

## ***The Influence Of Leadership Performance And Supervision Of Madrasah Principals In Improving Teacher Performance With Performance Management As A Mediation Variable In Man District Of Sorong And Man City Of Sorong***

### **Pengaruh Kinerja Kepemimpinan Dan Supervisi Kepala Madrasah Dalam Meningkatkan Kinerja Guru Dengan Manajemen Kinerja Sebagai Variabel Mediasi Di Kabupaten Man Sorong Dan Kota Man Sorong**

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#### **ABSTRACT**

*This study examines the influence of leadership performance and supervision of madrasah principals in improving teacher performance with performance management as a mediating variable in Madrasah Aliyah Sorong Regency. Through quantitative methods, this study distributed questionnaires to 46 teachers from 5 Madrasah Aliyah in Sorong as respondents. The analysis was conducted descriptively and hypothesis testing through Partial Least Square (PLS). The findings show that leadership and supervision of madrasah principals have a positive effect on performance management, but do not have a direct effect on teacher performance. Because performance management has a strong influence on teacher performance, the influence of leadership and supervision of madrasah principals will be more significant through performance management mediation. The novelty of this study is the emphasis on the model of teacher performance influenced by leadership and supervision of madrasah principals with performance management as a mediator. Despite the limitations of the study, this study proves the strengthening of the theory related to the application of aspects of leadership, supervision, performance management, and individual performance in the non-profit sector, such as the education sector, especially madrasahs.*

**Keywords:** Leadership, Head of madrasah, Supervision, Performance management, Teacher performance

#### **ABSTRAK**

Penelitian ini menguji pengaruh kepemimpinan dan supervisi kepala madrasah dalam meningkatkan kinerja guru dengan manajemen kinerja sebagai variabel mediasi di Madrasah Aliyah Kabupaten Sorong. Melalui metode kuantitatif, penelitian ini menyebarkan kuesioner kepada 46 guru dari 5 Madrasah Aliyah di Kabupaten Sorong sebagai responden. Analisis dilakukan secara deskriptif dan pengujian hipotesis melalui Partial Least Square (PLS). Least Square (PLS). Temuan menunjukkan bahwa kepemimpinan dan supervisi kepala madrasah berpengaruh positif terhadap manajemen kinerja, tetapi tidak berpengaruh langsung terhadap kinerja guru. Karena manajemen kinerja memiliki pengaruh yang kuat terhadap kinerja guru, maka pengaruh kepemimpinan dan supervisi kepala madrasah akan lebih signifikan melalui mediasi manajemen kinerja. Kebaruan dari penelitian ini adalah penekanan pada model kinerja guru yang dipengaruhi oleh kepemimpinan dan supervisi kepala madrasah dengan manajemen kinerja sebagai mediator. Terlepas dari keterbatasan penelitian, penelitian ini membuktikan penguatan teori terkait dengan penerapan aspek kepemimpinan, supervisi, manajemen kinerja, dan kinerja individu di sektor nirlaba, seperti sektor Pendidikan khususnya madrasah.

**Kata Kunci:** Kepemimpinan, Kepala Madrasah, Supervisi, Manajemen Kinerja, Kinerja Guru)

#### **1. Introduction**

Effective leadership and supervision by organizational leaders play an important role in improving teacher performance and learning in educational institutions such as schools, madrasahs, and universities (Hanushek, 2020). Several researchers have identified several

important roles of teachers, including: instructional role, facilitator and guide, mentor and role model, classroom management, collaborator and team member, and teacher's professional development (Grassley & Lambe, 2015; Lie et al., 2016; Roberts et al., 2020). These roles can be carried out well if the level of teacher performance is high. High teacher performance has a significant impact on the overall performance of educational institutions (Usman et al., 2018). This is greatly influenced by the effective leadership and supervision of the principal or madrasah head, as well as performance management. Performance assessment-based supervision by the principal of the madrasah also plays an important role in improving teacher performance (Asyari, 2020; Rahmayanti & Johan, 2024).

Instructional quality, student achievement, teacher engagement, and job satisfaction are some of the key aspects of teacher performance. Effective leadership and supervision by the principal have a significant impact on teachers' instructional practices, pedagogical approaches, and classroom management (Bellibas & Liu, 2017). Strong support from the principal and district superintendent also enhances teacher motivation, commitment, and professional growth (Shepherd-Jones & Salisbury-Glennon, 2018). The principal acts as an instructional leader who sets the school's vision (Day et al., 2016). Effective leadership styles such as transformational, distributive, and instructional not only shape a positive school culture but also support teachers' professional development and influence their work environment and performance (Sun & Leithwood, 2015). Principal supervision in education involves the district superintendent providing support, feedback, and guidance to the principal (Grissom et al., 2018), as well as aligning school practices with local or national education policies (Hardono et al., 2017). Various supervision approaches such as formative evaluation, classroom observation, and collaborative coaching help improve teaching practices and teacher professional development (Zepeda, 2016; Hadi & Johan, 2023). Performance management, which involves goal setting, progress monitoring, feedback, and performance evaluation, is essential to organizational effectiveness and is driven by leadership (Mone et al., 2018).

