) > t_{table} (1.98)$ then H_0 is rejected. This shows that there is an influence of madrasa principal leadership on student learning outcomes.

2. The effect of teacher performance on student learning outcomes

Table 2. Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,710	2,064		11,003	,000
X2	,024	,064	,082	1,375	,708

a. Dependent Variable: Y

The test criteria are if $t_{count} > t_{table}$, $H_{a_{accepted}}$ means there is an effect or significance, and if $t_{count} < t_{table}$, $H_{0_{is\ accepted}}$ means there is no effect or no significance. The value of t_{table} at (0.05) is 1.98. (R Gunawan Sudarmanto, *Multiple Linear Regression Analysis with SPSS*, pp. 211-212) So it can be concluded that Based on the results of the above regression calculations, $t_{count} (1.375) >$ the value of $t_{table} (1.98)$ then H_0 is rejected. This shows that there is an effect of teacher performance on student learning outcomes.

3. The effect of teacher work motivation on student learning outcomes

Table 3. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	57,278	8.807		6,504	.000
X3	.119	.056	.203	2,133	.035

a. Dependent Variable: Y

The test criteria are if $t_{count} > t_{table}$, $H_{a_{accepted}}$ means there is an effect or significance, and if $t_{count} < t_{table}$, $H_{0_{is\ accepted}}$ $H_{a_{rejected}}$ means there is no effect or no significance. The value of t_{table} at (0.05) is 1.98. So it can be concluded that based on the results of the regression calculations above, it is obtained, $t_{count} (2.133) > t_{table} (1.98)$ then H_0 rejected. This shows that there is an effect of teacher work motivation on student learning outcomes.

4. The influence of madrasa principal leadership, teacher performance, and teacher work motivation on student learning outcomes

Table 4. Coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,069	3,479		3,469	,001
X1	,256	,092	,244	2,792	,006
X2	,014	,062	,018	,225	,823
X3	,065	,048	,118	1,356	,177

a. Dependent Variable: Y

The test criteria are if $t_{count} > t_{table}$, $H_{a_{accepted}}$ means there is an effect or significance, and if $t_{count} < t_{table}$, $H_{0_{is\ accepted}}$ $H_{a_{rejected}}$ means there is no effect or no significance. The value of t_{table} at (0.05) is 1.98. (R Gunawan Sudarmanto, *Multiple Linear Regression Analysis with SPSS*, pp. 211-212. So it can be concluded that Based on the results of the regression calculations above, $t_{count} X1(2.792) X2 (0.225) X3 (1.356)$ together $>$ value $t_{table} (1.98)$ then H_0 rejected. This shows that there is an influence of madrasa principal leadership, teacher performance, and teacher work motivation on student learning outcomes.

IV. Discussion

The Leadership of the Head of Madrasah

The results of the descriptive statistical analysis of the leadership of the head of the Madrasah Tsanawiyah Negeri in Makassar City, data have been explained by the number of respondents' answer quality scores (*sum*) of 142 people. Based on the quality score of respondents' answers and the ideal score that should be obtained, it can be concluded that the leadership of the madrasa principal according to the respondent is in a good category, namely the results of descriptive analysis according to the teacher, obtained a very varied distribution of data. Based on the distribution of the data, the trend of the teacher's answers was the highest in the leadership of the madrasah principal.

The leadership of the head of the State Madrasah Tsanawiyah in Makassar City always encourages the involvement of teachers in madrasa activities and the head of the madrasa emphasizes cooperation with teachers

in carrying out activities., 2007) suggests that employees can work together harmoniously with fellow employees both horizontally and vertically in achieving organizational goals, to create an atmosphere of good working relations among all employees.

The leadership of the head of the State Madrasah Tsanawiyah in Makassar City needs to improve in terms of the ability to provide feedback and help teachers improve their competence, such as the head of the madrasa pay attention to teachers who have difficulty carrying out their duties and the head of the madrasa to provide input to the teacher on the implementation of the learning process. Through the results of field observations at the State Madrasah Tsanawiyah in Makassar City, feedback is an input used to measure performance progress, performance standards, and achievement of goals. Feedback is evaluated on performance and as a result, performance improvements can be made.

