



THE RELATIONSHIP BETWEEN THE HEAD OF MADRASAH AND THE LEADERSHIPTEACHER PERFORMANCE ON STUDENT CHARACTER EDUCATION

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Abstract: The head of the madrasa as a leader in the education unit plays a role and is responsible for organizing, monitoring, fostering and improving the teaching and learning process in the classroom. This study aims to: (1) find out how big the relationship between the leadership style of the madrasa principal on the characteristics of the students of SDN 63 Gedong tataan Pesawaran, (2) find out how much influence the teacher's performance has on the character education of students at SDN 63 Gedong tataan Pesawaran, (3) find out how much the relationship between the principal's leadership style and teacher performance on student character education at SDN 63 Gedong tataan Pesawaran. The research used in this study was quantitative. Collecting data in this study using a questionnaire consisting of the leadership style of the madrasa principal, teacher performance, and student learning achievement. The number of respondents in this study were 40 teachers and 40 students. The results of data analysis show that: (1) there is a relationship between the leadership style of the madrasa principal on the education of students' characteristics which is explained by the results of the significant value of the t-test which has a magnitude of 0.002 with a percentage of 67.5%, (2) there is an effect of teacher performance on learning achievement. students described by the results of the significant value of the t-test which has a magnitude of 0.001 with a percentage of 69.9%, (3) there is a relationship between the leadership style of the madrasa principal and teacher performance on the character of the students with a significant value of 0.002. the magnitude of the relationship between the leadership style of the madrasa principal on teacher performance and student character is 70.3%

Keywords: Principal Leadership Style, Teacher Performance, Student Character Education

Abstrak:

Kepala madrasah sebagai pemimpin pada satuan pendidikan berperan dan bertanggung jawab untuk mengatur, memantau, membina dan juga meningkatkan proses belajar mengajar di kelas. Penelitian ini bertujuan untuk: (1) mengetahui seberapa besar hubungan gaya kepemimpinan kepala madrasah terhadap pendidikan karakter siswa SDN 63 Gedong tataan Pesawaran, (2) mengetahui seberapa besar pengaruh kinerja guru terhadap pendidikan karakter siswa di MTs Negeri 1 Tulang Bawang, (3) mengetahui bagaimana banyak hubungan antara gaya kepemimpinan kepala madrasah dan kinerja guru terhadap pendidikan karakter siswa di MTs Negeri

1 Tulang Bawang penelitian yang digunakan dalam penelitian ini adalah kuantitatif. Pengumpulan data dalam penelitian ini menggunakan angket yang terdiri dari variabel gaya kepemimpinan kepala sekolah, kinerja guru, dan prestasi belajar siswa. Jumlah responden dalam penelitian ini adalah 40 guru dan 40 siswa. Hasil analisis data menunjukkan bahwa: (1) terdapat hubungan antara gaya kepemimpinan kepala madrasah dengan karakteristik pendidikan siswa yang dijelaskan dari hasil nilai signifikansi uji-t yang besarnya 0,002 dengan persentase 67,5%, (2) ada pengaruh kinerja guru terhadap prestasi belajar siswa yang dijelaskan dari hasil nilai signifikansi uji-t yang besarnya 0,001 dengan persentase 69,9%, (3) ada hubungan antara gaya kepemimpinan kepala madrasah dan kinerja guru terhadap karakter siswa dengan nilai signifikansi 0,002. besarnya hubungan antara gaya kepemimpinan kepala madrasah terhadap kinerja guru dan karakter siswa adalah 70,3%

Kata Kunci: Gaya Kepemimpinan, Kinerja Guru, Pendidikan Karakter Siswa

INTRODUCTION

Education is a basic need in human life, especially in developing the potential and character building of the younger generation who will become the successors of the leadership relay in the future. It is a shared commitment that education has a noble and noble role. Therefore everyone will take a role in advancing education, parents, society and government(Warisno and Hidayah, 2021). Madrasas are educational institutions that can support the quality of human resources that benefit the community, nation and state. To improve the quality of education and the quality of human resources, madrasas should be managed by a leader who has the basics and requirements of leadership.