Performance management is essential in school/madrasah leadership, supervision, and teacher performance to ensure the quality of education. This process involves setting performance expectations, observing teaching practices, feedback, and evaluating teacher performance. With an effective strategy, principals can identify teachers' strengths and areas for development and provide support and resources to improve their skills and performance. The goal is to improve teacher effectiveness, student learning experiences, and the overall success of the educational institution (Paolini, 2015). In Indonesia, there are two main forms of educational institutions: schools and madrasahs. Schools, managed by the government or privately, cover levels from kindergarten to college. Madrasahs, managed by the Ministry of Religion, consist of MI, MTs, and MA. Schools follow the national curriculum with an emphasis on general subjects, while madrasahs focus on Islamic religious education such as the Qur'an, Hadith, and Islamic history (Mansir, 2020). The teaching method in schools is more general and scientific, while in madrasahs it is more religious. The goal of education in schools is to develop intelligent, creative, independent, and noble students, while in madrasahs it is to form students who are religious and have good morals (Mansir et al., 2020).

Public schools are open to students from various religious backgrounds, while madrasahs, generally Islamic educational institutions, accept Muslim students. Some madrasahs also accept students from other religious backgrounds with an emphasis on Islamic religious education (Yuniarti et al., 2022). Schools are regulated by the Ministry of Education and Culture, while madrasahs are regulated by the Ministry of Religious Affairs, influencing the supervision and regulation imposed on both. Effective leadership of madrasah principals supports an environment that supports teachers to excel and develop, which is reflected in high teacher performance with effective supervision and performance management.

The study of leadership and supervision of madrasah principals in Eastern Indonesia covers several important phenomena. Challenges of geographical access and limited resources in areas such as Maluku, Papua, and East Nusa Tenggara affect teacher performance. Ethnic and cultural diversity demands the integration of local values in Islamic religious teaching. The close relationship between madrasahs and local communities emphasizes the importance of partnerships for improving education. The strong cultural and belief context requires a sensitive and responsive approach. In a multicultural society, madrasah principal leadership plays a role in promoting inclusive teaching and interfaith harmony. The Central Statistics Agency (2022) reported that Papua and West Papua had the lowest Human Development Index scores in Indonesia in 2021. The lack of government attention to education, especially in coastal and mountainous areas, as well as the low quality of teachers and poor management of scholarships, are major problems. The government must address these problems to demonstrate the state's presence in Papua.

This study aims to fill the gap in the literature on madrasah principal leadership, supervision, and teacher performance in Eastern Indonesia. The gaps include the lack of research on the influence of local culture, promotion of cultural inclusion and diversity, strengthening relationships with local communities, implementation of teacher performance appraisal systems, and teacher professional development. This study fills the empirical gap in examining teacher leadership, supervision, and performance in madrasahs in Eastern Indonesia, specifically Sorong, Southwest Papua. Little in-depth empirical research has been conducted in this region. This study explores the relationship between madrasah principal leadership styles and teacher performance, and how leadership and supervision affect teacher motivation, job satisfaction, and commitment. This study also explores teachers' perceptions of leadership and supervision in madrasahs, as well as their expectations for more effective leadership.

This study aims to bridge the gap in the literature on madrasah principal leadership, supervision, performance management, and teacher performance in Eastern Indonesia. It is hoped that the results can enrich the theory of leadership and supervision in the context of Islamic religious education. This study also seeks to produce a new concept of leadership that is inclusive, collaborative, and respects cultural diversity, especially for madrasah principals in the region. This study develops an innovative supervision model for madrasah principals in Eastern Indonesia, focusing on teacher learning, educational technology, and collaborative supervision. The study also creates a comprehensive teacher performance measurement tool, covering professional competence, teaching, student contribution, and extracurricular participation, which is appropriate to the local madrasah context. Madrasah Aliyah Negeri Sorong and Sorong City face several problems: many madrasah principals do not understand effective leadership, supervision is not optimal, and performance management is not effective. This causes teacher performance to be less than optimal. This study focuses on leadership, supervision, and teacher performance mediated by performance management in both madrasahs, under the Regional Office of the Ministry of Religious Affairs of Papua Barat Daya Province.

## **2. Literature Review**

### **The Concept of Madrasah Principal Leadership and Its Measurement**

Leadership in educational institutions is very important to achieve common goals because it affects the quality of education, resource management, school culture, and the ability to face challenges. Effective school/madrasah principals create a conducive learning environment, motivate teachers, and direct efforts to improve student achievement. They also manage resources efficiently, build an inclusive and collaborative culture, and face curriculum changes and policy demands adaptively and innovatively (Andriani et al., 2018; Kurniawati et

al., 2020; Mbuik, 2019; Darmawan, 2019; Wibawani et al., 2019). To measure the variable "Madrasah Principal Leadership," there are several dimensions: (1) Strategic Vision and Direction, (2) Courage and Innovation, (3) Communication and Collaboration, (4) Teacher/Staff Coaching and Development, (5) Justice and Caring, and (6) Conflict Management and Problem Solving (Jelantik, 2015; Johnson, 2017; Mukhopadhyay, 2023). Each dimension can be measured through specific indicators.

