# The Relationship Between the Role of Madrasah Heads, Work Motivation, and Professional Competence with the Performance of State Madrasah Tsanawiyah Teachers

**Dwi Eni Nur Faiza[1], Ahmad Supriyanto[2], Asep Sunandar[3]**

[1,2,3]Faculty of Education, Universitas Negeri Malang, Indonesia
Corresponding author: enyfaizah96@gmail.com

**ABSTRACT**

This study aims to analyse: (1) the relationship between the role of the principal of religious school in Malang County and teachers' performance in MD as agreed by teachers respectively; machine translation teachers in Malang County relationship; (3) there is a relationship between the ability and performance of national machine translation teachers in Malang City; and the performance of machine translation teachers in the social network of Malang County. This study used various descriptive and correlational analysis methods to determine the relationship between the variables. The results of this research show that: (1) The role of religious school has a positive relationship with the achievement of teachers and sig scores. If equal to $0.000 < 0.05$, the calculated r value is $0.323 >$ r table is 0.146; If equal to $0.000 < 0.05$, the calculated r value is $0.713 >$ r table is 0.146; If equal to $0.000 < 0.05$, the calculated r value is $0.812>$ r table is 0.146; (4) The role of the religious school principal, support work and ability are related to the success of teachers and SIG scores. $0.000 < 0.05$, the strength of the relationship is 0.829, which means the relationship is in the excellent category

## INTRODUCTION

Madrasah is a place to learn. Currently, madrasas have become one of the destinations for parents to entrust their children to obtain education. Education at madrasas does not only involve learning about general subjects but is also equipped with Islamic religious lessons. Education is a field in advancing a nation. Education is a step in maturing humans to achieve optimal development so that they are called adult humans (Saputri & Purnasari, 2023). There is a need to develop human resources, so that the quality of education can improve. The most important human resource actor in education is the teacher. The increased quality of education can be caused by the good performance of educators. To develop abilities in creating intelligent students, have noble morals and have skills to equip them for life in the community are the goals of education (Suluh, 2018). Therefore, it is important for a teacher to develop oneself in all aspects. The active role of madrasah heads is needed to support the performance of subordinates, such as teachers and employees. When the madrasa head is able to carry out his role well, he can make improvements and increase the quality of teacher performance.

Motivation is important to encourage someone to perform well. The level of teacher work motivation is one of the drivers in carrying out their performance. Motivation is a form of driving force that can create passion for work in someone so they want to collaborate effectively and be integrated with all efforts to achieve

satisfaction (Hasibuan, 2014). Motivation from outside can be formed from the role of the madrasa head who always provides supportive encouragement for teachers to develop themselves. Motivation from within the individual arises from the teacher's determination to always improve his competence so that he becomes a professional educator. Teachers have professional abilities, meaning the teacher's ability to master learning material thoroughly so that he is able to guide students to meet competency standards, namely teacher professional competence (Wahyudi, 2012). When teachers carry out their duties well, professional competence as an educator is needed to support their performance.

The dimensions of teacher performance include activities to make initial plans, processes, evaluations and assessments including analyzing results and carrying out follow-up actions on learning outcomes. (Joen et al., 2022). According to Yamin & Maisah (2010), factors that influence performance can be caused from within the teacher or from outside, such as leadership, teams, or systems, as well as situational factors.. In Hezberg's research, true motivation is a factor of satisfaction at work which includes: recognition, achievement, responsibility, self-work, and promotion. There are extrinsic factors that can have an impact on job satisfaction, such as: opportunities for development, wages, position, relationships with subordinates, relationships with superiors, relationships with coworkers, policies, supervision, personal life, working conditions, and job security. A professional madrasa head must provide good influence and change in reforming the education system in the madrasa, includes the influence on educational effectiveness, the strong role of the madrasa head, effective management of madrasa resources and oriented towards improving quality, creating cohesive, participatory team work with madrasa residents and the surrounding community, and continuous improvement (Mukhtar, 2015).