The establishment of an educational unit which is often referred to as a Madrasah is the place where education is actually implemented. Madrasas as formal institutions have a significant impact on student growth. Madrasas must be more creative in the teaching and learning process, as well as educating and developing the character of students. The installation of learning facilities alone is not enough, it must be followed by the development of a learning environment that encourages students to see learning as an integral part of their lives(Kurniawan, Widiastuti and Aslamiyah, 2021). As the opinion of our educational leaders "Ki Hajar Dewantoro" as follows: Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani". A leader, if he is in front, he will set an example for his subordinates, if he is in the midst, he must be able to arouse, give encouragement to those around him, and if he is behind, the leader must be able to direct, encourage/motivate their subordinates to be more advanced. A leader must be able to set an example and protect his subordinates, motivate and mobilize so that all present can and want to work optimally in accordance with the job descriptions that have been given and carry out them sincerely and with full responsibility. One aspect of education that is very important in order to improve the quality of graduates of a Madrasah is the Head of Madrasah. Quality leadership produces quality education and graduates. Professional leadership is quality leadership(Latifah, Warisno and Hidayah, 2021).Madrasah is an educational institution that functions not only as a medium for inheriting values shared by a society but

also as a social reconstruction in order to respond to future challenges. In other words, education is essentially an effort to prepare someone to enter a future that might bring up new values.

In order to achieve the national goal of improving the quality of graduates, each madrasah requires the leadership role of the madrasah head and a quality improvement plan, dWith the existence of a madrasah head in an educational institution, the education system itself becomes organized, especially in guiding teachers as educators to create quality students.(Pianda, 2018). The role of the teacher is very important in the learning process, as well as advancing the world of education. The quality of students in education is very dependent on the quality of teachers(Goddess, 2018). Teachers must have competencies in accordance with national education standards so that they can carry out their duties and roles with good competency standards that produce students who are knowledgeable and have certain skills. The teacher as a presenter of learning material is mandatory and must pay attention to the individual aspects of students as subjects who receive learning material(Amini, Pane and Akrim, 2021).

In presenting material the teacher must also pay attention to the abilities and conditions of the students and then look for the appropriate method. Because the teaching and learning process is the teacher's effort to communicate with students in the delivery of knowledge. There are five components of communication in this process, namely: the teacher (communicator), learning materials, learning media, students (communicants), and learning objectives. A teacher must be able to demonstrate his abilities in front of students and show commendable attitudes in every aspect of life. The teacher is an ideal figure for every student. Usually what the teacher does will become a reference for students, thus the teacher is a model for students, then all of his steps will be an example for every student.(Ansya, 2022). Teacher performance is work performance in carrying out educational programs that must be able to produce graduates/outputs whose quality is increasing, able to show the community in the form of good service, costs borne by consumers or the public who entrust their children are affordable and not burdensome, task implementers are getting better and developing as well as being able to keep up with the dynamics of society's needs that are always changing in accordance with the progress and demands of the times.

Teacher performance is the key that must be worked on. Performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm, and sequence of work in accordance with procedures, so that results that meet the quality, speed and quantity requirements are obtained.(Masruroh, Mansur and Wiyono, 2022). In line with that also, said that performance is "output derives processes, human or other wise." So performance is the result or output of a process. Student character education is influenced by factors such as; the interaction of students with family members, the interaction of students in the social environment of the community, the factors that students see everyday, and the interaction of students with teachers

in madrasas. This has an impact on the quality of education which can be said to be low, because the subject of education, namely teachers and students, does not have high intellectual insight. A learner will have low intellectual quality if the teacher as a guide in the teaching and learning process also has low intellectual quality as well(Warisno, 2019).

RESEARCH METHODS

This study uses a qualitative approach using a phenomenological perspective. This is in accordance with the opinion of Denzin and Lincoln who say that qualitative research is research that uses natural settings, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods.(Moleong, 2002)The research subject in this study is an object, thing or person where the research variable data is attached and is at issue(Anggito and Setiawan, 2018). The sampling technique is a way of taking samples from a population. In this study the authors used a purposive sampling technique(Nurdin and Hartati, 2019).Research conducted in State SDN 63 Gedong Tataan Pesawaran .The sample in this study were teachers who taught at with a sample of 40 people.

There are three data collection techniques used in this study, namely: (1) interviews; (2) observation; and (3) documentation. The technique of data analysis is to test the credibility (internal validity) of the research data in accordance with the procedure for testing the credibility of data in qualitative research. The various types of credibility testing according to Sugiyono include extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and member checks.(Sugiyono, 2013). In this study, the authors tested the validity of the data through triangulation. There are 3 types of triangulation including Source Triangulation, Technical Triangulation, and Time Triangulation, it is found that data certainty is more credible. In general, the steps in analyzing data are as follows: Data presentation, Data reduction, Conclusion drawing (verification)(Miles and Huberman, 2007). Instrument tested with Instrument Validity Test and Instrument Reliability Test. Data analysis uses descriptive and classical assumption tests which include: normality test, multicollinearity test, heteroscedasticity test, hypothesis test