### **Principal Supervision Concept and Its Measurement**

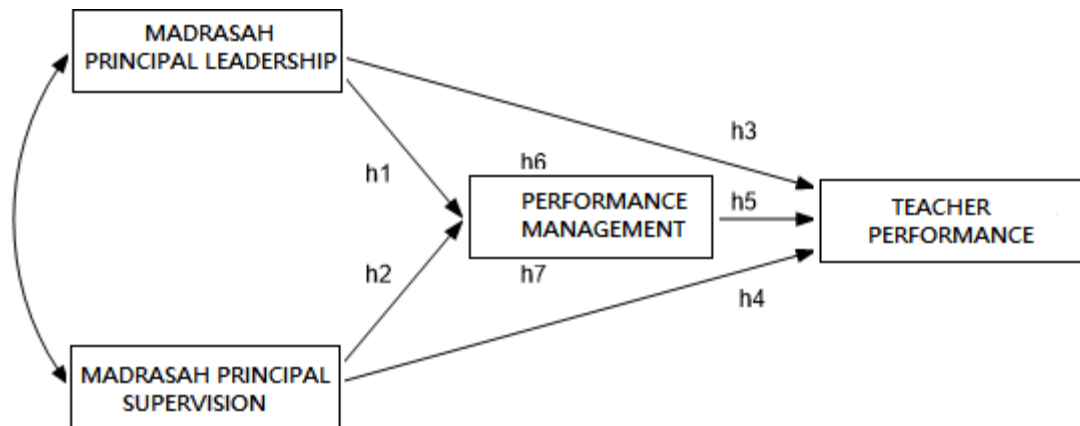
Supervision is the process of monitoring and assessing performance to achieve goals (Cleveland, 2017). In education, it is carried out by the principal to support teachers and improve the quality of learning (D. Kartini et al., 2020). The main goal is to improve teaching, classroom management, and teacher performance through observation, feedback, and guidance (Zepeda, 2016). Supervision in education varies according to institutional policy and can be formal or informal, using methods such as classroom observation, discussion, coaching, or teacher collaboration (Asyari, 2020; DiPaola & Wagner, 2018; Zepeda, 2016). Important elements of supervision include direct observation by the supervisor to understand teaching and classroom management practices, providing feedback based on observations to help teachers understand their strengths and weaknesses, and coaching and guidance through support, advice, and resources to improve the quality of teaching. In addition, supervision also involves evaluating teacher performance to measure progress and determine follow-up plans or training if needed.

### **Performance Management Concept and Its Measurement**

Performance management is a systematic process for managing the performance of individuals, groups, or organizations through goal setting, progress monitoring, feedback, and performance evaluation in order to achieve stated goals (Mone et al., 2018). In madrasahs, performance management includes performance expectations, monitoring, feedback, evaluation of results, and implementation of strategies for improvement. It aims to align individual and team efforts with organizational goals, encourage growth, and continuous development (Cleveland, 2017; Shulhan, 2018; Usman et al., 2018). Its impact on teacher performance includes clear expectations, feedback, coaching, professional development, and accountability (DiPaola & Wagner, 2018; Flores & Derrington, 2017). In this study, teacher performance was measured through goal setting, progress monitoring, feedback, and evaluation, adapted to the context of madrasahs in Indonesia.

### **Teacher Performance Concept and Its Measurement**

Performance is the result or achievement of a particular task (Nursam, 2017). In madrasahs, teacher performance includes learning preparation, effective teaching methods, student evaluation, classroom management, and collaboration (Abas, 2017). This performance also reflects the achievement of learning objectives, student progress, teaching skills, and contributions to the curriculum (Alawi, 2019). In addition, teacher performance involves professionalism, in-depth knowledge, and involvement in extracurricular activities (Purwanti, 2016). Good relationships with students, colleagues, and parents are important to create a positive learning climate (Susmiyati & Zurqoni, 2020). Evaluation of teacher performance by madrasah leaders through observation and assessment instruments helps ensure the quality of education and provides feedback for development (Muslimin, 2020). In this study, teacher performance in madrasahs was measured from four dimensions: Pedagogical Competence, Professional Competence, Class Management, and Collaboration and Cooperation (Muslimin, 2020; Pianda, 2018; Susmiyati & Zurqoni, 2020).



**Figure 1. Framework of Thought**

H1: Madrasah principal leadership influences performance management

H2: Madrasah principal supervision influences performance management

H3: Madrasah principal leadership influences teacher performance.

H4: Madrasah principal supervision influences

H5: Madrasah principal supervision influences teacher performance)

### 3. Research Methods

#### Place and Time of Research

This research was conducted in two Madrasah Aliyah: Madrasah Aliyah Negeri Sorong Regency (Jl. Sindoro SP.IV, Makbalim Village, Mayamuk District, Postal Code 98451) and Madrasah Aliyah Negeri Sorong City (Jl. Basuki Rahmad, Remu Selatan, Sorong Manoi District, Postal Code 98412), both of which are located in Southwest Papua and under the guidance of the Regional Office of the Ministry of Religious Affairs of West Papua Province.

#### Research Design

This study uses quantitative methods to collect and analyze numerical data through statistical analysis, observing trends, patterns, and relationships between variables. The approach used is a survey (offline with a direct questionnaire or online via Google Form). Because the data was collected at one point in time, this study is called a cross-sectional study, describing the conditions and behavior of the population. Data analysis is carried out descriptively and verifiably, so the design of this study is quantitative, survey, cross-sectional, with descriptive and verifiable analysis.

