

## The Relationship Between Principal Leadership and Teacher Performance in Islamic Boarding Schools; Meta-Analysis

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### ABSTRACT

The aim of this research is to be able to see general (comprehensive) conclusions about the relationship between school principal leadership and teacher performance. The approach used was Meta-Analysis and systematic review using JASP 0.18.1.0 software. The data found were 20 articles through searches on Google Scholar and Mendeley search with the keywords principal leadership, teacher performance and Islamic boarding schools, and 11 articles were selected based on predetermined characteristics. Data taken from selected articles are the number of samples (N) and the r value from each article, then the effect size is analyzed. This research aims to analyze the correlation or relationship between school principal leadership and teacher performance in Islamic boarding schools. Data from research on principal leadership on teacher performance in Islamic boarding schools were analyzed in depth to find the strength of the correlation between principal leadership and teacher performance in Islamic boarding schools. This research started by formulating a research topic, exploring relevant research results for analysis. The research results show that the principal's leadership is able to improve teacher performance in Islamic boarding schools. The results of analysis using the random effect model show that there is a significant positive correlation between school principal leadership and teacher performance.

## **INTRODUCTION**

Following the development of the times, leadership has also experienced evolution or scientific progress, in line with the development of scientific management (Maryani, A., Lian, B., & Wardarita, 2020). As a leader or principal, his responsibility in implementing supervision is to guide teachers to improve the quality of their teaching (Zuldesiah, Gistituati, N., & Sabandi, 2021). Leadership Style is a strategy that school principals must have in leading a school institution (Helmina & Giatman, 2023). Leadership is a pattern of behavior in directing and controlling subordinates to follow their wishes and achieve the goals and objectives that have been targeted (Agus Ali, 2021).

The teacher's role is as the front guard and plays a very crucial role in the successful implementation of the educational process (Adzkiya, 2020). The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment, and be flexible in carrying out his duties. Good school principal leadership must be able to strive to improve teacher performance through capacity building programs for educational staff.

As education plays a very important role in forming an intelligent, conscientious, creative and innovative generation. According to Law no. 20 of 2003 concerning SISDIKNAS Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Agus Ali, 2021). Therefore, if students do not receive good teaching during their education, it will have a significant impact on the quality of a country's generation (Elazhari, Tampubolon, K., Barham, & Parinduri, 2021). The quality of this generation is played by a teacher who is an educator at a school institution.

A school is an institution that is structured and operates to provide educational services. Within the school, there is an entity that is headed by a principal. The success of a school depends on the performance of the teachers within it. Therefore, schools always try to improve teacher performance in order to achieve the goals and aspirations that have been set (Hidayah, 2021).

Success in efforts to develop teacher performance is also largely determined by the principal/madrasah starting from planning, implementing, supervising or controlling and aligning all educational resources (Indriani & Nurhikmah, 2021). Teachers have an important role in transforming educational input so that it produces good output, of course with good processes such as learning activities that are in accordance with the curriculum,

and teacher competence, so that it is hoped that there will be an improvement in the quality of the teaching and learning process.

Seeing from the explanation above how important the leadership role of the school principal is, in this case namely his firmness and discipline in implementing every regulation regarding the running of teaching and learning activities, character education, being a motivator for his subordinates, creating a stable and more conducive school atmosphere and culture, as well as being a role model for all members of the school and its surroundings.

## **Literature Review**

### **Leadership Principal School**

According to Juni Priansa Donni (2017) a quality education process is determined by various elements that exist in education. These elements and elements form an education system, which is closely related to the education process that is implemented. Ten factors determine the realization of a quality educational process, namely: 1) the effectiveness of the school principal's leadership, 2) participation and a sense of responsibility of teachers, staff and other employees in the school environment, 3) effective teaching and learning processes, 4) programmed development of teachers, staff and other employees, 5) relevant curriculum and flexible in facing contemporary developments, 6) clear vision, mission and strategy, 7) conducive school climate, 8) comprehensive assessment of strengths and weaknesses, 9) communication carried out effectively, both internally and externally, 10) involvement of parents and community (Tarhid, 2017).

