

## THE EFFECT OF MANAGERIAL CAPABILITIES OF THE HEAD OF MADRASAH AND TASK COMMITMENT ON TEACHER PERFORMANCE AT MAS PAB 02 HELVETIA

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### Abstract

In general, this study aims to determine 1) the effect of the managerial ability of the madrasah principal on teacher performance at MAS PAB 02 Helvetia, 2) the effect of the principal's task commitment on teacher performance at MAS PAB 02 Helvetia, 3) the effect of the principal's managerial ability and task commitment on teacher performance at MAS PAB 02 Helvetia. For the managerial ability of the madrasah principal the highest score was 6 people at 15%, the average score was 21 people at 52.5%, and the low score was 13 people at 32.5%. The distribution of task commitment scores was at the highest score of 18 people at 45%, the average score being 18 people at 45%, and the low score being 4 people at 10%. And for teacher performance, the highest score was 13 people at 32.5%, the medium score was 20 people at 50%, and the low score was 7 people at 17.5%. The managerial ability of the madrasah principal has an influence on teacher performance with a coefficient of 0.242 and through the t test that has been carried out it is obtained t count = 2.293 while the t table value = 2.026. By obtaining  $t_{hitung} > t_{tabel}$  shows that the relationship is both positive and significant. The madrasah principal's task commitment also has an influence on teacher performance with a coefficient of 0.395 and through the t-test that has been carried out, it has obtained t count = 3.689 while t table = 2.026. By obtaining  $t_{hitung} > t_{tabel}$  shows that the relationship is both positive and significant. And simultaneous testing is done so that obtained the calculated F value of  $9.405 > 3.24$  and value the significance of F is  $0.000 < 0.05$ . So that the significance value of  $F < 0.05$  is obtained, then the influence of the managerial ability of the madrasah principal and task commitment on teacher performance at MAS PAB 02 Helvetia is acceptable (significant).

**Keywords:** *Managerial Ability; Task Commitment; Teacher Performance.*

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## INTRODUCTION

Performance is an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Performance is defined as something that is achieved, the achievements shown and the ability to work. Performance can be measured through certain measurements (standards), quality is related to the quality of work produced, while quantity is the amount of work produced within a certain period of time, and timeliness is the suitability of the planned time.

To carry out the educational process, educators and education staff are needed. Therefore, to achieve an educational goal, a teacher is involved. Teachers are determinants of educational success through their performance at the institutional and instructional levels. The position of teachers as professionals has a vision of realizing the implementation of learning in accordance with the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education. However, that teacher competence has a very positive effect on teacher performance. So with that the ability of a teacher's competence is also very influential on the results of teacher performance (Koswara & Rasto, 2016: 62).

The head of the madrasah is the leader of the madrasah or an institution where it is a place to receive and give lessons. A leader must have managerial skills and understand things that are technical in nature in order to make it easier in terms of directing and fostering educational staff in madrasah. He must have the skills to communicate with others, have the expertise to interact, build relationships and socialize, so that his leadership is effective.

Managerial skills that must be possessed by a leader are: 1) skills in leading, 2) skills in human relations, 3) skills in group processes, 4) skills in personnel administration, 5) skills in assessing (UPI Lecturer Team, 2009: 128-129). In addition, madrasah principals also need skills in communication in order to empower existing resources in order to realize quality education (Syafaruddin et al., 2020: 227).

The head of the madrasah who has the ability to carry out management functions well will make a leader who is able to encourage and enforce the discipline of his employees so that his employees are able to show the productivity of the work they have carried out. The managerial ability of the madrasah principal is also marked by the existence of programs that have been formulated, implemented, and evaluated.