#### Operationalization of Variables

The variables in this research model include the leadership of the madrasah principal and supervision of the madrasah principal as exogenous variables, and teacher performance as an endogenous variable. The operational definition and measurement of the variables are as follows: leadership of the madrasah principal was developed from Jelantik (2015), Johnson (2017), and Mukhopadhyay (2023); supervision of the madrasah principal was developed from Asyari (2020), DiPaola & Wagner (2018), and Zepeda (2016); performance management as a mediating variable was developed from Cleveland (2017), Mone et al. (2018), Shulhan (2018), and Usman et al. (2018), consisting of four dimensions; and teacher performance as an endogenous variable was developed from Muslimin (2020), Pianda (2018), and Susmiyati & Zurqoni (2020), with five dimensions.

#### Population and Sample

A population is a collection of individuals or research objects with certain characteristics (Cooper & Emory, 1995). In this study, the population was all teachers from the two largest State Islamic Senior High Schools in Southwest Papua Province, namely Sorong State Islamic Senior High School (14 teachers) and Sorong City State Islamic Senior High School (42 teachers). With the saturated sample technique, all populations were sampled, so that the total was 56 teachers. The head of the madrasah and the Head of Administrative Affairs were not included in the population because this study focused on the influence of the leadership and supervision performance of the madrasah head and performance management on teacher achievement.

#### Data Collection Techniques

The data collection technique used in this study was a Likert scale questionnaire 1-5, which made it easier for respondents to provide subjective assessments of the dimensions and indicators of each variable. Before being distributed, the instrument was tested for validity and reliability. This questionnaire collects data through a series of questions designed to obtain specific information about the research topic.

#### Research Instrument Testing

Research instrument testing is carried out using validity and reliability tests. Construct validity is used to ensure that the questions on the questionnaire measure the intended construct. Construct validity testing uses item-total correlation with Pearson correlation, r-test, t-test, and Cronbach's alpha to test reliability. Calculations are performed using SPSS or MS-Excel with the Pearson formula.

#### Data Analysis Design and Hypothesis Testing

Descriptive analysis in this study is used to provide a deeper discussion regarding the variables used, by referring to the average value of respondents' answers that describe their perceptions of the variables, in 5 answer categories (average score 1-5). Hypothesis testing using SEM-PLS is carried out in two stages. The first stage, outer model evaluation, involves assessing the outer loading, AVE, CR, and Cronbach's Alpha values. The second stage, inner model evaluation, includes latent variable correlations, path coefficients, and R-square. In addition, the measurement model examines construct reliability, convergent reliability, discriminant validity, as well as factor loadings and cross loadings on the indicators.

### 4. Results and Discussions

#### Research Results

This section summarizes the research results related to: (1) teacher profiles from two Madrasah Aliyah in West Papua Province; (2) descriptive analysis of data from 56 teachers as respondents; and (3) hypothesis testing using the Partial Least Square (PLS) technique according to the proposed model. This section summarizes the research results on 56 teachers from five Madrasah Aliyah in Sorong Regency who participated in filling out the questionnaire. The profile of these teacher respondents includes demographic aspects such as gender, last education, age, and length of service as a teacher.

**Table 1. Profile of teacher respondents**

Gender	Frequency	Percentage
Male	24	42,9
Female	32	57,1
<b>Total</b>	<b>56</b>	<b>100,0</b>

level of education	Frequency	Percentage
Diploma	2	3,6
Bachelor	46	82,1
Postgraduate	8	14,3
Total	56	100,0

Age	Frequency	Percentage
under 30 years	17	30,4
between 30 - 40 years	16	28,6
between 41 - 50 years	15	26,8
between 51 - 60 years	8	14,3
above 60 years	0	0,0
Total	56	100,0

Length of Work	Frequency	Percentage
less than 6 years	19	33,9
between 6 - 10 years	13	23,2
between 11 - 15 years	16	28,6
more than 20 years	8	14,3
Total	56	100,0

Source: Data Processing (2023)

Table 1. Illustrates the profile of teacher respondents based on several categories. Of the total 56 respondents, 24 (42.9%) were male and 32 (57.1%) were female. The majority of respondents had a Bachelor's degree (82.1%), followed by a Postgraduate degree (14.3%) and D-III (3.6%). Most were aged between 30-50 years, with 17 (30.4%) under 30 years, 16 (28.6%) between 30-40 years, and 15 (26.8%) between 41-50 years. There were also 8 (14.3%) who were between 51-60 years. A total of 19 teachers (33.9%) had less than 6 years of experience, 13 (23.2%) between 6-10 years, 16 (28.6%) between 11-15 years, and 8 (14.3%) more than 20 years.

Description of Research Variables

As previously mentioned, the descriptive analysis here is based on descriptive statistics for each variable by referring to data processing from 56 teachers as respondents. The descriptive statistical values used are achievement scores, averages, standard deviations, percentages of achievement, and categories in 5 levels (very high, high, medium, low, and very low).

Description of the Principal Leadership Variable

The Principal Leadership variable consists of six dimensions, each measured by three indicators, a total of 18 question items in the questionnaire. Table 4.2 maps the description of this variable including achievement scores, means, standard deviations, percentage of achievement, and categories. The visualization of the mean of this variable is in Table 2.

