

## Analysis of the Influence of Leadership on the Performance of Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai Teachers

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### ABSTRACT

This study aims to analyze the influence of leadership on teacher performance at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. The research uses a quantitative approach with a correlational method. The research population was all teachers totaling 32 people, taken as a sample using saturated sampling techniques. Data collection was carried out through a questionnaire with a Likert scale. Data analysis used validity, reliability, simple linear regression, and t-test. The results of the study showed that leadership had a positive and significant effect on teacher performance with a t-value of 3.734 > t table 1.697 and a significance of 0.000 < 0.05. The contribution of leadership to teacher performance is 43.9%. The better the principal's leadership, the higher the teacher's performance.

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## **INTRODUCTION**

Education is the main pillar in educating the life of the nation, as mandated in the Preamble to the Constitution of the Republic of Indonesia in 1945 (Inkiriwang et al., 2020). Through education, the next generation is prepared to master science, technology, and have noble morals. In the current era of the industrial revolution, the demand for the quality of human resources is getting higher, so educational institutions are required to be able to produce competent and competitive graduates. In this context, teachers play a strategic role as the spearhead in the learning process. Optimal teacher performance is an absolute requirement for the realization of national education goals.

However, the reality on the ground shows that teacher performance still faces various challenges. Based on previous research, many problems were found such as low discipline, lack of commitment, and weak mastery of teaching materials and methods. This has an impact on the non-optimal learning process and learning outcomes of students. Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai as one of the basic education institutions under the auspices of the Ministry of Religion is also not spared from this problem. Initial observations indicate that the performance of teachers in this madrasah has not fully reached the expected standard.

Various factors are suspected to affect the high and low performance of teachers. Among them are the leadership of the principal, teacher commitment, work discipline, and madrasah culture. These four variables are interrelated and form an ecosystem that determines the quality of teaching. Leadership is one of the most crucial factors because the principal acts as a driving force, director, and coach for teachers. Without effective leadership, it is impossible for a school to achieve its vision and mission.

Leadership in an educational organization is defined as a person's ability to influence, motivate, and direct their subordinates to work voluntarily and optimally in achieving common goals. According to (Lelo Sintani et al., 2022), leadership is the ability to influence others in such a way that they are willing to do the will of the leader even though it may not be to his personal liking. In the context of madrasahs, school principals must be able to create a climate of mutual trust, respect subordinate ideas, pay attention to the welfare of teachers, and provide professional recognition. These indicators are then used as a benchmark in assessing leadership effectiveness.

Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai is located on Jl. Perintis Kemerdekaan, Dolok Masihul District, Serdang Bedagai Regency, North Sumatra. Established in 1970, this madrasah has achieved A accreditation and has 32 teachers. With adequate facilities, this madrasah is committed to producing a generation that is intelligent and has noble character. However, based on the identification of problems, a number of problems were found related to teacher performance. Among other things, there are still teachers who arrive late, commitments that have not fully supported optimal performance, and madrasah culture that has not been maximized in improving teacher professionalism.

In the midst of these various problems, the leadership of the school principal is the main highlight. The principal as a formal leader has a great responsibility in fostering and improving teacher performance. The leadership style applied will affect the way teachers carry out tasks, interact, and develop themselves. In the thesis, it was explained that good leadership is leadership whose direction is obeyed without coercion, and is able to be an example for all madrasah residents.

Research conducted by (Salsabila et al., 2023) shows that the leadership of the principal has a significant effect on teacher performance. Similarly, the results of the study (Septiana & Ivada, 2013) who found that the leadership of teachers (in this case the principal) had a positive contribution to student learning achievement. These findings confirm that leadership quality cannot be ignored in efforts to improve the quality of education. Therefore, it is important to examine more deeply how leadership influences teacher performance at MIN 3 Serdang Bedagai.

The implications of the results of this study are very important for the management of madrasahs. School principals need to continue to strengthen participatory, democratic, and situational leadership styles in accordance with the needs of teachers. Providing motivation, awards, and attention to the welfare of teachers must be a priority. In addition, the principal must also be able to be an example in discipline and commitment, so that teachers are motivated to improve their performance.