In addition to the managerial ability of the principal, the level of commitment of the principal's duties greatly affects the performance to be achieved by a teacher. Task commitment is the ability and willingness to align personal behavior with organizational needs, priorities, tasks and goals. A committed madrasah principal is a madrasah principal who has a strong desire to be a leader in carrying out his duties, roles and responsibilities, a strong ability to work and strive for the interests of the madrasah, has trust and acceptance of the values and goals of the madrasah. Commitment makes a madrasah principal to be loyal to the madrasah, therefore it is very necessary to have dedication to the madrasah to continue to work and carry out his obligations properly and correctly (Aisyah, 2019: 21). The commitment of the madrasah principal can be seen from his behavior in carrying out his main duties and functions as a madrasah head and plays a big role in every madrasah activity. Commitment itself can be influenced by motivation, level of discipline and work environment. As a leader, the behavior of the madrasah principal will have an influence on the behavior of members in the madrasah. The head of the madrasah must also have the ability to influence teachers and other education personnel and have good managerial skills so that they can work together in achieving the goals of the madrasah (Chintia et al., 2018: 36).

The explanation from the description above explains that teacher performance affects the quality of education, so teachers have a great responsibility in the advancement of education. As educators, teachers must be able to improve the quality of their performance so that the quality of education will also increase. Factors that affect teacher performance are the managerial ability of the madrasah principal and the task commitment of a madrasah principal himself. This study was conducted to explain the effect of the managerial ability of the madrasah principal and task commitment on teacher performance.

The word management comes from the Italian word "maneggiare" which means "to control", especially controlling a horse which comes from the Latin manus which means hand. This word is then influenced from the French language manage which means horse ownership. In addition, management comes from the word to manage which means to regulate, which is to regulate all elements of management. According to Terry in Mesiono (2012:2) management is a distinct process consisting of planning, organizing, executing and controlling actions performed to determine and accomplish predetermined objectives using other human resources. Furthermore, that management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Meanwhile, according to Parker in Hidayat and Wijaya (2017: 63) explained that management is the art of doing work through people.

Managers are also defined as people who are responsible for the work of people in the organization (Suprpto, 2013: 5). Fattah explained that managerial practice is an activity carried out by managers (Fattah, 1999: 13). The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students who receive lessons (Mulyono, 2008: 34). It can be said that the head of the madrasah is said to be a leader in the education unit whose task is to carry out the management of the educational unit he leads. At the operational level, the madrasah principal is the person at the forefront of coordinating madrasah activities in the context of creating quality learning activities (Mataputun, 2018: 25-26).

The success of a madrasah is very dependent on the function of the principal as a manager and planner as well as controlling the activities carried out by people who are in a madrasah. The progress of a madrasah cannot be separated from the managerial competence that is played and owned by the madrasah principal. In this case, the principal needs to implement a Total Quality Management (TQM) management model that prioritizes customer satisfaction, and continuous improvement (Nailissa'adah, 2017: 234). Therefore, it is important to note that the head of the madrasah divides the job description according to the expertise of the teacher, not to allow the head of the madrasah to have multiple positions because it will only make the management process ineffective (Yusutria, 2018: 530).

No matter how grand and sophisticated the facilities and infrastructure of a madrasah are, if they are not managed and cared for properly by the madrasah principal and the school's bureaucratic apparatus, it will be in vain. The madrasah principal is the education manager and the main spearhead in managing education at the madrasah level. Because in essence management is a managerial process or the implementation of management functions in madrasah is carried out by the head of the madrasah as the education manager, then the head of the madrasah is required to have good managerial skills in leading the school.

Commitment is a person's decision with himself, whether he will do something or not. Ethically, commitment shows the strength of will, firmness of attitude, sincerity, and determination to do better. In line with that, Sagala explained that commitment is the most basic thing for everyone in his work, both as a leader and as a member, without a commitment the tasks given to him are difficult to carry out properly (Sagala, 2013: 23).