Leadership as one of the management functions is very important to achieve organizational goals. It is as if leadership is forced to face various factors such as: structure or order, coalitions, power and organizational environmental conditions. On the other hand, leadership can easily become an extraordinary solution to any problem that befalls an organization.

Another definition also argues that leadership is the ability to move, motivate, and influence people to be willing to take actions directed at achieving goals through the courage to make decisions about the activities carried out (Haidar Nawawi, 1998).

Good school principal leadership must be able to strive to improve teacher performance through educational staff capacity building programs (Syamsul, 2017). The principal's leadership is related to the principal's problem of increasing opportunities to hold effective meetings with teachers in a conducive situation. In this case, the behavior of the school principal must be able to encourage the performance of the teachers by showing a feeling of friendship, closeness and full consideration towards the teachers, both as

individuals and as a group. The principal's instrumental behavior is task-oriented and directly clarified in the roles and tasks of teachers, as individuals and as a group.

The principal's positive behavior can encourage, direct and motivate the entire school community to work together in realizing the school's vision, mission and goals. It can be observed that indicators or aspects of school principals who are effective in developing educational institutions in general include: First, commitment to the school's vision in carrying out its duties and functions; Second, make the school vision a guideline in managing and leading the school; third, always focus its activities on learning and teacher performance in the classroom.

As a school leader, the principal must be aware that his success depends on other people, such as teachers and educational staff. Therefore, the personal characteristics of the principal play an important role and are part in his success or failure (Mulyasa, 2015).

### **Teacher Performance**

Nowadays, in the era of rapid modern globalization, organizations are required to be able to develop the capabilities of their human resources. Development of quality human resources is created through the education process. Improving the quality of education is determined by the readiness of human resources involved in the field of education. Improving the quality of education requires optimizing human resources, especially teachers. In order for the implementation of education to be carried out well, teachers are required to have good performance as well (Iqmalia et al., 2022).

According to Thalib et al, 2013, performance is the result of work that is achieved in quality and quantity by an employee in carrying out tasks with a given sense of responsibility. Teacher performance in learning is the most important part of supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of learning outcomes given to students (Sari, 2019).

Teachers as educational staff are the most determining component, because it is in the teacher's hands that the curriculum, learning resources, facilities and infrastructure, and the learning climate become something meaningful for the lives of students. Teachers play a major role in educational development, especially those held formally in schools. Teachers also greatly determine the success of students, especially in relation to the teaching and learning process (Abd. Khalid Hs. Pandipa, 2019).

The teacher's performance in improving the quality of education is as follows: (a) preparing teacher's books and student's books before the learning process, (b) understanding student's books and teacher's books, (c) making

lesson plans according to needs with some adjustments, (d) teachers always inserting moral messages during the learning process, (e) to increase students' interest in learning, teachers apply reward and punishment systems, (f) teachers develop students' cognitive potential in learning, (g) provide learning tools and media both real media and using LCDs, and (h) prepare assessment instruments.

Teacher performance is based on professional teaching competencies which reflect the absolute needs that all teachers must have. Furthermore, from the results of Subroto's research, it was found that teacher performance (through indicators of knowledge, attitudes, skills) had a positive effect on education quality. The performance of teachers has an important role in influencing the improvement of the quality of education in elementary schools in Surabaya. Teacher performance really determines the development of educational institutions, in this case personality, attitude, knowledge, skills and other indicators that support improving education.

Teacher performance can be seen from the competencies teachers have, which include the following: (1) developing personality; (2) mastering educational foundations; (3) master the learning materials; (4) arranging teaching programs; (5) implementing teaching programs; (6) assessing the results of the teaching and learning process that has been implemented; (7) carrying out simple research for teaching purposes, (8) organizing guidance programs; (9) interacting with colleagues and the community; (10) carrying out school administration (Tumiran, 2018).