The recommendations put forward in the thesis emphasize the need to improve teacher discipline because this variable has the least influence. Despite this, leadership remains the main key in instilling the values of discipline and commitment. School principals can tighten supervision, provide educational sanctions, and create a positive madrasah culture. Thus, the synergy between leadership, commitment, discipline, and culture will result in better teacher performance.

In closing, the analysis of the influence of leadership on teacher performance at MIN 3 Serdang Bedagai shows that the role of the principal greatly determines the quality of education in the madrasah. With a contribution of almost 44%, leadership is the dominant variable that needs to be continuously developed. This research is expected to be an evaluation material for madrasah heads, teachers, and related parties in an effort to improve the quality of learning. In the future, similar studies can be expanded by adding other variables such as work motivation, pedagogic competence, or parental support, so that the picture of factors that affect teacher performance becomes more comprehensive.

## LITERATURE REVIEW

### *Basic Concepts of Leadership*

Leadership is one of the key factors in the success of an organization, including educational organizations. In the context of human resource management, leadership is defined as a person's ability to influence others, both subordinates and colleagues, so that they are willing to work voluntarily and optimally in achieving common goals. According to (Khosiah & Maryani, 2020), leadership is a person's ability to influence others, in this case his subordinates in such a way that others are willing to do the will of the leader even though he may personally dislike it. This definition emphasizes the aspects of influence and voluntary obedience that are at the core of effective leadership.

The importance of leadership in an organization cannot be ignored. Organizations that have strong and effective leadership will find it easier to lay a foundation of trust in their members, while organizations with weak leadership will find it difficult to gain the trust of their members (V. Rivai, 2013). Leadership is also seen as a process of social influence in which leaders seek voluntary participation from subordinates in an effort to achieve organizational goals (Nugroho et al., 2016). Thus, leadership is not only concerned with formal positions, but also with the interpersonal abilities and social influence that a person has.

In a broader perspective, leadership qualities can encourage a person to have a successful and happy career. Research shows that organizations with strong leadership at all levels achieve superior business outcomes, while organizations with inconsistent or inferior leadership are less likely to fail (Ulrich & Smallwood, 2008). This shows that leadership is not just an individual attribute, but a strategic factor that determines the direction and sustainability of the organization.

### *Leadership Theory and Style*

Various theories and leadership styles have been developed to understand how leaders can be effective in carrying out their roles. (Takdir & Ali, 2018) Dividing the leader's function into three types, namely the interpersonal function and the decision-making function. Interpersonal functions include the role of monitor, disseminator, and spokesperson. Meanwhile, the functions of decision-makers include the role of entrepreneurial, disturbance handler, resource allocator, and negotiator. These functions demonstrate the complexity of the leader's role in the organization.

Leadership style is a representation of the leader's philosophy, skills, and attitude in leading. (Mattayang, 2019) Identify five forms of leadership style, namely situational style, goal oriented style, participation style, democratic style, and autocratic style. Situational styles are characterized by openness, attention to subordinates, and the ability to take risks. The goal-oriented style emphasizes more on control and supervision because leaders consider subordinates to be inherently lazy. The participation style invites subordinates to play an active role in decision-making. The democratic style emphasizes on joint decisions and two-way communication. Meanwhile, the autocratic style is more limited in giving direction.

Factors that affect a manager's leadership style include the characteristics of the manager himself, the characteristics of his subordinates, and the characteristics of the organization (Dengen et al., 2025). A manager's educational background, past experience, values, and beliefs will greatly determine how he leads. Similarly, the level of experience and knowledge of subordinates will affect the extent to which the leader provides freedom and participation. The organizational climate and type of work also help shape the leadership style chosen.