Table 2. Description of Madrasah Principal Leadership Variables

Dimension	Score	Average	StDev	Percentage	Category
Vision and Strategic Direction	657	3,911	1,088	78,2	High

Courage and Innovation	672	4,000	1,009	80,0	Very High
Communication and Collaboration	654	3,893	1,015	77,9	High
Teacher/Staff Development and Coaching	658	3,917	0,957	78,3	High
Fairness and Caring	647	3,851	1,076	77,0	High
Conflict Management and Problem Solving	646	3,845	1,050	76,9	High
Head of Madrasah (X1) Leadership	3.934	3,903	1,032	78,1	High

Source: MS-Excel Data Processing (2023)

Based on Table 2, the total score for the leadership of the madrasah principal is 3.934, with a mean of 3.903 and a standard deviation of 1.032. The achievement reached 78.1% on a scale of 100%, placing it in the high category. The first dimension, 'Vision and Strategic Direction', shows high achievement, indicating that the madrasah principal has a clear vision and is able to implement strategic plans effectively. Communication of the vision and strategic direction to staff, students, and the community has also proven effective. The table shows very high perceptions on the dimensions of 'Courage and Innovation', 'Communication and Collaboration', 'Teacher/Staff Development and Development', 'Fairness and Caring', and 'Conflict Management and Problem Solving'. This indicates that madrasah principals often have the courage to innovate, are effective in communicating and collaborating, and pay attention to staff professional development. In addition, they are also fair and effective in managing conflict.

#### Description of Madrasah Principal Supervision Variable

The Madrasah Principal Supervision variable consists of 4 dimensions, each with four indicators, a total of 12 items in the questionnaire. The description of the variable, including achievement scores, averages, standard deviations, percentages of achievement, and categories, is presented in Table 3, as well as visualization of the average achievement.

**Table 3. Description of Madrasah Principal Supervision Variables**

Dimension	Score	Average	StDev	Percentage	Category
Supervisory Observation	922	4,116	0,876	82,3	Tinggi
Supervisory Feedback	883	3,942	0,914	78,8	Tinggi
Coaching and Guidance	857	3,826	0,938	76,5	Tinggi
Supervisory Evaluation	872	3,893	0,927	77,9	Tinggi
Supervision of the Head of Madrasah (X2)	3.534	3,944	0,919	78,9	Tinggi

Source: MS-Excel Data Processing (2023)

From Table 3, the supervision of the madrasah principal reached a total value of 3,534 with an average of 3.944 and a standard deviation of 0.919, and reached 78.1%. This high performance can be seen from each dimension. 'Supervision Observation' was rated high because the principal actively observed the class and paid attention to teacher-student interactions. 'Supervision Feedback' went well with direct feedback and recommendations for development. 'Coaching and Guidance' showed intensive support in lesson planning and collaboration between teachers. Finally, 'Supervision Evaluation' recorded high performance because the principal was active in assessing teacher performance and preparing evaluation reports for corrective actions.

#### Performance Management Variable Description



Performance Management here is formed by 4 (four) dimensions: (1) Setting Goals; (2) Monitoring Progress of Performance Management; (3) Providing Feedback of Performance Management; and (4) Evaluating Performance Management. The mapping of the description of this variable with reference to the achievement score, mean, standard deviation, percentage of achievement, and its category is presented in Table 4..

**Table 4. Description of Performance Management Variables**

Dimension	Score	Average	StDev	Percentage	Category
Setting Performance Management Goals	948	4,232	0,820	84,6	Sangat Tinggi
Monitoring Performance Management Progress	899	4,013	0,896	80,3	Tinggi
Providing Performance Management Feedback	859	3,835	0,896	76,7	Tinggi
Evaluating Performance Management	859	3,835	0,930	76,7	Tinggi
Performance Management (X3)	3.565	3,979	0,900	79,6	Tinggi

Source: MS-Excel Data Processing (2023)

Based on Table 4, performance management achieved a total score of 3,565, with a mean of 3.979 and a standard deviation of 0.900, which is equivalent to 79.6% of the 100% scale. The assessment places it in the high category, supported by consistent performance in each dimension. 'Setting Performance Management Goals' is included as very high, indicating comprehensive goal planning and alignment with the goals of the madrasah. 'Monitoring Performance Management Progress' is carried out regularly and based on Key Performance Indicators (KPIs), with complete reporting. 'Providing Performance Management Feedback' also received a high rating, with timely, focused, and constructive feedback, as well as two-way communication. 'Evaluating Performance Management' was also rated high, indicating effectiveness in achieving evaluation goals and good teacher engagement, as well as the effectiveness of digitizing the performance management system.

#### Description of Teacher Performance Variables

Teacher Performance Variables consist of four dimensions: (1) Pedagogical Competence, (2) Professional Competence, (3) Classroom Management, and (4) Collaboration and Cooperation, each with five indicators. In total, there are 20 statement items to measure all of these dimensions, which are described in Table 4.5 with achievement scores, means, standard deviations, percentages of achievement, and categories.