The essence of the education process at the State Madrasah Tsanawiyah in Makassar City implies that education in the madrasa must function and be relevant to the needs of individuals, families and the needs of various sectors and sub-sectors both locally, nationally and internationally. Related to the demands of globalization, education at the State Madrasah Tsanawiyah in Makassar City must prepare human resources that can compete nationally and internationally. In actualizing these two philosophies, the four pillars of education, namely *Learning to know*, *learning to do*, *learning to live together* and *learning to be*, are valuable benchmarks for the alignment of education in Indonesia in general and State MTs in South Sulawesi in particular, starting from the curriculum. teachers, the learning process, facilities and infrastructure up to the assessment. So the standard of the learning process is not only to introduce the value of *learning to know* but also to be able to generate appreciation and encourage the application of these values (*Learning to do*) which is carried out collaboratively (*learning to live together*) and make students confident and self-respect (*learning to be*).

1. The head of the madrasa as an educator (teacher)

According to Mulyasa (2004:99) that in carrying out his function as an educator, the head of the madrasa must have the right strategy to improve the professionalism of the education staff in his madrasa. Creating a conducive madrasa climate, providing advice to madrasa residents, providing encouragement to all educational staff, and implementing interesting learning models. In its function as a teacher, the head of the madrasa must try to instil, promote and improve at least four kinds of values, namely mental, moral, physical, and artistic development. As educators, madrasah principals must always strive to improve the quality of learning carried out by teachers, various experiences of madrasah principals greatly support the professionalism of madrasah principals, experience while being a teacher, becoming deputy head of madrasa, or being a member of community organizations.

2. The head of the madrasa as manager

According to Mulyasa (2004:103) that to carry out their role and function as a manager, the head of the madrasa must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for educational staff to improve their profession, and involvement of all education personnel in various activities that support the madrasa program.

The head of the madrasah must have the ability to carry out his leadership duties well, which is manifested in the ability to develop madrasa programs, and organization of personnel, empower educational staff and make optimal use of madrasah resources.

The leadership of the madrasa head must involve other people, especially educational staff, to participate in realizing an effective madrasa. Educators are the greatest hope and trust for families and communities to provide the best education for their children. In this case, the teacher also greatly determines the success of learning in the madrasa. Teachers are active resources, while other resources are passive. The best curriculum, facilities and infrastructure facilities, if not supported by qualified teachers will be difficult to achieve learning objectives. Therefore, the head of the madrasa should have the ability to foster teachers.

3. The head of the madrasa as administrator

According to Mulyasa (2004:125) that the head of the madrasa as an administrator has a very close relationship with various administrative management activities that are recording, compiling and documenting all madrasa programs. Specifically, madrasah principals must have the ability to manage the curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, archive administration, and manage financial administration. These activities need to be carried out effectively and efficiently to support the madrasa program, besides that the madrasah principal must be able to describe the above capabilities in the form of operational tasks.

4. The head of the madrasa as a supervisor

According to Mulyasa (Widdah, 2012), educational activities in madrasas to realize their goals are learning activities, so that all madrasa organizational activities lead to the achievement of learning efficiency and effectiveness. Therefore, one of the duties of the head of the madrasa is as a supervisor, namely supervising the work carried out by the teacher. Supervision is ultimately an effort to lead to perfect improvement through supervision carried out by the head of the madrasa who acts as a supervisor, but in a modern educational organization system, a supervisor is needed who is more *independent* and can increase objectivity in the development and implementation of their duties.

5. The head of the madrasa as a leader

Leader or leader is closely related to the problem of leadership which is the art of managing individuals and society, and motivating their enthusiasm to achieve the goals that have been set. The head of the madrasa is a leader who plans, organizes, coordinates supervises, and completes all educational activities in the madrasa in the context of achieving educational goals.

The head of the madrasa as a *leader* must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. Wahyosumidjo, (2010: 84), suggests that the head of the madrasa as a *leader* must be able to:

- a. Encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff and students in carrying out their respective duties.
- b. Providing guidance and directing teachers, staff and students as well as providing encouragement, spurring and standing at the forefront of progress and inspiring madrasas in achieving goals.

The principal as a leader can be analyzed from three leadership traits, namely democratic, authoritarian, and *laissez-faire*. These three traits are often owned simultaneously by a *leader* so that in carrying out his leadership these traits appear situationally.

6. Madrasah principals as innovators

According to E. Mulyasa, (2017:79), that madrasah principals as innovators will be reflected in how to do work in a constructive, creative, delegative, integrative, rational and objective manner, pragmatic, exemplary, disciplined, adaptable and flexible. The principal as an innovator must be able to seek, find and implement various reforms in the madrasa, new ideas can be in the form of changing learning strategies from a fixed class pattern to a field of study pattern having its class, equipped with teaching aids and other tools. This statement shows how important the creativity and innovation of the madrasa principal are to be improved in a better direction. Why does innovation need to be improved? The reason is that if it is not improved and developed, it means that there is no progress. In conditions like those mentioned above, it shows that the head of madrasah innovation efforts needs to know leadership.