## **METHODOLOGY**

This research uses Meta-Analysis research and systematic reviews using JASP 0.18.1.0 software. The data found were 20 papers through searches on Google Scholar and Mendeley search with the keywords Principal leadership, teacher performance and Islamic boarding schools, and 11 articles were selected based on predetermined characteristics. Data taken from selected articles are the number of samples (N) and the r value in each article, then the effect size is analyzed.

As part of research, meta-analysis is a study of a number of research results on similar problems. The population in this research are all articles/journals regarding research on the relationship between school principal leadership and teacher performance in Islamic boarding schools. The focus of this research is teacher performance which is the variable Y. The research objects are Islamic boarding schools.

According to Anugraheni, (2018) meta analysis is a study by analyzing data originating from primary studies. The results of the analysis of primary studies are used as a basis for accepting or supporting hypotheses, rejecting or

invalidating hypotheses proposed by several researchers (Anugraheni, 2018). In other words, meta-analysis is a technique aimed at re-analyzing research results that have been statistically processed based on the collection of primary data. This is done to examine the regularity or unsteadiness of research results caused by the increasing number of replications or verifications of research, which often actually increase the occurrence of variations in research results.

## RESEARCH RESULTS AND DISCUSSION

The domain determined in this research focuses on the leadership of school principals on teacher performance in Islamic boarding schools. There are 11 relevant journal literatures and they were obtained according to predetermined research variables.

Table 1. Research Results According to Characteristics  
Correlation of Principal Leadership on Teacher Performance

Author	Object	County/city	N	R
Muhammad Fadlan (2018)	Ponpes Al Urwatul Wutsqaa Benteng	Kab. Sidrap	25	0,599
Dian Indriani & Nurhikmah (2021)	Pondok Pesantren Ash-Sholihin	Kab. Gowa	17	0,735
Hanuri Tri Wibowo, at all (2023)	Pondok Pesantren Tahfidzul Qur'an Mathla'ul Huda	Kab. Pringsewu	33	0,954
Tiara Sartika (2021)	Ponpes As-Sa'aadah	Kota Tangerang Selatan	33	0,252
Andre M., at all (2023)	Pondok Pesantren Mawaridussalam Deli Serdang	Kab. Deli Serdang	60	0,361
Yulia Rachmawati (2013)	SMK Boarding Islam	Kota Bekasi	52	0,554
Alya Adelia Safrina, at all (2021)	Ponpes Al-Insaniayah	Kota Surabaya	17	0,744
AS Sauri at all (2018)	Ponpes Pasirtengah	Kab. Bogor	13	0,754
Elvi Juniarti, at all	SMPN 12 Boarding	Kota	38	0,259

(2020)	Prabumulih	Prabumulih		
Andi Baso Toto, at all (2019)	MA Kabupaten Maros	Kab. Maros	132	0,238
Yunus Russamsi, at all (2020)	Ponpes Asy-Syifa 2	Kota Bandung	42	0, 630

Source : *Research Results (2023)*

Referring to Table .1 above, researchers chose educational levels based on Islamic educational institutions according to their characteristics. There are 11 levels of Islamic boarding schools used as research samples in Sidrap Regency, Gowa Regency, Pringsewu Regency, South Tangerang City, Deliserdang Regency, Bekasi City, Surabaya City, Bogor Regency, Prabumulih City, Maros Regency and Bandung City. Overall, the highest sample was found in research conducted by Andi baso toto., at all (2019) MA Maros Regency with (N=132), while the lowest was by AS Sauri at all (2018) Islamic boarding school Pasirtengah Regency. Bogor (N = 13).