### *Teacher Performance and its Dimensions*

Teacher performance is a central concept in education management because it is directly related to the quality of the learning process and outcomes. In general, performance is defined as the result or level of a person's overall success in carrying out tasks compared to various possibilities such as work output standards, targets, or predetermined criteria (Septiana & Ivada, 2013). In the context of teachers, performance includes the appearance of work behavior characterized by flexibility of movement, rhythm, and work sequence that corresponds to procedures so that results that meet the requirements of quality, speed, and quantity are obtained.

According to (Nana, 2016) Teacher performance is a teacher's ability that has a lot to do with efforts to improve learning processes and outcomes, namely planning teaching and learning programs, implementing and leading the teaching and learning process, assessing the progress of the teaching and learning process, and mastering lesson materials. This definition emphasizes that teacher performance is not only limited to the implementation of learning in the classroom, but also includes comprehensive planning, evaluation, and mastery of the material.

(Ismail, 2010) stating that performance is defined as good performance to achieve the goals desired by a teacher. This means that teacher performance is the result or output of a process that is influenced by various factors, both internal and external. These factors include physiological needs, security, affiliation, rewards, and self-actualization as stated by Abraham Maslow. Thus, teacher performance cannot be separated from motivation and the psychological conditions behind it.

(Octavia, 2020) Identifying the characteristics of good teacher performance, including: understanding and respecting students, respecting the subject matter, adjusting the teaching method to the subject matter, adapting the subject matter to individual ability, activating students in learning, providing understanding not only words, connecting lessons to student needs, and having clear goals in each lesson. These characteristics show that superior teacher performance is holistic, including cognitive, affective, and psychomotor aspects.

### ***The Relationship of Leadership to Teacher Performance***

The leadership of school principals has a strategic role in improving teacher performance. As a formal leader in the school, the principal is responsible for the continuity of the organization and the success of the achievement of educational goals. The success of a school is not only determined by the resources it has, but also by how those resources are managed and directed. In this case, the leadership of the principal is a determining factor in creating a conducive work climate, motivating teachers, and providing clear directions.

The principal functions as an educator, manager, administrator, motivator, and supervisor (Wahidah et al., 2024). These functions must be carried out synergistically to support the improvement of teacher performance. As an educator, the principal must be able to provide an example in terms of mastery of science and teaching skills. As a manager, he must be able to manage resources effectively and efficiently. As an administrator, he is responsible for the smooth running of the school's administration. As a motivator, he must be able to arouse the teacher's work spirit. And as a supervisor, he must conduct continuous coaching and supervision.

The leadership style applied by the principal will affect the perception and behavior of the teacher. Participatory and democratic leadership tends to encourage teachers to be more involved in decision-making, feel valued, and have a sense of belonging to the school. On the other hand, authoritarian leadership can lead to dissatisfaction, lower motivation, and inhibit teacher creativity. Therefore, the principal needs to choose a leadership style that is in accordance with the characteristics of the teacher and the situation faced.

Indicators of effective leadership according to (Kuswaeri, 2016) It includes a climate of mutual trust, respect for subordinate ideas, taking into account subordinate feelings, attention to work comfort, attention to subordinate welfare, taking into account the work satisfaction factor, and recognition of subordinate status professionally. If these indicators are met, teachers will feel appreciated and supported, so they are motivated to work better. Thus, good leadership will create a positive work environment and encourage improved teacher performance.

## **METHODOLOGY**

### ***Types and Approaches to Research***

This study uses a quantitative approach with a correlational research method. The quantitative approach was chosen because this study aims to test the hypothesis regarding the influence of leadership variables on teacher performance through objective measurement and statistical analysis. The correlational method is used to determine the relationship and degree of influence between the independent variable (leadership) and the bound variable (teacher performance). As stated by (Sugiyono, 2017), quantitative research is a research method based on the philosophy of positivism, used to research a specific population or sample, data collection using research instruments, statistical data analysis with the aim of testing a hypothesis that has been established.