**Table 5. Description of Teacher Performance Variables**

Dimension	Score	Average	StDev	Percentage	Category
Pedagogical Competence	1.138	4,064	0,759	81,3	High
Professional Competence	1.133	4,046	0,856	80,9	High
Class Management	1.188	4,243	0,761	84,9	Very High
Collaboration and Cooperation	1.156	4,129	0,811	82,6	High
Teacher Performance (Y)	4.615	4,121	0,799	82,4	High

Source: MS-Excel Data Processing (2023)

Visualization of the average achievement of this variable is in Table 5. Teacher Performance achieved a total score of 4,615, with an average of 4.121 (standard deviation 0.799), equivalent to 82.4%, a high category, closely related to the achievement of each dimension. 'Pedagogical Competence' showed good performance in creating a learning climate, time efficiency, managing student behavior, class rules, and student relationships. 'Professional Competence' includes understanding the material, educational development,

learning reflection, involvement in professional development, and application of knowledge. 'Classroom Management' also showed good performance in the same aspect. Finally, 'Collaboration and Cooperation' was also assessed as good in participation in MGMP, cooperation with other teachers, parents of students, extracurricular activities, and sharing knowledge.

### Hypothesis Testing

#### Model Testing

The initial step in PLS analysis of structural equation models is the evaluation of the quality of the model after the dimensions or indicators of each construct variable are measured. Hypothesis testing is then carried out based on the existing propositions, with the loading factor value on each indicator of the construct variable indicating the strength of the relationship. After evaluating the PLS model, the estimated lambda value of the standardized regression weights can determine the influence of the predictor variables on the predicted variables. By referring to the lambda parameter value ( $\lambda$ ) in Table 4.6, the coefficient can be evaluated.

**Table 6. Estimated Lambda Values (Loading Factor) for Each Variable**

Variable	Dimension		Estimate
Leadership Head of Madrasah (X1)	Vision and Strategic Direction	X11	0,893
	Courage and Innovation	X12	0,908
	Communication and Collaboration	X13	0,956
	Teacher/Staff Coaching and Development	X14	0,952
	Fairness and Caring	X15	0,933
	Conflict Management and Problem Solving	X16	0,933
Supervision of the Head of Madrasah	Supervisory Observation	X21	0,907
	Supervisory Feedback	X22	0,968
	Coaching and Guidance	X23	0,964
	Supervisory Evaluation	X24	0,973
Work management	Performance Management Goal Setting	X31	0,901
	Monitoring Performance Management Progress	X32	0,945
	Providing Performance Management Feedback	X33	0,950
	Evaluating Performance Management	X34	0,941
Teacher Performance	Pedagogical Competence	Y1	0,892
	Professional Competence	Y2	0,920
	Classroom Management	Y3	0,923
	Collaboration and Cooperation	Y4	0,876

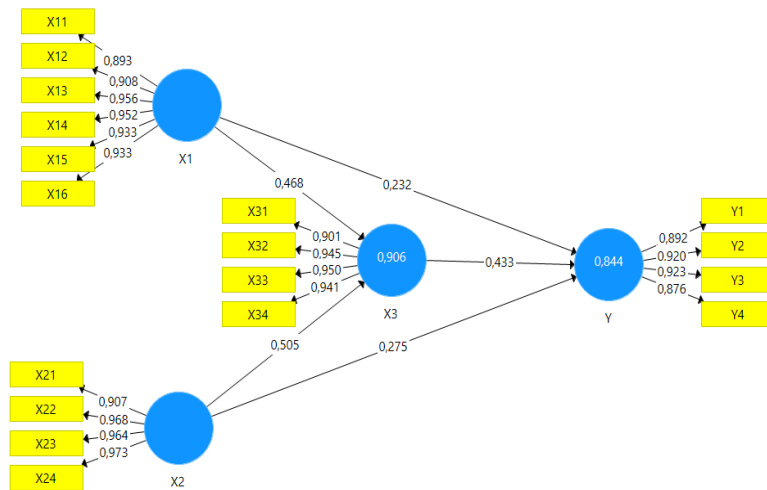
Source: SmartPLS Output (2023)

The estimated values in Table 6 reflect the loading factor values between each dimension and its constructs, namely independent, mediating, and dependent variables. Higher estimates indicate a stronger influence. All coefficients exceed 0.7 (at  $\alpha = 0.05$ ), indicating high validity and reliability of each dimension to the related latent variables.

### Measurement Model Analysis Results

The measurement model evaluation measures the relationship of each dimension to each of its latent variables, including four measurement models for each latent variable and its dimensions. Latent variables include Madrasah Principal Leadership, Madrasah Principal Supervision as exogenous latent variables, Performance Management as mediating latent

variables, and Teacher Performance as endogenous latent variables. The evaluation of the outer and inner models for these latent variables can be seen in Figure 2.



**Figure 2. Overall Model (Inner and Outer)**

Based on Figure 4.5, the Quality Criteria here can be seen from several criteria: R-Square, f-square, construct reliability and validity, discriminant validity, collinearity statistics (VIF), and model fit. Referring to the R-Square output from the Partial Least Squares (PLS) analysis, there are five models to measure the value. This value is generally used in regression analysis (including path analysis, PLS, and SEM) to understand how well the independent variables explain the dependent variable in a model. R Square Adjusted is an adjusted version of R Square that considers the number of independent variables in the regression model and sample size. Table 4.7 explains the R-Square value for each proposed model.