Table 2. Heterogeneity Test

	Q	df	p
Test Of Residual Heterogeneity	62.456	11	<0,001

Note: *p-values are approximate.*

Note: *The model was estimated using restricted ML method.*

The results of the analysis show that the effect sizes of the 11 studies analyzed are heterogeneous (Q: 62.456; P<0.001), thus the random effect model is more suitable to estimate the average effect size of the 11 studies analyzed. The results of this analysis also identified that there is potential to investigate moderator variables that influence the correlation between principal leadership and teacher performance.

Table 3. Summary effect (Mean Effect Size)

Coefficients

95% Confidence Interval						
	Standar Error	Standar Error	z	p	Lower	Upper
Intercept	0,625	0,115	5,419	<.001	0,399	0,852

Note: *Wald Test*

The results of the analysis using the random effect model show that there is a significant positive correlation between the principal's leadership and the

performance of teacher  $Z; 5,419$   $P; <0.001$ ; 95% (0.399; 0.852). The significant positive correlation between school principal leadership and teacher performance is in the low category ( $r: 0.625$ ). Because based on Cohen's theory in 1988, the random effect criteria were based on the  $r$  category: 0.1/0.1000 in the (low) category,  $r: 0.3/0.3000$  in the (medium) category and  $r: 0.5/0.5000$  in category (high).

**Forest Plot ▼**

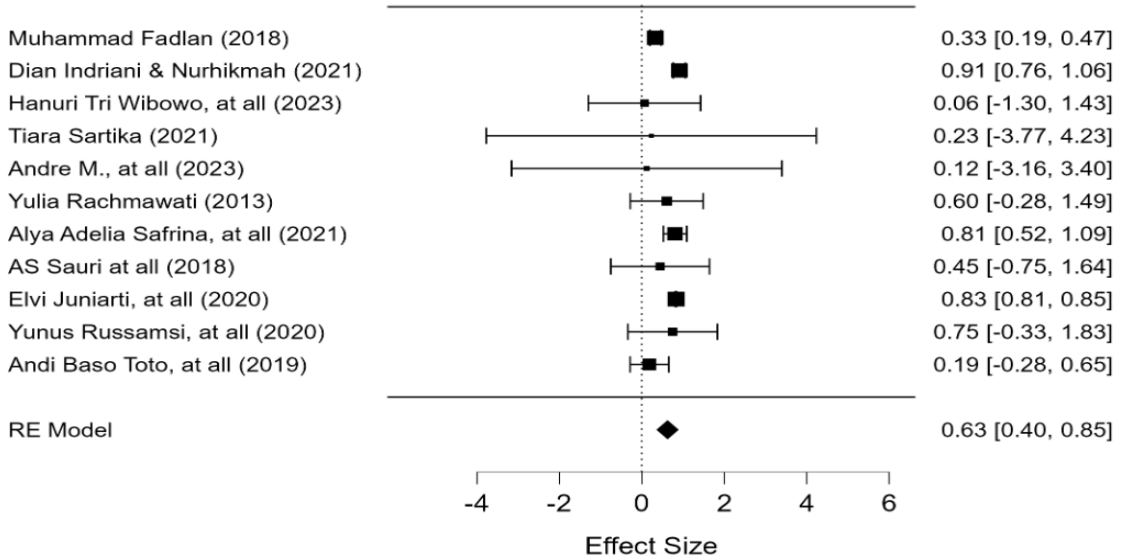


Figure 1. Forest Plot

Then an analysis of the effect size value was carried out. Based on the analysis results, the influence of the size value is 0.625 (0.630) with a standard error of 0.115. In short, the results of the effect size analysis of principal leadership on teacher performance in Islamic boarding schools based on the forest plot results can be seen. The effect size results from the analyzed studies vary in size between 0.06 to 0.91, which can be seen in Figure 1. Forest plot. on.