This research is explanatory, that is, explaining the causal relationship between leadership variables and teacher performance. With this design, the researcher wants to prove how much the principal's leadership contributes in improving teacher performance at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. The quantitative approach allows researchers to generalize research results in a limited way to the population being studied and provide an objective picture of the phenomena that occur in the field.

### ***Location, Population, and Research Sample***

This research was carried out at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai which is located at Jl. Perintis Kemerdekaan, Dolok Masihul District, Serdang Bedagai Regency, North Sumatra Province. The selection of the location was based on the consideration that this madrasah is a state educational institution with A accreditation and has an adequate number of teachers to be used as the subject of research. In addition, problems related to teacher performance identified in the preliminary study make this location relevant for further research.

The population in this study is all teachers who serve at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai which totals 32 people. According to (Sugiyono, 2016), population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions. Given the relatively small population, the sample determination technique used is the saturated sampling technique or total sampling, where the entire population is used as a research sample. Thus, the number of samples in this study is 32 teachers.

### ***Variable Operational Definition***

This study focuses on two main variables, namely leadership as an independent variable and teacher performance as a bound (dependent) variable. The operational definition of each variable needs to be explained to provide a common understanding of the concept being measured and be the basis for the preparation of research instruments.

The leadership variable is defined as the ability of the principal to influence, direct, and motivate teachers to work optimally in achieving the goals of the madrasah. Refer to opinions (Kuswaeri, 2016), leadership is a person's ability to influence others in such a way that they are willing to do the will of the leader even though it may not be to his personal liking. Indicators used to measure leadership variables include: climate of mutual trust between leaders and subordinates, appreciation for teachers' ideas and ideas, taking into account teachers' feelings in decision-making, attention to teachers' work comfort, attention to teachers' welfare, taking into account teachers' job satisfaction factors in completing tasks, and recognition of teachers' status appropriately and professionally.

Teacher performance variables are defined as the results of work achieved by teachers in carrying out their main duties and functions as educators, which include planning, implementing, and evaluating learning. According to (Nana, 2016), teacher performance is the ability of teachers to improve learning processes and outcomes, namely planning teaching and learning programs, implementing and leading the teaching and learning process, assessing the progress of the teaching and learning process, and mastering lesson materials. The indicators of teacher performance in this study refer to the opinion of Robbins (2006:260) which includes: quality of work, quantity of work, punctuality in completing tasks, effectiveness in carrying out work, and independence in carrying out tasks.

### ***Data Collection Techniques***

The data collection techniques used in this study are questionnaires, literature studies, and documentation studies. These three techniques were chosen to obtain comprehensive and scientifically accountable data.

Questionnaires or questionnaires are the main data collection technique carried out by distributing a list of questions to respondents, namely all teachers who are research samples. The questionnaire is compiled based on the indicators of each variable that have been determined in the operational definition. The answers to the questionnaire used the Likert scale with five alternative choices, namely Strongly Agree (SS) given a weight of 5, Agree (S) given a weight of 4, Disagree (KS) given a weight of 3, Disagree (TS) given a weight of 2, and Strongly Disagree (STS) given a weight of 1. The use of the Likert scale allows researchers to quantitatively measure respondents' attitudes, opinions, and perceptions.

Literature studies are conducted to obtain secondary data through document materials, literature, and other written sources relevant to the research. This secondary data is used to complement and reinforce the primary data obtained from the questionnaire. Literature sources include books on human resource management, education management, leadership theory, performance theory, and scientific journals related to research topics.

The documentation study was carried out by collecting the required data from official documents owned by Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. These documents include madrasah profiles, teacher data, organizational structure, and other documents relevant to the research. The documentation study aims to obtain an overview of the research location as well as the supporting data required in the analysis.

### ***Instrument Validity and Reliability Test***

Before the research instrument is used to collect data, validity and reliability tests are first carried out to ensure that the instrument is feasible and trustworthy. The validity test aims to measure the extent of the accuracy of an instrument in measuring what is to be measured. Validity testing was carried out by calculating the correlation between the score of each question item and the total score using the product moment correlation formula. The test criterion is that the question item is declared valid if the calculated  $r$  value is greater than the  $r$ -value of the table at a significance level of 5% ( $\alpha = 0.05$ ) with the degree of

freedom (df) = n-2, where n is the number of samples. For a sample of 32 people, the table r value at df = 30 was 0.2960.