If a person is committed, it means that he decides for himself to carry out an activity for which he will be accountable to himself and his family, to his superiors, to his community, and to God Almighty. Someone who is committed based on his intention to carry out an activity based on ethical and moral values to achieve the best results. One of the simplest and most effective ways to build and strengthen an attitude of responsibility is to make an intention and stick to it, find out what it can do based on its unique potential and can be done and pledge to stay true to that commitment (Sagala, 2013: 23).

According to Munandar (2004:25) Commitment to the task is an internal motivation that encourages people to persevere and be tenacious in doing the task, despite experiencing various

obstacles. According to Monks (1992: 245) that commitment to the task is a personal trait that is shown to achieve extraordinary achievements. The motivation provides the energy needed to achieve goals, also selects, and determines direction. Furthermore, Terman revealed that commitment to the task is the characteristics of persistent perseverance in achieving the ultimate goal, integration towards goals, self-confidence and freedom from feelings of inferiority (Hawadi & Akbar, 2002: 140). In addition, commitment to the task is a necessary condition for achieving an achievement (Porter, 2005: 160).

Performance is a word in Indonesian from the basic word "work" which translates words from foreign languages as achievement, it can also mean the result of work. Performance is basically what employees do and don't do (Pianda, 2018: 11-12). Meanwhile, according to Susanto (Susanto, 2016) performance is the level of achievement of results on the implementation of certain tasks in the context of achieving organizational goals.

The performance of teachers who are in a school organization, the teacher occupies a very important role in the education and learning process in preparing students to achieve the competencies that have been determined. The role of the teacher is not only limited to transferring knowledge, but more than that, the teacher also acts as a guide and director in the implementation of educational activities (Napitupulu, 2020: 9). In order to support teacher performance, it is very necessary to optimize the role of subject teacher deliberations (MGMP) so that teachers get input for improving the learning process (Muspawi, 2019: 632).

Thus, teacher performance means the work or work performance of teachers in achieving school organizational goals. In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as educators and teachers when teaching in front of the class, according to certain criteria. The performance of a teacher will be seen in daily work situations and conditions. Performance can be seen in aspects of activities in carrying out tasks and quality in carrying out these tasks. Performance is not always measured when the teacher is in school, but also how the teacher sets an example when in the community, this is important so that he can be an example for students (Nurbayiti et al., 2019: 601). Teacher performance is very important and a factor in the success of education, especially in improving student achievement (Tolariyati, 2021: 176).

The performance criteria of teachers who can achieve their work performance are more directed at the competence of teachers as stated in the explanation of Government Regulation no. 19 of 2005 concerning National Education Standards, that teacher performance, in this case teacher competence includes four competencies, namely: pedagogic competence, personality competence, professional competence, and social competence.

## METHODOLOGY

This research uses descriptive quantitative research and uses linear regression research methods. The linear regression method explains the effect of one independent variable on one dependent variable. Research using the regression method is divided into two, in which this study uses multiple linear regression. Multiple linear regression is to determine the extent of the simultaneous influence between the independent variables (X1 and X2) on the dependent variable (Y) (Siregar, 2017: 303).

This research was conducted at MAS PAB 02 Helvetia. The research data were collected through sampling from the population and using the *sampling*. The population is 40 teachers and the sample taken is 40 people. Data collection using a questionnaire instrument and analyzed using SPSS version 20.

## RESULTS AND DISCUSSION

In accordance with the results of research that has been obtained that the managerial ability of the madrasah principal and teacher performance is evidenced by the results obtained by the regression coefficient value (bX1) of 0.242 with a significant level of 5%, it can be seen that the t count is 2.293 and a significant value of 0.028 which refers to the significant (positive) regression coefficient if (p) <0.05. The results of the t test analysis, it is known that t count = 2,293. Judging from the table with  $\alpha = 0.05$  obtained  $t_{hitung} > t_{tabel}$  which is equal to  $2,293 > 2,026$ . So it can be concluded that the results of teacher performance can be influenced by the managerial ability of the madrasah principal. So the first hypothesis is that there is an influence on the managerial ability of the madrasah principal and teacher performance at MAS PAB 02 Helvetia which is acceptable (significant).