Therefore, this study aims to examine the relationship between the role of the madrasa head, work motivation and professional competence with the performance of State Madrasah Tsanawiyah teachers in Malang Regency.

**METHOD**

This study was designed using quantitative methods including descriptive and correlational analysis. In this research, the validity of a hypothesis will be tested. The role of the religious school principal (X1), work motivation (X2), work ability (X3) are different from the individual, and the teacher performance (Y) is variable. The participants used in this study are the National Madrasah Tsanawiyah teachers with a population of 335 in Malang District and the sample of the study is 180 participants. The participants were divided into 7 religious schools, namely MTsN 1 Malang, MTsN 2 Malang, MTsN 3 Malang, MTsN 4 Malang, MTsN 5 Malaang, MTsN 6 Malaang and MTsN 7 Malaang. The sampling adopts simple random sampling method. The data collection tool is the survey. The research tools are used in various stages, such as: (1) In addition to the research sample, MTs were also tested on a sample of 30 teachers conducted by teachers in Negeri 2 Malang City; SPSS for Windows version 21 using Pearson's product range test to assess its validity; Data were analysed using descriptive analysis and correlational analysis. The test data received prerequisite evaluation, normality and correlation tests were conducted to check whether the data

obtained from the region were normally distributed and whether the relationship was necessary to continue. Use multiple correlation tests to test the hypothesis.

## RESULTS AND DISCUSSION

**1. Descriptive Analysis**

    a. The Role of the Madrasah Head ($X_1$)

    The results of the analysis on the role variable of the madrasa head obtained the highest score of 85; the total score of respondents was 13186; and the average value of respondents was 73.26. The following are descriptive statistics for the role variables of madrasah heads in Table 1.

**Table 1.** Descriptive Statistics on the Role of Madrasah Heads

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|
| The Role of the Madrasah Head | 180 | 63 | 45 | 108 | 13186 | 73.26 | 8.002 |
| Valid N (listwise) | 180 | | | | | | |

    Apart from looking at the statistical value of the total items, the data description of the role of the madrasa head can also be seen using the frequency distribution. The frequency distribution table for the madrasa head's role variables are in Table 2.

**Table 2.** Frequency Distribution of Madrasah Head Roles

| Category | Interval Class | Frequency | Percentage (%) |
|---|---|---|---|
| Very high | 73-85 | 99 | 55 |
| Tall | 59-72 | 76 | 42,2 |
| Enough | 45-58 | 5 | 2,8 |
| Low | 31-44 | 0 | 0 |
| Very low | 17-30 | 0 | 0 |
| Sum | | 180 | 100 |

    Table 2 shows that the frequency variable for the role of madrasa head is in the very high group at 55%, high at 42.2%, medium at 2.8%, low at 0% (none), and the very low category is 0% (no There is). From this description, it can be concluded that the percentage of the role of madrasa heads towards State MTs teachers in Malang Regency is categorized as "very high" with a percentage of 55% and a mean value of 73.26.

    b. Teacher Work Motivation ($X_2$)

    The results of the analysis on the teacher work motivation variable are: the lowest value is 91; the highest score is 145; the number of respondents was 22892; and the average value of respondents was 127.18. The descriptive statistics table for work motivation variables is in Table 3.

**Table 3 Descriptive Statistics of Work Motivation**

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|
| Work Motivation | 180 | 54 | 91 | 145 | 22892 | 127.18 | 10.435 |
| Valid N (listwise) | 180 | | | | | | |

    Apart from looking at the value of the statistical description of the total items, the description of teacher work motivation data can also be seen using the frequency

distribution. The frequency distribution table for teacher work motivation variables is in Table 4.