Reliability tests are carried out to find out the extent to which the research instrument can provide consistent results when used to measure the same object repeatedly. The reliability test in this study used Cronbach's Alpha technique. The instrument is declared reliable if the value of Cronbach's Alpha coefficient is greater than 0.60. This value indicates that the instrument has sufficient internal consistency so that it can be relied upon as a data collection tool.

### *Data Analysis Techniques*

The data analysis techniques used in this study include descriptive analysis and quantitative analysis with inferential statistics. Descriptive analysis was used to describe the characteristics of respondents and the distribution of respondents' answers to each research variable. The data collected is presented in the form of frequency and percentage tables to provide a clear picture of the leadership condition of the principal and the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai.

Quantitative analysis is carried out using statistical methods to test research hypotheses. Before conducting a hypothesis test, a classical assumption test was first carried out which included a data normality test, a linearity test, and a heteroscedasticity test. The normality test aims to find out whether the data is normally distributed, which is one of the requirements in regression analysis. The linearity test is used to find out if the relationship between the free variable and the bound variable is linear. The heteroscedasticity test aims to find out whether there is variance from residual variance in the regression model.

Hypothesis testing in this study used simple linear regression analysis. Simple linear regression analysis was used to determine the influence of the leadership variable (X) on the teacher performance variable (Y). The regression equation used is  $Y = a + bX + e$ , where Y is the teacher's performance, a is constant, b is the regression coefficient, X is leadership, and e is the standard error. The value of the regression coefficient (b) indicates the magnitude of the change in the bound variable due to a change in one unit in the independent variable. A positive or negative sign on the regression coefficient indicates the direction of the relationship between the two variables.

### *Hypothesis Test*

Hypothesis testing was partially carried out using a t-test. The t-test is used to find out whether individual leadership variables have a significant effect on teacher performance variables. The formula used in the t test is  $t = (r\sqrt{(n-2)})/\sqrt{(1-r^2)}$ , where r is the correlation coefficient and n is the number of samples. The test criterion is that the research hypothesis (Ha) is accepted if the calculated t-value is greater than the table t-value at a significance level of 5% with the degree of freedom (df) = n-2. Conversely, the research hypothesis is rejected if the calculated t-value is smaller than the table t-value.

In addition to the t-test, the determination coefficient ( $R^2$ ) was also calculated to find out how much contribution or contribution the leadership variable to the teacher's performance variable. The coefficient of determination is expressed in a percentage that indicates the proportion of variation of the bound variable that can be explained by the free variable. The value of  $R^2$  ranges from 0 to 1, where a value close to 1 indicates that the free variable provides almost all the information needed to predict the variation of the bound variable. Thus, this study not only examines the significance of the influence, but also measures the magnitude of the influence of leadership on the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai.

## RESEARCH RESULT

### *Instrument Validity and Reliability Test*

Before conducting data analysis, a validity and reliability test was first carried out on the research instruments used to measure the variables of leadership and teacher performance. The validity test was carried out by comparing the value of  $r$  calculated with  $r$  table at a significance level of 5% with degrees of freedom ( $df$ ) =  $n-2$  = 30, where the  $r$  value of the table was 0.2960.