If it is related to the innovation of the head of the madrasa, this shows that the verse gives a warning to the head of the madrasa that those who understand the knowledge of their duties are not the same as the head of the madrasa who only looks for and works who are not supported by adequate competence so that they are unable to innovate in their leadership.

7. The head of the madrasa is a facilitator

for the development of education and also as the executor of a task that is full of hope and renewal. The packaging of the noble ideals of education is also indirectly handed over to the head of the madrasa, by which the head of the madrasa is responsible for achieving educational goals. This is by the hadith of the Prophet Muhammad, which was narrated by Imam al-Bukhari in his authenticity:

ان عبد الله ابن عمر يقول سمعت رسول الله صلى الله عليه وسلم يقول: كلكم راعٍ ومسئولٌ عن رعيته فالإمام راعٍ وهو مسئولٌ عن رعيته والرجل في أهله راعٍ وهو مسئولٌ عن رعيته والمرأة في بيت زوجها راعيةٌ وهي مسئولةٌ عن رعيته والخادم في مال سيده راعٍ وهو مسئولٌ عن رعيته قال فسمعته هؤلاء من رسول الله صلى الله عليه وسلم وأحسب النبي صلى الله عليه وسلم قال والرجل في مال أبيه راعٍ وهو مسئولٌ عن رعيته فكلُّكم راعٍ وكلُّكم مسئولٌ عن رعيته (رواه البخاري)

Meaning: "Indeed, Ibn Umar said: I have heard the Messenger of Allah. said: You are the leaders, who will be held accountable for their leadership. The husband is the leader of the family and will be held accountable for his leadership. The wife is the leader in her husband's house and will be held accountable for his leadership. The servant is a leader in managing his master's property and will be held accountable for his leadership. Therefore you as leaders will be held accountable for your leadership. (Narrated by Bukhari).

Even though the hadith above is a leadership hadith in general, it can be used as reference material that every leader will be held accountable by Allah for his leadership. So that when someone gets the mandate as a leader, the initial awareness that must be imprinted in him is the responsibility of his leadership, including in developing the quality of education in madrasas.

8. The principal as a motivator

The principal must have the right strategy to motivate education staff in carrying out various tasks and functions. This motivation can be generated through setting the physical environment, setting the work atmosphere, discipline, encouragement, rewards effectively, and providing various learning resources through the Learning Resource Center (PSB).

Each education staff has a special character, which is different from one another, so it requires special attention and service from its leaders so that they can use the time to improve their professionalism. Madrasah principals motivate to work vigorously with adequate satisfaction, in other words, encourage teachers to work hard and empower satisfaction to an optimal level for teachers who have professional performance).

To improve the quality of human resources, the standard of the educational process must always be oriented to answer the needs and challenges that arise in society, especially in the Makassar City State Madrasah environment as a logical consequence of changes and rapid development in the last few decades has brought Indonesia into the ranks of countries called NICS (*New Industrialized Countries*) or newly industrialized countries. While Indonesia has made such progress, development is of course not over. On the contrary, Indonesia must increase its development momentum. For that, there is no other alternative, except the preparation of high-quality human resources coupled with moral values, mastering science and technology, as well as expertise and skills. Only with the availability of high-quality human resources, Indonesia can *survive* amid the international political economy battle.

Through the results of research at the Makassar City State Madrasah to improve the quality of the education process at the Makassar City State Madrasah as religious education, *First*, the value of the education taught is a value that relies on behaviour and ethics. No matter how much knowledge is mastered, several formulas are mastered, and vocabulary that is out of the head, but the lack of ethical values education becomes the meaning of education. Values can not only be obtained in a madrasa, but also around the community, there is a set of values that will never run out. *Second*, the education needed today is not a religion that teaches a set of dogmas that seem to be something that is no longer possible to change, but an education that guides for the benefit. *Third*, the substance of education is the substance of values, so that the values taught by each religion will not conflict with universal values, namely human values

For example, the indicator of the autocratic style variable in the form of a teacher having a high level of self-confidence and an indicator of the speed style variable in the form of a teacher being conscientious, focusing students' attention on PBM interactions and the teacher having an incentive to achieve curriculum targets. So if the two indicators of this variable by the teacher give special attention and provide reinforcement to the three indicators, the level of implementation of PBM activities in the classroom will increase students' enthusiasm for learning which of course will ultimately affect student learning and student achievement will increase which ultimately will affect improving teacher performance, because with challenges by students who are all activities due to the ability, effort and support of teachers affecting students so that teachers and students will have a high level of self-confidence and with teachers being conscientious focus students' attention on PBM interactions and also because teachers have the drive to achieve curriculum targets so that the material that must be given to students will not be left behind because of the teacher's efforts to achieve standardized curriculum implementation.