**Table 4.** Frequency Distribution of Work Motivation

| Category | Interval Class | Frequency | Percentage (%) |
|---|---|---|---|
| Very high | 122-145 | 130 | 72,2 |
| Tall | 99-121 | 48 | 26,7 |
| Enough | 75-98 | 2 | 1,1 |
| Low | 52-74 | 0 | 0 |
| Very low | 29-51 | 0 | 0 |
| Sum | | 180 | 100 |

Table 4 shows that the teacher work motivation variable is in the very high group 72.2%, high 26.7%, moderate 1.1%, low 0% (none), and very low 0% (none). This description shows that the percentage of work motivation of madrasah teachers is categorized as "very high" with a percentage of 72.2% and a mean value of 127.18
Teacher Professional Competency ($X_3$)

The results of the analysis on the professional competency variable of State MTs teachers in Malang Regency through distributing questionnaires, namely: the lowest score was 44; the highest score was 105, the total score of respondents was 15504; and the average value of respondents was 86.13. The following descriptive statistics table for work motivation variables is in Table 5.

**Table 5.** Descriptive Statistics of Professional Competencies

| | N | R | Min | Max | Sum | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Professional Competencies | 180 | 61 | 44 | 105 | 15504 | 86.13 | 9.484 |
| Valid N (listwise) | 180 | | | | | | |

To determine which categories in the teacher professional competency variable, include high or medium categories, you can look at the frequency distribution table. The frequency distribution table is in Table 6.

**Table 6.** Frequency Distribution of Professional Competencies

| Category | Interval Class | Frequency | Percentage (%) |
|---|---|---|---|
| Very High | 90-105 | 52 | 28,9 |
| Tall | 72-89 | 116 | 64,4 |
| Enough | 55-71 | 11 | 6,1 |
| Low | 38-54 | 1 | 0,6 |
| Very Low | 21-37 | 0 | 0 |
| Sum | | 180 | 100 |

From Table 6, the teacher professional competency variable shows that the group is very high at 28.9%, high at 64.4%, moderate at 6.1%, low at 0.6%, and very low at 0% (none). This description shows that the percentage of teachers' professional competence is in the "high" group with a percentage of 64.4% and a mean value of 86.13.

c. Teacher Performance (Y)

The results of data analysis on teacher performance variables show: the lowest score is 70; the highest score is 165; the total number of respondents was 25583; and

the average value of respondents was 142.13. The following is a descriptive statistical table for teacher performance variables in Table 7.

**Table 7.** Descriptive Statistics of Teacher Performance

|  | N | R | Min | Max | Sum | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Teacher Performance | 180 | 95 | 70 | 165 | 25583 | 142.13 | 15.247 |
| Valid N (listwise) | 180 |  |  |  |  |  |  |

To determine which categories in the teacher professional competency variable, include the very good category or vice versa, you can look at the frequency distribution table. The frequency distribution table is in Table 8.

**Table 8.** Frequency Distribution of Teacher Performance

| Category | Interval Class | Frequency | Percentage (%) |
|---|---|---|---|
| Very good | 138-165 | 107 | 59,4 |
| Good | 112-137 | 69 | 38,4 |
| Pretty good | 85-111 | 2 | 1,1 |
| Not good | 59-84 | 2 | 1,1 |
| Not good | 33-58 | 0 | 0 |
| Sum |  | 180 | 100 |

The results from Table 8 show that the teacher performance variable in the very good group is 59.4%, the good group is 38.4%, quite good 1.1%, not good 1.1%, and not good 0% (none). This description shows that the percentage of madrasa teacher performance is categorized as "very good" with a percentage of 59.4% and a mean value of 142.13.

**2. Hypothesis Analysis**

    a. Normality test

The results of the normality test using the Kolmogorov-Smirnov test are in Table 9.

**Table 9.** Normality Test

|  |  | The Role of the Madrasah | Work Motivation | Professional Competence | Teacher Performance |
|---|---|---|---|---|---|
| N |  | 180 | 180 | 180 | 180 |
| Normal Parameters[a,b] | Mean | 73.26 | 127.18 | 86.13 | 142.13 |
|  | Std. Deviation | 8.002 | 10.435 | 9.484 | 15.247 |
| Most Extreme Differences | Absolute | .052 | .051 | .092 | .089 |
|  | Positive | .039 | .044 | .092 | .067 |
|  | Negative | -.052 | -.051 | -.089 | -.089 |
| Kolmogorov-Smirnov Z |  | .701 | .685 | 1.239 | 1.195 |
| Asymp. Sig. (2-tailed) |  | .710 | .736 | .093 | .115 |

a. Test distribution is Normal.

b. Calculated from data.