**Table 1. Results of the Leadership Variable Validity Test ( $X_1$ )**

Variabel	r count	r Table	Significance Value	Remarks
$X_{1.1}$	0,596	0,2960	0.000 < 0.05	Valid
$X_{1.2}$	0,425	0,2960	0.000 < 0.05	Valid
$X_{1.3}$	0,517	0,2960	0.000 < 0.05	Valid
$X_{1.4}$	0,534	0,2960	0.000 < 0.05	Valid
$X_{1.5}$	0,447	0,2960	0.000 < 0.05	Valid
$X_{1.6}$	0,528	0,2960	0.000 < 0.05	Valid
$X_{1.7}$	0,432	0,2960	0.000 < 0.05	Valid
$X_{1.8}$	0,573	0,2960	0.000 < 0.05	Valid
$X_{1.9}$	0,486	0,2960	0.000 < 0.05	Valid
$X_{1.10}$	0,534	0,2960	0.000 < 0.05	Valid

*Source: Data Processing Results, 2025*

**Table 2. Results of the Validity Test of Teacher Performance Variables (Y)**

Variabel	r count	R table	Significance Value	Remarks
Y.1	0,543	0,2960	0.000 < 0.05	Valid
Y.2	0,562	0,2960	0.000 < 0.05	Valid
Y.3	0,712	0,2960	0.000 < 0.05	Valid
Y.4	0,605	0,2960	0.000 < 0.05	Valid
Y.5	0,645	0,2960	0.000 < 0.05	Valid
Y.6	0,529	0,2960	0.000 < 0.05	Valid
Y.7	0,665	0,2960	0.000 < 0.05	Valid
Y.8	0,587	0,2960	0.000 < 0.05	Valid
Y.9	0,613	0,2960	0.000 < 0.05	Valid
Y.10	0,565	0,2960	0.000 < 0.05	Valid

*Source: Data Processing Results, 2025*

Based on Table 1 and Table 2, all question items for the teacher's leadership and performance variables had a calculated r value greater than the table r (0.2960) with a significance value of less than 0.05. This shows that all question items are declared valid and suitable for use as research instruments.

**Table 3. Reliability Test Results**

Variabel	Cronbach's Alpha	N of Items	Remarks
Leadership (X <sub>1</sub> )	0,786	10	Reliabel
Teacher Performance (Y)	0,871	10	Reliabel

*Source: Data Processing Results, 2025*

The results of the reliability test showed that the Cronbach's Alpha value for the leadership variable was 0.786 and the teacher performance variable was 0.871, both of which were greater than 0.60. Thus, the research instrument is declared reliable and can be used for data collection.

*Description of Research Variables*

**Table 4. Respondents' Assessment of Leadership Variables (X<sub>1</sub>)**

No	Item	Alternatif	Jawaban				Jumlah
	SS (5)	S (4)	KS (3)	TS (2)	STS (1)		
1	20	10	2	0	0		32
2	22	8	2	0	0		32
3	24	6	2	0	0		32
4	23	8	1	0	0		32
5	22	9	1	0	0		32
6	17	13	2	0	0		32
7	20	11	1	0	0		32
8	21	9	2	0	0		32
9	22	8	2	0	0		32
10	21	8	3	0	0		32

*Source: Data Processing Results, 2025*

Table 4 shows that in general, respondents gave a positive assessment of the leadership at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. This can be seen from the dominance of "Strongly Agree" and "Agree" answers in each question item, with a relatively small number of respondents stating "Disagree", and no respondents stating "Disagree" or "Strongly Disagree".

**Table 5. Respondents' Assessment of Teacher Performance Variables (Y)**

No	Item	Alternatif	Jawaban				Jumlah
	SS (5)	S (4)	KS (3)	TS (2)	STS (1)		
1	23	7	2	0	0		32
2	24	6	2	0	0		32
3	23	6	3	0	0		32
4	22	8	2	0	0		32
5	24	6	2	0	0		32
6	26	4	2	0	0		32
7	25	6	1	0	0		32
8	24	7	1	0	0		32
9	19	11	2	0	0		32
10	22	9	1	0	0		32

Source: Data Processing Results, 2025

Table 5 shows that the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai was assessed well by the respondents. The majority of responses were in the "Strongly Agree" and "Agree" categories for each question item, with only a small percentage of respondents giving "Disagree" answers, and no respondents stating "Disagree" or "Strongly Disagree".