DISCUSSION

This research was conducted on 40 teachers and 40 students at SDN 63 Gedong tataan Pesawaran to obtain an overview of the relationship between the style of the madrasa principal and teacher performance on student character education. The data is disclosed using a questionnaire instrument that has been tested for validity and reliability. Data descriptions are obtained to provide an overview of the distribution of data. The figures are presented using descriptive statistics, depicting the mean, mode, median, standard deviation, variance and frequency distribution accompanied by graphs with the following descriptions:

Table.1

Results of Research Variable Descriptive Statistical Analysis

| | | X1 style | X2 performance | Y character |
|---------------------|---------|----------|----------------|-------------|
| N | Valid | 40 | 40 | 40 |
| | missing | 0 | 0 | 0 |
| Means | | 113.5 | 110.12 | 113.65 |
| std. Error of Means | | 1.03 | 1,327 | 0.953 |
| Median | | 116 | 110 | 115 |
| Mode | | 116 | 105 | 118 |
| std. Deviation | | 6,516 | 8,395 | 6028 |
| Variances | | 42,462 | 70,471 | 36,336 |
| Range | | 28 | 31 | 22 |
| Minimum | | 98 | 91 | 102 |
| Maximum | | 126 | 122 | 124 |
| sum | | 4540 | 4405 | 4546 |

a. Multiple modes exist. The smallest value is shown

Based on the number of variables and referring to research problems, the data can be grouped into three, namely: Madrasah principal's leadership style (X1), teacher performance (X2), and student character education (Y).

1. Madrasa Principal Leadership Style (X1)

The results of statistical calculations for the madrasah principal's management score were obtained with the lowest score of 90 and the highest value of 130 with a range of 7. Calculations from the distribution of these values produce an average value or the number of values divided by the number of respondents, namely 113.5. The mode or value that has the maximum frequency in a data distribution is 116. The median or value that divides a data distribution into two equal parts is 116. The population variance or the variation in individual data values in a data set is 42.462. The standard deviation is 6.516. For more details, see the attachment to the description of data on the management of madrasa heads. The frequency distribution of values is presented in table form as follows:

Table. 2
Distribution of Madrasah Principal Leadership Style Values

| | value_X1 | | Valid | Cumulative |
|-------|-----------|---------|---------|------------|
| | frequency | percent | Percent | Percent |
| Valid | 90-100 | 6 | 8,9 | 9.0 |

| | | | | |
|---------|--------|------|-------|-------|
| 100-110 | 3 | 4,9 | 5.0 | 14.0 |
| 110-115 | 13 | 28.0 | 28.0 | 42.0 |
| 115-125 | 16 | 52,4 | 54.0 | 96.0 |
| 125-130 | 2 | 3,8 | 4.0 | 100.0 |
| Total | 40 | 98.0 | 100.0 | |
| missing | System | 1 | 2.0 | |
| | | 41 | 100.0 | |

To clarify the frequency distribution of the variable value of the madrasah principal's leadership style variable (X1), it can be seen in the following Bar Chart: Madrasah Principal's Leadership Style. Furthermore, the data is classified to determine the level of the madrasah principal's leadership style (X1). The data are grouped into three (3) categories, namely: low, medium and high. The high category is the number of respondents who have a total value greater than the average value plus the standard deviation ($M + 1 sd \leq X$). Medium category, namely the number of respondents who have a value between the average value plus the standard deviation and the average value minus the standard deviation ($M - 1 sd \leq X < M + 1 sd$). The low category is the number of respondents who have a total value smaller than the average value minus the standard deviation ($X < M - 1 sd$).

Table. 3
Classification of Principal Leadership Style Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|--------|------------|
| Low | < 98 | 6 | 15% |
| Currently | 98 to 115 | 16 | 40% |
| Tall | >115 | 18 | 45% |
| | Amount | 40 | 100% |

Based on the above, it can be seen that the dominant madrasah leadership style is in the high category, namely 18 people, while for the medium category there are 16 people and for the low category, 6 people.