In Table 9, the sig (2-tailed) value obtained for the role of the Madrasa Head variable is 0.710 > 0.05; a sig (2-tailed) value of 0.093>0.05.

Linearity Test

1) Test the Linearity of the Role of the Madrasah Head with Teacher Performance

    The linear test for the difference between religious school principals and teacher performance showed a significant difference at the level of 0.235>0.05. This proves that

there is a positive relationship between the role of religious school (X1) and teacher performance (Y). The results of the linear test are shown in Table 10.

**Table 10.** Linearity Test Results of the Role of Madrasah Heads and Teacher Performance

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Teacher Performance (Y) * Role of Madrasah Head (X1) | Between Groups | (Combined) | 11192.055 | 29 | 385.933 | 1.903 | .007 |
| | | Linearity | 4339.780 | 1 | 4339.780 | 21.401 | .000 |
| | | Deviation from Linearity | 6852.275 | 28 | 244.724 | 1.207 | .235 |
| | Within Groups | | 30418.006 | 150 | 202.787 | | |
| | Total | | 41610.061 | 179 | | | |

2) Test the Linearity of Work Motivation with Teacher Performance

The linear test regarding the difference in job motivation and performance of madrasah teachers gave the sig value as 0.429 > 0.05. This proves that there is a positive relationship between job support (X2) and teacher work (Y). The results of the linear test are shown in Table 11..

**Table 11.** Results of the Linearity Test of Work Motivation and Teacher Performance

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Teacher Performance * Work Motivation | Between Groups | (Combined) | 25618.064 | 39 | 656.873 | 5.751 | .000 |
| | | Linearity | 21130.644 | 1 | 21130.644 | 184.986 | .000 |
| | | Deviation from Linearity | 4487.420 | 38 | 118.090 | 1.034 | .429 |
| | Within Groups | | 15991.997 | 140 | 114.229 | | |
| | Total | | 41610.061 | 179 | | | |

3) Test the Linearity of Professional Competency with Teacher Performance

The linear test of the difference of study ability and teacher study resulted in the value 0.622 > 0.05. Mark the price. This proves that the ability variable (X3) has a positive relationship with teacher education (Y). The results of the linear test are shown in Table 12.

**Table 12.** Results of the Linearity Test of Professional Competency and Teacher Performance

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Teacher Performance * Professional Competency | Between Groups | (Combined) | 30324.622 | 40 | 758.116 | 9.338 | .000 |
| | | Linearity | 27440.152 | 1 | 27440.152 | 337.974 | .000 |
| | | Deviation from Linearity | 2884.470 | 39 | 73.961 | .911 | .622 |
| | Within Groups | | 11285.439 | 139 | 81.190 | | |
| | Total | | 41610.061 | 179 | | | |

b. Correlation Test

**Table 13.** Correlation Test Results

**Correlations**

|  |  | Peran Kepala Madrasah (X1) | Motivasi Kerja (X2) | Kompetensi Profesional (X3) | Kinerja Guru (Y) |
|---|---|---|---|---|---|
| The Role of the Madrasah Head (X$_1$) | Pearson Correlation | 1 | .568** | .482** | .323** |
|  | Sig. (2-tailed) |  | .000 | .000 | .000 |
|  | N | 180 | 180 | 180 | 180 |
| Work Motivation (X$_2$) | Pearson Correlation | .568** | 1 | .792** | .713** |
|  | Sig. (2-tailed) | .000 |  | .000 | .000 |
|  | N | 180 | 180 | 180 | 180 |
| Professional Competency (X$_3$) | Pearson Correlation | .482** | .792** | 1 | .812** |
|  | Sig. (2-tailed) | .000 | .000 |  | .000 |
|  | N | 180 | 180 | 180 | 180 |
| Teacher Performance (Y) | Pearson Correlation | .323** | .713** | .812** | 1 |
|  | Sig. (2-tailed) | .000 | .000 | .000 |  |
|  | N | 180 | 180 | 180 | 180 |

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 13, the significant value of the role of the religious school principal and the teacher's performance is 0.000 < 0.05 and the calculated r value is 0.323 > r Table 0.146, which means that there is a good relationship between the variables X1. . and Y. : It was found that there is a relationship between the variables X3 and (Y). Many relationships. The results of various correlation tests are shown in Table 14.