According to the researcher, the indicators of teacher professionalism competence are

1. The teacher always serves as a teacher

The teacher as a teacher emphasizes the task of planning and implementing learning, in this task the teacher is required to have a set of knowledge and technical teaching skills, in addition to mastering the science or material to be taught. The teacher conveys learning materials in an organized and systematic manner, uses clear and easy language, provides clear information and provides interrelated examples, emphasizes learning material and relates the lesson to the knowledge and experience of students and uses learning aids to help in explaining a concept so that learning objectives can be achieved as expected.

2. The teacher serves as a supervisor

The duties and responsibilities of the teacher as a supervisor put pressure on the task of a teacher, namely assisting students in solving the problems they face. This task is an educational aspect because it is not only related to the delivery of knowledge but also involves the development of personality and the formation of the values of the students.

3. The teacher serves as a class administrator

The duties and responsibilities of a class administrator are essentially a link between the management of the teaching field and management in general. However, the management of the teaching field is far more prominent and is prioritized in the teaching profession. It is said that because it is the teaching profession that carries out teaching and creates a learning process that is carried out formally in madrasahs and non-formally.

4. Teachers serve as curriculum developers

The responsibility for developing a curriculum implies that teachers are required to always seek new ideas, and improve educational practice, especially in teaching practice. The curriculum is a learning program or a kind of learning document that must be given to students. The implementation of the curriculum is nothing but teaching. The curriculum is the plan or program, and teaching is the implementation. For example, if he is not satisfied with the teaching method that has been used so far, then he tries to find a way how to overcome the shortage of teaching aids and textbooks needed by students. The teacher's responsibility, in this case, is to try to maintain what already exists and to make improvements to teaching practices so that student learning outcomes can be improved.

The indicators of teacher professional competence at the State Madrasah Tsanawiyah in Makassar City through the results of the study include;

- a. Mastering the material, structure, concept, and scientific mindset that supports the subjects taught.
- b. Mastering competency standards and basic competencies of the subjects/fields of development being taught.
- c. Develop creatively taught subject matter.
- d. sustainably develop professionalism by taking reflective actions.
- e. Utilize information and communication technology to communicate and develop themselves.

Teacher recruitment at the State Madrasah Tsanawiyah in Makassar City is based on professionalism. The professionalism of teachers at the State Madrasah Tsanawiyah in Makassar City emphasizes the mastery of knowledge or management skills and their implementation strategies. The demand to meet professional standards for teachers is a manifestation of the desire to produce teachers who can foster students by the demands of society, in addition to demands that must be met by teachers in achieving the title of a professional teacher, namely to become professional, a teacher is required to have five things, namely:: Teachers must have a commitment, Teachers master in-depth the material/subject matter they teach and how to teach them to students, Teachers are responsible for monitoring student learning outcomes through various evaluation methods, Teachers can think systematically about what they do and learn from their experiences, Teachers should be part of the learning community in their professional environment.

Competencies that can have a significant effect on teacher performance are four indicators of teacher competency variables which in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers consist of four teacher competencies, namely pedagogic competence, personality competence, social competence, and professional competence, and four These competencies are the basic individual characteristics of a professional teacher that must be possessed or needed by each teacher so that they can carry out their duties and responsibilities effectively and improve professional quality standards in their work.

V. Conclusion

1. The description of the leadership of the madrasah principal at the Makassar City State Madrasah Tsanawiyah can carry out the function of the supervision program of the State Madrasah Tsanawiyah in Makassar City is also in the good category with a score of 4.19, as well as the madrasa head is always responsible for providing education at the madrasa, and the Madrasah Head gives motivation to teachers in improving teacher professionalism in the category of average scores between good and very good, so the average variable score is 4.24 This score is between good and very good categories.
2. The description of teacher performance at the Makassar City State Madrasah Tsanawiyah can carry out academic and non-academic administrative tasks well with an average score of 4.56. The high ability of teachers in improving madrasa administration as part of the implementation of madrasa leadership.

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