2. Teacher Performance (X2)

The results of statistical calculations on teacher performance scores are obtained with the lowest score and the highest score with a score range of 7. Calculations from the distribution of these values produce an average value or the number of existing values divided by the number of respondents is 110, 12. The mode or value that has a frequency the maximum in a data distribution, namely the median or the value that divides a data distribution into two equal parts. The frequency distribution of values is presented in tabular form and the data presentation is in the form of diagrams which can be seen as follows:

Table. 4
Distribution of Teacher Performance Scores

value_X2

| | frequency | percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| 90-95 | 2 | 3,9 | 4.0 | 4.0 |
| 95-100 | 2 | 4,9 | 5.0 | 9.0 |
| 100-110 | 8 | 22,6 | 23.0 | 32.0 |
| 110-115 | 4 | 3,9 | 4.0 | 36.0 |
| 115-125 | 20 | 42.0 | 42.0 | 78.0 |
| 125-130 | 4 | 20,7 | 22.0 | 100.0 |
| | 40 | 98.0 | | |
| | 1 | 2.0 | | |
| | 41 | 100.0 | | |

Teacher Performance Furthermore, the data is classified to determine the level of leadership style of the madrasa head (X1). The data are grouped into three (3) categories, namely: low, medium and high. The high category is the number of respondents who have a total value greater than the average value plus the standard deviation ($M + 1 \text{ sd} \leq X$). Medium category, namely the number of respondents who have a value between the average value plus the standard deviation and the average value minus the standard deviation ($M - 1 \text{ sd} \leq X \leq M + 1 \text{ sd}$). The low category is the number of respondents who have a total value smaller than the average value minus the standard deviation ($X \leq M - 1 \text{ sd}$). The results of calculating the complete classification of respondents can be seen in the following table:

Table.5
Classification of Teacher Performance Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|-----------|-------------|
| Low | < 91 | 4 | 10% |
| Currently | 91 to 115 | 12 | 30% |
| Tall | >115 | 24 | 60% |
| | Amount | 40 | 100% |

Based on the above, it can be seen that the dominant teacher performance score is in the high category, namely 60 people, while for the medium category there are 12 people and for the low category 4 people.

3. Student Character (Y)

The results of statistical calculations on student character values are obtained with the lowest score and the highest score with a score range of 7. Calculations from the distribution of these values produce an average value or the number of existing values divided by the number of respondents is 113.12. The mode or value that has the maximum frequency in a data distribution, namely 118. The median or value that divides a data distribution into two equal parts, namely 115. The complete calculation results for the classification of respondents can be seen in the following table:

Table. 5
Classification of Student Character Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|--------|------------|
| Low | < 102 | 4 | 10% |
| Currently | 102 to 110 | 6 | 15% |
| Tall | >110 | 30 | 75% |
| | Amount | 40 | 100% |

Based on the above it can be seen that the dominant compensation value is in the high category, namely 30 people, while for the medium category there are 6 people and for the low category 4 people. The F test was conducted to determine the effect of the madrasa principal's management and compensation on teacher performance.

Table. 6
ANOVA^ab multiple regression test

| Model | Sum of Squares | Df | Means | | |
|-------|----------------|----|-------------|--------|-------|
| | | | Mean Square | F | Sig. |
| 1 | 964,268 | 2 | 482,134 | 39,394 | ,000a |
| | 452,832 | 37 | 12,239 | | |
| | 1417,1 | 39 | | | |

a. Predictors: (Constant), teacher performance, leadership style

b. Dependent Variable: student character

In the SPSS output of the Anova table it can be seen that the significant value is 0.000 less than 0.05 and the value of f count is 39.394 greater than the value of f table 3.19 which can then be concluded that the leadership style of the madrasa head (X1) and teacher performance (X2) simultaneously or jointly influence student character education (Y). Based on the output of the Summary Model, it can be seen that the coefficient of determination or R Square is 0.531. The value of the coefficient of determination is 0.531 which is equal to 53.1%, meaning that the leadership style variable of the madrasah head and teacher performance simultaneously or jointly influences the student character variable.

4. The relationship between the principal's leadership style (X1) and student character (Y)

Based on the SPSS calculation of multiple regression analysis, the F test value was 26.655, which was greater than the f table value of 3.19. It can be concluded that H_0 is rejected and H_a is accepted, which means that the leadership style of the madrasa head and teacher performance simultaneously or together influence student character. The R square value of 0.531 or the determination coefficient value of 53.1% is the teacher's performance which is influenced by the leadership style of the madrasa head and student character. From the multiple regression equation, it can be interpreted that the better the leadership style of the madrasa head and teacher performance, the better the

character of the students, conversely the lower the leadership style of the head of the madrasa and teacher performance, the worse the character of the students.