**Table 14.** Multiple Correlation Test

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .829a | .688 | .683 | 8.58760 | .688 | 129.409 | 3 | 176 | .000 |

a. Predictors: (Constant), Professional Competence (X$_3$), Role of Madrasah Head (X$_1$), Work Motivation (X$_2$)

According to Table 14, it is seen that the sig value is 0.000 < 0.05, which means that the Role of Religious School (X1), Work Motivation (X2) and Teacher Ability (X3) variable are at the same time with the Teacher performance variable (Y). The strength of the relationship is 0.829, which means that the relationship is in the perfect category.

**Discussion**

**1. The role of the Madrasah Head at Malang Regency State MTs**

The role of the madrasa head at MTs Negeri Malang Regency can be categorized as very high with a percentage of 55%. State MTs teachers in Malang Regency stated that the role of madrasa heads in the process of improving teacher quality is very important. The head of the madrasa has additional duties to be able to influence his subordinates, to achieve the goals of the madrasah. The roles carried out by madrasa heads are as educators, managers, supervisors, leaders, innovators and motivators (Mulyasa, 2012; Senny et al., 2018).

The madrasah head as an educator has a role to guide and motivate teachers in improving their competence and professionalism (Heryani & Kumala, 2020). As a manager, the madrasa head plays a role in carrying out planning, organizing, mobilizing and supervising to improve teacher professionalism (Mariyah et al., 2022). The madrasa head also plays the role of supervisor who actively provides guidance and supervision to teachers to improve their performance (Alhabsyi et al., 2022). Apart from that, madrasa heads also act as innovators by creating brilliant ideas for the progress of madrasas (Heryani & Kumala, 2020). The madrasa head as a motivator is a superior who is able to provide encouragement to his subordinates to increase teacher professionalism (Sabrina & Aslam, 2022).

The head of a madrasah at a State MTs in Malang Regency shows that as a leader of an institution he is able to have a good influence on teacher performance. This supports the professionalism of teachers in carrying out their duties in madrasas in an effort to create quality learning. Therefore, the role of the madrasa head is to provide professional development opportunities for teachers so that they can continue to improve quality in madrasas (Juliana, et. al., 2022).

## 2. Teacher Work Motivation at Malang Regency State MTs

The work motivation of Malang Regency State MTs teachers is classified as very high with a percentage of 72.2%, so it can support the organization's goals well. To achieve educational goals, there needs to be high loyalty to an organization which can be triggered by very high teacher work motivation.

Based on the theory used, Herzbeg's theory shows that working conditions or environments can influence job satisfaction such as physical working conditions, organizational policies and interpersonal interactions in madrasas. Apart from that, things that can motivate teachers to work are things related to the work itself so that it can increase teachers' intrinsic motivation such as achievement, recognition, responsibility and career development opportunities. Teachers who feel successful in helping students achieve their academic goals, receive recognition for their contributions, have significant responsibilities, and have opportunities for professional development tend to be more motivated and satisfied with their work.

Efforts to support the creation of high work motivation in madrasas as a basis for encouraging teachers to work harder in achieving madrasa goals. (Akbar & Wiguna, 2020). In other words, teachers have encouragement and enthusiasm in starting and ending their work assignments and are able to maximize the responsibilities they hold (Ufaira & Hendriani, 2019). With teacher work motivation that arises either from within or from outside, the individual functions as a driving force in efforts to encourage the achievement of the desired goals (Fauzyah, 2020).