**Funnel Plot**

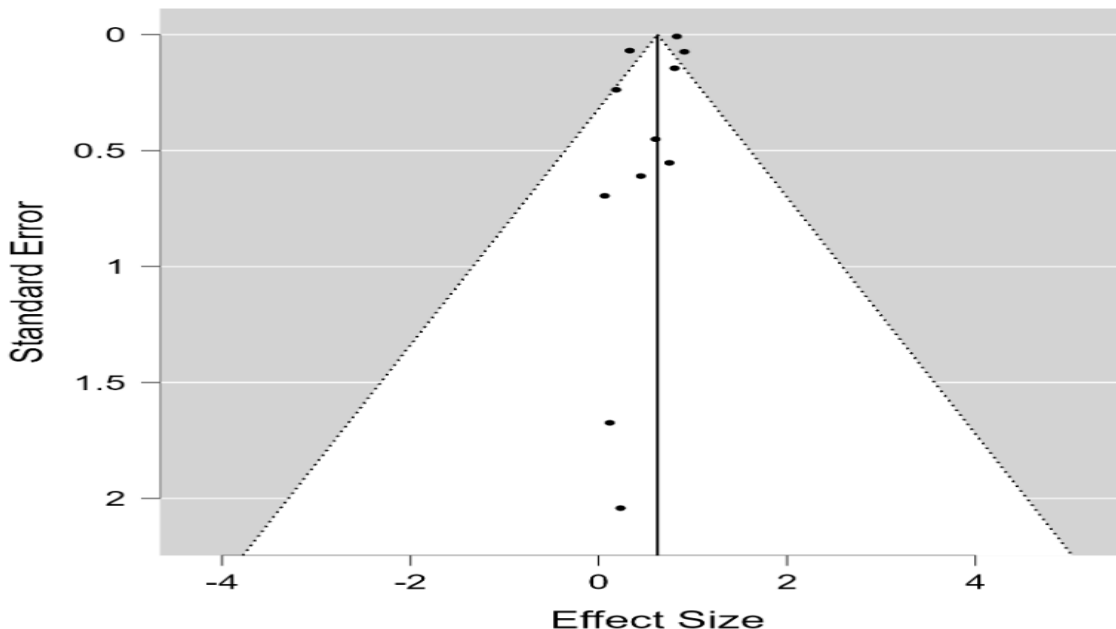




Figure 2. Funnel Plot

As for the funnel plot, we will evaluate publication bias, so a good meta-analysis study is if there is no publication bias problem in the meta-study. Looking at the funnel plot above, it is very difficult to determine whether there is publication bias or not, so researchers need an Egger's test to be able to see in depth.

Table 4. Egger's Test

	z	p
Sei	-0,927	0,354

*Regression test for funnel plot asymmetry*

From Egger's test in table .4 above, the function is to see whether it is symmetrical or not and plays a role in strengthening the funnel plot or funnel plot into which part. So after observing the results we can conclude that the P value; >0.05 confirms that the funnel plot is in the symmetric category, which means there is no problem of publication bias in the meta-analysis study conducted by the researcher.

## CONCLUSION

It can be concluded that the leadership of school principals on teacher performance at Islamic boarding schools has a significant correlation. This can be seen from the results of research which shows that the results of analysis using the random effect model show that there is a significant positive correlation between school principal leadership and teacher performance. Researchers strongly believe that the leadership of the school principal is one of the determining factors in the development of the quality of teaching staff through the process in an educational institution.

Good school principal leadership must be able to strive to improve teacher performance through systematic capacity building programs for educational staff. The principal's leadership is related to the principal's problem of increasing opportunities to hold effective meetings with teachers in a conducive situation. Therefore, researchers are able to draw general or comprehensive conclusions from the results of this research on how the leadership of school principals can be strengthened in educational institutions.

## ADVANCED RESEARCH

This research still has limitations, so further research related to the topic is needed "The Relationship Between Principal Leadership and Teacher

Performance in Islamic Boarding Schools; Meta-Analysis” to perfect this research, as well as increase insight for readers.

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