### Simple Linear Regression Analysis

Simple linear regression analysis was used to determine the influence of the leadership variable ( $X_1$ ) on the teacher performance variable (Y). The results of the regression analysis are presented in the following table:

**Table 6. Results of Simple Linear Regression Analysis**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	5,221	1,436		7,668 0,000
Leadership	0,439	0,138	0,352	3,734 0,000

Source: Data Processing Results, 2025

Based on Table 6, the regression equation is obtained as follows:

$$Y = 5.221 + 0.439X_1 + e$$

The regression equation can be interpreted as follows:

- The constant value of 5.221 indicates that if there is no influence of the leadership variable ( $X_1 = 0$ ), then the teacher's performance value is 5.221 units.
- The regression coefficient of the leadership variable of 0.439 indicates that every one unit increase in the leadership variable will increase teacher performance by 0.439 units, assuming other factors are considered constant.

### **Hypothesis Testing (t-test)**

Hypothesis testing was partially carried out to find out whether leadership variables had a significant effect on teacher performance. The testing criteria are:

- If  $t$  calculates  $>$   $t$  table, then  $H_0$  is subtracted and  $H_a$  is accepted
- If  $t$  counts  $<$   $t$  table, then  $H_0$  is accepted and  $H_a$  is rejected

The value of the table  $t$  at the significance level of 5% with degrees of freedom ( $df$ ) =  $n-2 = 30$  is 1.697.

**Table 7. Results of the t-test (partial)**

Variabel	t count	T table	Say.	Remarks
Leadership	3,734	1,697	0,000	Signifikan

*Source: Data Processing Results, 2025*

Based on Table 7, the calculated  $t$  value for the leadership variable was 3.734, while the table  $t$ -value was 1.697. Thus,  $t$  count (3.734)  $>$   $t$  table (1.697) and significance value  $0.000 < 0.05$ . This shows that  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that leadership has a positive and significant effect on the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai.

### **Coefficient of Determination ( $R^2$ )**

The determination coefficient is used to find out how much the contribution or contribution of the leadership variable to the teacher's performance.

**Table 8. Determination Coefficient Test Results**

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,352	0,439	0,412	1,43432

*Source: Data Processing Results, 2025*

Table 8 shows the R Square value of 0.439 or 43.9%. This means that the leadership variable contributes 43.9% to the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. The remaining 56.1% was influenced by other factors that were not studied in this study, such as teacher commitment, teacher discipline, madrasah culture, work motivation, pedagogic competence, and other factors.

## **DISCUSSION**

The results of the study show that leadership has a positive and significant effect on the performance of teachers at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai. This is evidenced by a calculated  $t$  value of 3.734 which is larger than the  $t$  table (1.697) and a significance value of 0.000 which is smaller than 0.05. The regression coefficient of 0.439 indicates that every one unit increase in the leadership variable will be followed by an increase in teacher performance of 0.439 units. In addition, a determination coefficient ( $R^2$ ) of 0.439 showed that leadership contributed 43.9% to teacher performance, while the remaining 56.1% was influenced by other factors not studied in this study.

These findings reinforce the leadership theory put forward by (Kurniawati et al., 2020) which states that leadership is a person's ability to influence others, in this case his subordinates, in such a way that others are willing to do the will of the leader even though he may not personally like it. In the context of madrasas, the ability of school principals to influence, direct, and motivate teachers is a determining factor in improving their performance. Teachers who feel positively influenced by the principal's leadership will tend to work more optimally and show better performance.

The results of this study are also in line with the opinion (A. Rivai, 2020) which emphasizes that leadership is very important in an organization because an organization that has good leadership will easily lay the foundation of trust in its members. At Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai, the trust built between the principal and teachers is an important social capital in creating a conducive work climate. Teachers who trust their leaders will be more receptive to direction, more motivated, and ultimately show higher performance.