Table. 7
Classification of Principal Leadership Style Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|--------|------------|
| Low | < 98 | 6 | 15% |
| Currently | 98 to 115 | 16 | 40% |
| Tall | >115 | 18 | 45% |
| | Amount | 40 | 100% |

Based on the above, it can be seen that the dominant madrasah leadership style is in the high category, namely 18 people, while for the medium category there are 16 people and for the low category, 6 people.

5. The relationship between teacher performance (X2) and student characteristic education (Y)

The results of this study indicate that there is a relationship between the leadership style of the madrasa principal and teacher performance on student character. This is because the t test value for the leadership style of the madrasa head is 3.587, which is greater than the t table alpha ($df=47$) 2.01174. This means that the better the leadership style of the head of the madrasa, the better and the character of the students increases, and conversely the worse the leadership style of the head of the madrasa, the worse and the character of the students decreases. for the teacher performance variable the t test value is 5.437 greater than the t table value of 2.01174 which means that the compensation variable has a positive and significant direction of influence on teacher performance.

Table. 8
Classification of Teacher Performance Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|--------|------------|
| Low | < 91 | 4 | 10% |
| Currently | 91 to 115 | 12 | 30% |
| Tall | >115 | 24 | 60% |
| | Amount | 40 | 100% |

Based on the above, it can be seen that the dominant teacher performance score is in the high category, namely 60 people, while for the medium category there are 12 people and for the low category 4 people.

7. The relationship between the principal's leadership style (X1) and teacher performance (X2) on student character (Y)

The relationship between the leadership style of the madrasa principal and teacher performance on student learning achievement at SDN 63 Gedong tataan Pesawaran with an F significance of $0.002 < 0.05$ with a percentage of 70.3%. By

looking at the results of the significance of F in the Anova test conducted, it is known that the magnitude of F is 0.002 so that it is known that the leadership style of the madrasa head influences efforts to improve teacher performance and student achievement. The better the quality of the principal's leadership style on teacher performance at SDN 63 Gedong tataan Pesawaran, the better the learning achievements of students at SDN 63 Gedong tataan Pesawaran. Therefore, in order for teacher performance and student learning achievement to increase, the leadership style of the madrasa head must be implemented optimally.

Table. 9
Classification of Student Character Values

| Category | intervals | Amount | Percentage |
|-----------|---------------|-----------|-------------|
| Low | < 102 | 4 | 10% |
| Currently | 102 to 110 | 6 | 15% |
| Tall | >110 | 30 | 75% |
| | Amount | 40 | 100% |

Based on the above it can be seen that the dominant compensation value is in the high category, namely 30 people, while for the medium category there are 6 people and for the low category 4 people.

CONCLUSION

Based on the results of the research analysis, the following conclusions can be put forward: 1) The relationship between the leadership style of the madrasa principal and Educational Characteristics of MIS Nurul Falah Betung Bay Bandar Lampung Students with a significance t of $0.002 < 0.05$. This means that the leadership style of the madrasa head has a positive effect on Student Characteristics Education at SDN 63 Gedong tataan Pesawaran with a percentage of 67.5%; 2) The relationship between teacher performance and educational characteristics of students at SDN 63 Gedong tataan Pesawaran with a significance t of $0.000 < 0.05$. Thus teacher performance has a positive effect on student achievement at SDN 63 Gedong tataan Pesawaran with a percentage of 69.9%; 3) The relationship between the leadership style of the madrasa head and teacher performance on Characteristics Education at SDN 63 Gedong tataan Pesawaran with an F significance of $0.002 < 0.05$ with a percentage of 70.3%. By looking at the results of the significance of F in the Anova test conducted, it is known that the magnitude of F is 0.002 so that it is known that the leadership style of the madrasa head influences efforts to improve teacher performance and student achievement. The better the quality of the principal's leadership style on teacher performance at SDN 63 Gedong tataan Pesawaran, the better the learning achievements of students at SDN 63 Gedong tataan Pesawaran. Therefore, in order for teacher performance and student learning achievement to increase, the leadership style of the madrasa head must be implemented optimally. The better the quality of the principal's

leadership style on teacher performance at SDN 63 Gedong tataan Pesawaran, the better the learning achievements of students at SDN 63 Gedong tataan Pesawaran. Therefore, in order for teacher performance and student learning achievement to increase, the leadership style of the madrasa head must be implemented optimally. The better the quality of the principal's leadership style on teacher performance at SDN 63 Gedong tataan Pesawaran, the better the learning achievements of students at SDN 63 Gedong tataan Pesawaran. Therefore, in order for teacher performance and student learning achievement to increase, the leadership style of the madrasa head must be implemented optimally.

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