## 3. Professional Competence of Teachers at State MTs Malang Regency

The professional competence of Malang Regency State MTs teachers can be categorized as very high with a percentage of 64.4%. The results of the analysis regarding high teacher professionalism competency show that professionalism in education includes various important dimensions that are interconnected. One of the main dimensions is the in-depth knowledge that teachers must have in the subjects they teach. This knowledge includes not only academic aspects but also a strong understanding of relevant learning theories and teaching methods (Munawir, et. al.,

2022). Professional teachers have the ability to update and expand their knowledge in accordance with the rapid progress of science, and apply it effectively in teaching practice.

The next aspect of teacher professionalism is pedagogical skills which include the ability to design and implement effective learning processes. Teachers must have skills in assessing student progress objectively and providing constructive feedback. Effective assessment includes not only academic aspects but also students' social and emotional development. By using evaluation results to adjust teaching approaches, teachers can help students reach their best potential. Another dimension of professionalism is interpersonal and communication skills. Professional teachers must be able to communicate effectively with students, parents and colleagues. The ability to build positive and supportive relationships with students and parents is essential in creating a productive learning environment. These skills also include the ability to collaborate with colleagues and participate in educational communities.

The results of the analysis provide an understanding that overall, teacher professional competence is a combination of knowledge, skills and attitudes that support effective teaching practices. This professionalism reflects teachers' dedication to providing high-quality education and creating a learning environment that supports students' holistic development.

4. **Teacher Performance at Malang Regency State MTs**

The performance of State MTs teachers in Malang Regency can be categorized as very good with a percentage of 59.4%. In other words, the majority of teachers have carried out their duties optimally and very consistently. This has an impact on the educational process in madrasas. The quality of teacher performance is taken into account in creating an effective and conducive learning process. The essence of teacher performance is the quality in carrying out their main duties, namely the quality in providing education and learning (Kusumaningrum et al., 2020).

With the excellent performance of State MTs teachers in Malang Regency, it is able to spur the credibility of students' learning achievements to become better. Students' success is predominantly under the guidance of teachers, so the effectiveness of teacher performance is very important to do very well and this is in line with the percentage performance of State MTs teachers in Malang Regency. Teachers are in the process of implementing their performance are required to have abilities in learning activities including mastery of material, learning strategies, mastery of learning methods, learning evaluation fiber (Busyra & Sani, 2020). It is hoped that this mastery can maximize teacher performance in teaching, conducive to learning in the classroom, so that the material taught can be conveyed well to students.

5. **The Relationship between the Role of Madrasah Heads and the Performance of State MTs Teachers in Malang Regency**

The results of this study show that there is a positive relationship between the role of religious schools and the work of teachers. This finding includes a hypothesis test using sig values. When 0.000 < 0.05 is equal to the calculated r value is 0.323 > r table is 0.146. This is based on the results of Ruhiyat's study, which shows that there is a positive relationship between the leadership of madrasah leaders and the teachers of Bandung Naib Madrasah with a significant value of 0.000 < 0.05 (Ruhiyat, 2023). > The

research conducted by Siregar shows that the leadership style of madrasah leaders affects the teaching of teachers (Siregar, 2018). The leaders of religious schools should have clear and realistic ideas, care and encourage their members, ensure unity, and respect differences and beliefs in fulfilling their responsibilities. This situation shows that the role of the madrasah director as a leader, inspector, manager and leader is very important in increasing the performance of madrasah teachers.

6. **The Relationship between Work Motivation and Teacher Performance at MTs Negeri Malang Regency**

The results of this study show that there is a positive relationship between motivational work and the performance of public machine translation teachers in Malang City. This finding involves a hypothesis test using sig values. If 0.000 < 0.05 is equal to the calculated r value is 0.713 > r table is 0.146, which is significant. This is in line with the study of Nurfadilah and Fariha, which indicated that job support has a significant effect on the performance of teachers in Madrasah Tsanawiyah Negeri 2 Bondowoso with a balance of 0.635 (Nurfadilah and Fariaha, 2021).