Furthermore, the theory put forward by (Kreitner, R., & Kinicki, 2014) About leadership as a process of social influence in which leaders seek voluntary participation from subordinates in an effort to achieve organizational goals is also relevant to the findings of this study. The principal at MIN 3 Serdang Bedagai seemed to be able to create voluntary participation from teachers, which was reflected in the respondents' positive assessment of leadership indicators such as a climate of mutual trust, respect for subordinate ideas, and attention to work comfort. This voluntary participation then encourages teachers to work with full responsibility and dedication, which ultimately improves their performance.

The findings of this study also support the statement (Ulrich & Smallwood, 2008) that leadership qualities can encourage a person to have a successful and happy career. Organizations with strong and effective leadership achieve superior results. In the context of education, strong leadership of principals will create a work environment that supports the professional development of teachers, so that teachers feel happy and satisfied at work, which in turn improves their performance. This is reflected in the respondents' assessment of leadership indicators which show that the principal pays attention to the welfare of teachers and the job satisfaction factor.

Reviewed from the theory of leadership style (Dengen et al., 2025), the findings of this study indicate that school principals at MIN 3 Serdang Bedagai are likely to adopt a participatory and democratic leadership style. This can be seen from the leadership indicators used in the research, such as appreciation for subordinate ideas, taking into account teachers' feelings, and recognition of teachers' professional status. A participatory leadership style that invites subordinates to play an active role in the decision-making process and a democratic leadership style that emphasizes shared decisions have proven to be effective in improving teacher performance.

Teacher performance, which is a bound variable in this study, is defined as the outcome or level of a person's overall success in carrying out tasks compared to various possibilities, such as work output standards, targets, or predetermined criteria (Abas, 2017). According to (Nana, 2016), teacher performance is the ability of teachers to improve learning processes and outcomes, namely planning teaching and learning programs, implementing and leading the teaching and learning process, assessing the progress of the teaching and learning process, and mastering lesson materials. Teacher performance indicators in this study include work quality, work quantity, punctuality, effectiveness, and independence (Robbins & Coulter, 2005).

In the context of MIN 3 Serdang Bedagai, the descriptive results showed that respondents gave a positive assessment of the principal's leadership. This indicates that the principal has carried out his function quite well. However, there is still room for improvement, especially in indicators that receive a "disagree" rating from a small number of respondents. School principals need to identify areas that still need improvement and make continuous improvements.

This research also shows the importance of psychological aspects in the relationship between leadership and teacher performance. Teachers who feel valued, cared for, and supported by the principal will have a high intrinsic motivation to work better. This is in line with Maslow's hierarchy of needs theory which states that the need for reward and self-actualization is a strong motivator at work. Principals who are able to meet the psychological needs of teachers will encourage teachers to achieve their best performance.

Finally, the findings of this research contribute to the development of education management science and become evaluation material for madrasah managers in an effort to improve the quality of education. Strengthening the leadership of school principals must be a top priority, considering the large contribution of leadership to teacher performance. With strong and effective leadership, MIN 3 Serdang Bedagai will be able to produce the next generation of the nation who are intelligent, noble, and globally minded, in accordance with the vision and mission of the madrasah.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of research and discussion on the influence of leadership on teacher performance at Madrasah Ibtidaiyah Negeri 3 Serdang Bedagai, it can be concluded that leadership has a positive and significant effect on teacher performance. This is evidenced by a calculated t value of  $3.734 > t$  table  $1.697$  and a significance value of  $0.000 < 0.05$ . The regression coefficient of  $0.439$  indicates that every improvement in leadership will be followed by an improvement in teacher performance. The contribution of leadership to teacher performance reached  $43.9\%$ , while the remaining  $56.1\%$  was influenced by other factors such as commitment, discipline, madrasah culture, and work motivation. School principals need to maintain and improve the quality of leadership, especially in the aspects of the climate of mutual trust, appreciation for teachers' ideas, and attention to teachers' welfare to continue to improve teacher performance in the future.

## **ADVANCED RESEARCH**

Future research is recommended to examine the influence of leadership on employee performance by incorporating additional variables such as organizational culture, job satisfaction, and work motivation in different educational settings.

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