**Table 7. R-Square Value**

Model	R Square	R Square Adjusted
X3	0,906	0,902
Y	0,844	0,835

Source: SmartPLS Output (2023)

Based on the table, some important information can be concluded. First, the Performance Management Model (X3) has an R-Square value of 0.906, indicating that around 90.6% of the variation of the Performance Management variable can be explained by the independent variables of Madrasah Principal Leadership and Madrasah Principal Supervision. Second, the Teacher Performance Model (Y) has an R-Square value of 0.844, confirming that around 84.4% of the variation of the dependent variable of teacher performance can be explained by the independent variables of Madrasah Principal Leadership, Madrasah Principal Supervision, and Performance Management in this model. Construct reliability and validity can be determined through Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) measurements. Table 8 shows the reliability and construct validity values for each latent variable.

**Tabel 1. Construct Reliability and Validity**

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
X1	0,968	0,974	0,864
X2	0,966	0,976	0,909
X3	0,951	0,965	0,873
Y	0,925	0,947	0,816

Source: SmartPLS Output (2023)

Table 9 presents the reliability and construct validity of the variables in the analysis, including Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). These values indicate good internal consistency, high reliability, and adequate construct validity. A discriminant validity matrix based on the Fornell-Larcker Criterion is also available to evaluate the discriminant validity between constructs in the model.

**Table 9. Discriminant Validity**

Construct	X1	X2	X3	Y
X1	0,929			
X2	0,914	0,954		
X3	0,928	0,933	0,934	
Y	0,887	0,892	0,906	0,903

Source: SmartPLS Output (2023)

Table 9 provides information about the reliability and construct validity of the variables in the analysis. The diagonal of the table displays the AVE values for each variable, while the correlation values between variables are off-diagonal. According to the Fornell-Larcker Criterion, for discriminant validity, the AVE value of each variable must be greater than its correlation with other variables. With all AVE values exceeding the corresponding correlation, the construct shows adequate discriminant validity. In addition, the table also shows the model fit, with a comparison between the saturated model and the estimated model. The evaluation shows the suitability between the two in estimating the relationship between variables, parameter consistency, and fit with the observation data. Thus, the results of the analysis confirm that the estimated model is in accordance with the underlying theory and meets the expected data quality criteria.

### Hypothesis Testing

Hypothesis testing is calculated using the path coefficient values (original sample and sample mean), standard deviation, and t-statistics and p-values. A summary of the hypothesis testing is presented in Table 10.

**Table 10. Hypothesis Testing**

Path	Koefisien	STDEV	T-stat	P-values	Hypothesis
X1 -> X3	0,468	0,123	3,808	0,000	Accepted
X2 -> X3	0,505	0,123	4,111	0,000	Accepted
X1 -> Y	0,232	0,156	1,490	0,137	Rejected
X2 -> Y	0,275	0,150	1,839	0,066	Rejected
X3 -> Y	0,433	0,190	2,274	0,023	Accepted
X1 -> X3 -> Y	0,203	0,099	2,051	0,042	Accepted
X2 -> X3 -> Y	0,219	0,116	1,998	0,047	Accepted

Source: SmartPLS Output (2023)

From Table 10. regarding hypothesis testing, several important findings were found. First, there is a significant influence of X1 on X3, as well as from X2 on X3, indicating a strong relationship between these variables. However, there is no significant influence between X1 or X2 and variable Y at the 0.05 significance level, although the P-values are close to the significance level. On the other hand, X3 has a significant influence on variable Y, indicating a strong relationship between the two. Furthermore, through the paths X1 -> X3 -> Y and X2 -> X3 -> Y, there is a significant influence on variable Y through mediator X3. This is indicated by the significant coefficient value, relevant T-stat, and P-values that support these findings. Therefore, it can be concluded that variable X3 plays an important mediator role in the relationship between X1 or X2 and variable Y.

### **Discussion of Hypothesis Testing Findings**

#### **The Influence of Madrasah Principal Leadership and Madrasah Principal Supervision on Performance Management**

This discussion highlights the direct impact of madrasah principal leadership and supervision on madrasah performance management. The research findings show that both factors contribute positively and significantly to madrasah managerial performance. The implication is that to maintain and improve performance, madrasah principals need to carry out their duties effectively and efficiently, including in aspects of leadership, resource management, guidance, and strategic decision making. This focus is important to achieve optimal performance management goals. This finding is in line with various previous studies related to the influence of madrasah principal leadership and madrasah principal supervision on performance management. It is stated that madrasah principal leadership has a certain relationship with principal supervision. This is emphasized by Hardono et al. (2017) that principal leadership and academic supervision are closely related to encouraging teacher work motivation and teacher performance. In addition, it is also stated that supervision is a form of assistance from the principal's leadership which is directed at developing teachers and administrative staff in achieving educational goals (K. Kartini & Susanti, 2019). The leadership of the madrasah principal can contribute significantly to performance management. This finding also confirms several previous research results. In this case, effective principal leadership can indeed positively influence the implementation and effectiveness of the performance management system in educational institutions (Hartinah et al., 2020). It was also confirmed that the leadership behavior of an educational institution significantly impacts the perception of fairness and acceptance of the performance management system among teachers and staff (Tjahjadi et al., 2019). The findings of this study also support the results of previous studies related to the influence of madrasah principal supervision on performance management. In this case, effective supervision by the leader positively affects the quality and results of the performance management process in an educational institution (Türk, 2016). It was further emphasized that the support and empowerment of supervision from the principal fosters a positive and motivating climate for performance management among teachers (Dal Corso et al., 2019).