Based on the results of research that has been obtained that between task commitment and teacher performance is evidenced by the results obtained by the regression coefficient value (bX2) of 0.395 with a significant level of 5%, it can be seen that the t count is 3.689 and a significant value of 0.001 which refers to the significant (positive) regression coefficient if (p) <0.05. The results of the t test analysis, it is known that t count = 3,689. Judging from the table with  $\alpha = 0.05$  obtained  $t_{hitung} > t_{tabel}$  which is equal to  $3,689 > 2,026$ . So that the proposed hypothesis is that there is an acceptable (significant) effect of task commitment and teacher performance.

Based on the results of testing the first hypothesis, it can be concluded that the managerial ability of the madrasah principal has a positive effect on teacher performance with a coefficient value of 0.242. This makes managerial ability play an important role in improving teacher performance in madrasah. The results of testing the second hypothesis can be concluded that task commitment has a positive effect on teacher performance with a coefficient value of 0.394. And the results of the third hypothesis can be concluded that there is a multiple linear regression equation is  $= a + bX1 + bX2 = (25.626 + 0.242 + 0.395)$ . By knowing these results,  $= 25.626 + 0.242$  can be accounted for to draw conclusions regarding the effect of Managerial Ability of Madrasah Principals (X1) on Teacher Performance (Y). As well as  $= 25.626 + 0.395$  can be accounted for to draw conclusions regarding the effect of Task Commitment (X2) to Teacher Performance (Y). Furthermore, the test is carried out simultaneously with a significance level of 5% so that the calculated F value is  $9.405 > 3.24$  and the significance of F is  $0.000 < 0.05$ . In order to obtain a significant value of  $F < 0.05$ , the third hypothesis proposed that there is an influence of the managerial ability of the principal and task commitment on teacher performance at MAS PAB 02 Helvetia is acceptable (significant).

The results of the hypothesis test show that: 1) Madrasah that improve the managerial ability of the madrasah principal will have an impact on teacher performance. The head of the madrasah as a manager must have effective managerial skills, good character and behavior to lead a madrasah organization. The madrasah principal has a role as a manager and must be able to influence other people to be involved in the process of running an education, namely educators and education staff and have work facilities to support the achievement of goals and good quality for the madrasah. 2) an increase in task commitment will also have an impact on improving teacher performance. The success of leadership depends on the behavior, skills, and actions of a leader towards his subordinates (Sahir et al., 2020: 82-83). Leadership success depends on the behavior, skills, and actions of a leader towards his subordinates and not on the qualities possessed by the leader. There are several behaviors that are applied in this case, namely task-oriented behavior, which is behavior that prioritizes the tasks that must be carried out. Leadership success depends on the behavior, skills, and actions of a leader towards his subordinates and not on the qualities possessed by the leader. There are several behaviors that are applied in this case, namely task-oriented behavior, which is behavior that prioritizes the tasks that must be carried out.

## CONCLUSION

Based on the results of the analysis and testing and discussion of the influence of the managerial ability of the madrasah principal and task commitment on teacher performance at MAS



PAB 02 Helvetia, it can be concluded that: 1) the madrasah principal's managerial ability has a positive effect on teacher performance. That is, increasing the managerial ability of the madrasah principal can lead to an increase in teacher performance to be more effective. 2) Task commitment has a positive impact on teacher performance. This means that increasing the commitment of the principal of the madrasah causes the teacher's performance to improve. 3) The madrasah principal's managerial ability and task commitment to teacher performance have a positive and significant effect. That is, in increasing managerial ability and task commitment of a madrasah principal, it will have an impact on teacher performance. So, by improving the performance of teachers at MAS PAB 02 Helvetia, managerial abilities and task commitments are implemented and leveled effectively so that it affects the quality and progress of education, especially in MAS PAB 02 Helvetia.

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