This study is supported by Salena's study showing the direct effect of motivation and teacher performance in the school levels initiated by Tulungagung Regency (Salena, 2021). This study supports the relationship between motivation work and teacher performance, which shows that teacher performance is related to the motivation work that teachers undertake in their roles. This motivation to work is the motivation to achieve desired goals (Fauzyah, 2020).

7. **The Relationship between Professional Competence and Teacher Performance at State MTs Malang Regency**

The results of this study show that there is a positive relationship between the professionalism and performance of public machine translation teachers in Malang City. This finding involves a hypothesis test using sig values. If equal to 0.000<0.05, the calculated r value is 0.812>r table is 0.146. This is based on a study conducted by MT Ma'arif Cipakem Kuningan, which confirmed that teachers have a positive effect on teacher education, with a t value greater than t Table 13.255>1.665 and the significance of the value is less than 0.05 (Department, 2019). According to the research conducted by Rohman in Karsa Madya Foundation High School, r value = 0.716, R2 = 0.5126 or 51.26%, that is, the effect of teachers' ability is 51.26% (Rohman, 2020).

The research results prove that teacher professional competence will help improve teacher performance for the better. Teacher professional competence will help teachers in teaching. To become a madrasa teacher, you must be able to produce students who can compete with students from other state madrasas. Currently, madrasas are no less than madrasas in other countries in achieving achievements at the national level. This occurs due to the role of teachers who have professional competence so that they are able to improve the performance of madrasa teachers.

8. **The Relationship between the Role of Madrasah Heads, Work Motivation, and Professional Competence with Teacher Performance at State MTs Malang Regency**

The findings from this research prove that there is a simultaneous relationship between the role of the madrasa head, work motivation, professional competence and the performance of teachers which is significant with the achievement of sig scores.

equal to 0.000<0.05. The level of closeness of the relationship is 0.829, which means the correlation is in the perfect category. The correlation coefficient value obtained refers to the $R^2$ value of 0.688 or 68.80%. The remaining value is the amount of external variables which also influence the research variables, amounting to 31.20%. This is supported by Maesaroh's research that obtained a calculated F value of 11.878 > F table of 2.807, which means that there is a joint influence of the variables of madrasa head leadership, teacher competency and work motivation on teacher performance. (Maesaroh et al., 2024).

The level of closeness of the relationship obtained is included in the perfect category, proving that the role of the madrasa head in being a leader, supervisor, manager and administrator for State Madrasah Tsanawiyah teachers in Malang Regency is good. Apart from that, the motivation that drives teachers to improve their performance is also very high, so that teachers can perform their duties optimally. Becoming a madrasah teacher cannot be separated from the competence you have, teachers who have professional competence will find it easy to develop their performance abilities. This proves that there is a simultaneous relationship between the role of the madrasa head, work motivation, and professional competence and the performance of State Madrasah Tsanawiyah teachers in Malang Regency.

## CONCLUSIONS

Based on data from research results on State MTs teachers in Malang Regency, it can be concluded: (1) the average level of role of madrasa heads is in the very high category; (2) the average level of teacher work motivation is in the very high category; (3) the average level of teacher professional competence is in the high category; (4) the average level of teacher performance is in the very good category; (5) there is a significant relationship between the role of the madrasa head and teacher performance; (6) there is a significant relationship between teacher work motivation and teacher performance; (7) there is a significant relationship between teacher professional competence and teacher performance; (8) there is a significant simultaneous relationship between the role of the madrasa head, work motivation and professional competence with the performance of State MTs teachers in Malang Regency. Based on research that has been done, suggestions related to this research are conveyed to: (1) State MTs teachers in Malang Regency, madrasa teachers should always improve their performance to produce madrasa graduates who are competent and superior in their fields. (2) the head of the madrasah, should further optimize his role as head of the madrasah so that he can build the madrasah better in the future; (3) It is hoped that future researchers can develop this research to find problems that are factors in improving teacher performance, especially for State Madrasah Tsanawiyah teachers in Malang Regency.

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