In essence, these findings provide further confirmation of the theoretical framework that emphasizes the importance of leadership and supervision to performance management. The same thing can also apply in the world of education, especially in the madrasah environment. So, the leadership and supervision of the madrasah principal are two main factors that do contribute to the implementation of performance management. If the madrasah principal does not focus on various aspects of his leadership and also does not carry out the supervisory function properly, then performance management will be messy and will not achieve its goals..

#### **The Influence of Principal Leadership and Principal Supervision on Teacher Performance**

In this model, teacher performance is influenced by the leadership and supervision of the principal. Although the results are expected to be significant, the findings show that the direct influence of these two factors on teacher performance is relatively weak. This finding suggests the possibility of other variables that need to be considered in the model, such as performance management. These results are not in line with previous studies that emphasize the direct influence of leadership and supervision on teacher performance. (Hardono et al., 2017). It was stated by other researchers that there is a significant influence of the principal's leadership style and school culture together on teacher performance (Darmawan, 2019).

Previous research has shown that one of the important efforts in developing professionalism and improving teacher performance in schools is the principal's supervision of

teachers (Asyari, 2020). In addition, it was also stated that the principal as a manager has the authority to carry out supervision activities on teacher performance as an implementation of supervision carried out by the principal in improving teacher performance (Sarifudin, 2019). However, once again the findings of this study do not support previous research. For this reason, the discussion will be continued in the next section, by including the mediating variable of Performance Management in the influence of leadership and supervision of the madrasah principal on performance management.

### **The Influence of Madrasah Principal Leadership and Supervision of Madrasah Principals on Teacher Performance through Performance Management**

It was found that the leadership and supervision of madrasah principals did not have a direct influence on performance. However, this finding confirms that performance management plays a significant role in influencing teacher performance. Previous studies have shown that the leadership and supervision of madrasah principals affect performance management. In this context, the role of performance management as a mediating variable helps in understanding the relationship between these variables. This finding is also consistent with previous studies which confirm that effective performance management provides expectations, feedback, and development opportunities for teacher performance (Nyende, 2021). This finding is reinforced by the proposition of previous researchers that performance management fosters motivation among teachers, leading to better teacher teaching performance (Jonyo, 2017).

The research findings emphasize that performance management acts as a mediating variable with full mediation. This means that the relationship between the leadership or supervision of madrasah principals and teacher performance is fully explained by performance management. In this context, full mediation indicates that the direct relationship between the leadership or supervision of madrasah principals and teacher performance becomes insignificant when performance management is included in the analysis. Thus, performance management becomes the main determining factor in explaining the relationship between the independent and dependent variables. The explanation of the role of the mediating variable of performance management has also been discussed quite a lot by several previous studies (DiPaola & Wagner, 2018; Flores & Derrington, 2017; Vikaraman et al., 2017). Implicitly and explicitly, these studies confirm the importance of leadership and supervision in performance management. So, performance management supported by effective leadership and supervision of the madrasah principal can in turn improve teacher performance. Based on these findings, the researcher dares to state that the novelty of this study is the emphasis on the teacher performance model influenced by the leadership and supervision of the madrasah principal with performance management as a mediator. However, the results of this study also have quite striking limitations, namely the number of respondents who participated in this study was only limited to 56 people. The addition of the number of samples is expected to produce a model that is in accordance with the distribution of the observed data.s.

### **5. Conclusion**

Some conclusions from the model of the influence of leadership performance and supervision of the madrasah principal on teacher performance with performance management as a mediating variable are as follows: First, the leadership of the madrasah principal and supervision of the madrasah principal have a positive effect on performance management at Madrasah Aliyah Sorong Regency, which encourages the effectiveness of performance management in madrasahs. Second, although they do not have a direct effect, both factors require mediation to have a significant impact on teacher performance, emphasizing the importance of the role of mediation in this context. Third, performance management has a

direct positive impact on teacher performance, highlighting the importance of implementing effective performance management in supporting teacher performance improvement. Fourth, performance management also functions as a mediator between the leadership of the madrasah principal and supervision of the madrasah principal with teacher performance, which can be strengthened through goal setting, progress monitoring, providing feedback, and continuous evaluation of performance management.

Several suggestions are made regarding the model of the influence of leadership performance and supervision of the madrasah principal in improving teacher performance with performance management as a mediating variable. Academic suggestions include focusing on making more substantial madrasah strategic planning and implementation that is in accordance with real needs, as well as the application of a participatory leadership approach and clinical supervision to strengthen performance management. Practical suggestions include improving understanding of the vision, mission, and objectives of the madrasah strategic plan, scheduling direct observations in class and implementing lesson plans for more effective supervision, re-evaluating the setting of performance management objectives, and encouraging teacher collaboration and cooperation with external parties through the development of meaningful networks. For further research, it is recommended to conduct further studies related to the application of aspects of leadership, supervision, performance management, and individual performance in the education sector, as well as increasing the number of respondents to obtain more comprehensive findings. In addition, further research can deepen the determinants of performance management and teacher performance by considering elements of the social and psychological approach.

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