

THE INFLUENCE OF LEADERSHIP, WORK MOTIVATION AND DISCIPLINE ON TEACHER PERFORMANCE IN PRIVATE MADRASAH ALIYAHIN TAPIN DISTRICT

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ABSTRACT

The teacher's performance in carrying out ethical responsibilities as an educator creates a multiplier effect on the achievements and work targets set. Indicators of a positive impact on learning achievement are marked by minimal mastery achieved. However, if the teacher's performance does not meet the expectations set, the continuity of learning is greatly disrupted. Teachers as agents of change in changing learning conditions and being responsible for pedagogical ethics towards students need to have sufficient academic competency standards. School formal institutional targets and educational fundamental goals can be achieved if supported by the determinant variables of leadership, work motivation and discipline possessed by educators.

Collaboration and the simultaneous significance of aspects of education, work motivation and work discipline are very likely to produce positive and significant teacher performance outputs if they are carried out in synergy in realizing the basic constitutional instructions of the state, namely educating the life of the nation.

The target to be achieved in this series of studies is linear with an empirical basis and a comprehensive methodology. A brief description includes identifying the effect of the variables of leadership, work motivation, and discipline simultaneously on teacher performance. Sample support of 76 private Madrasah Aliyah teachers in Tapin District is coherent with the implementation of quantitative methods in analyzing data and able to provide definitive parameters related to the influence of leadership variables (X1), the second independent variable work motivation (X2), the third independent variable discipline (X3) on performance variables teacher (Y) as the dependent variable.

The significance level of the effect of leadership on teacher performance is 0.452 and work motivation on teacher performance is 0.690 and work discipline has an effect on teacher performance of 0.464 which leads to the conclusion that the calculation of multiple regression on the three independent variables on the dependent variable is based on $F_{count} > F_{table}$ ($72.477 > 2.73$) with significance of $0.000 > 0.05$ with an effect of 75.1%.

Keywords: Leadership, Work Motivation, Discipline and Teacher Performance.

INTRODUCTION

School terminology is fundamentally understood globally as the ethical locus of a teacher in implementing constitutional instructions in educating the nation's life and pedagogically is interpreted comprehensively as a forum for interaction of thinking activities based on scientific argumentative conversations and empirical coherence with research methodology as the actualization of scientific abstractions. School as an institution of hope is supported by the pedagogical ability of teachers as educators to base their

performance activities on sufficient motivation and work discipline guided by the managerial abilities of the Principal as a leader, so it is hoped that the vision and mission that have been targeted at the start of the school's establishment will be achieved. Private Madrasah Aliyah (MAS) Assunniyyah and MAS Manba'u Tahfizhil Qur'an as loci for conducting the initial survey indicated that there was a mutual influence between the variables and problems to be studied in order to obtain empirical research findings as a comparison to similar studies in different locations and durations.

The parameters used are based on the characteristics of the research locus that differentiate it from other locations and make it have a distinctive and unique substantial point that leads to research novelty.

The standardization of educational institutions covering aspects of human resource management, finance and marketing requires that stakeholders have adequate competence in accordance with the job description they are assigned. The principal as a leader must be able to provide direction and guidance procedures in the implementation of education and learning policies in schools and the support of teachers as educators has a very significant effect on the output resulting from the simultaneous variables of work motivation and work discipline on teacher performance on an ongoing basis, especially at two loci. research namely MAS Assunniyyah and MAS Manba'u Tahfizhil Qur'an. The collaboration of the performance of all school members is needed in achieving the learning targets set by the school committee for student acceptance of the teaching material delivered by the teacher during ethical and pedagogical learning in the classroom or outdoor learning process. Linear with the Government Regulation of the Republic of Indonesia Number 6 of 2018 regarding the assignment of teachers and school principals article 15 states that the full workload of school principals is to carry out basic managerial tasks, entrepreneurship development, and supervision of teachers and education staff, the school principals workload as referred to in paragraph 1 aims to develop schools and improve school quality based on eight national education standards.

The synthesis based on the narrative above is comprehensively related to education quality standards which are influenced by the level of competency possessed and it is explained that Such approaches seek to address the tension between standards that specify the level of competence required for entry into the profession and the use of these standards as the definition of competence for serving teachers with considerable experience (Forde and McMahon, 2019). For Forde et al, (2016) this is a means to maintain a developmental change orientation and a relevance, without depressing or stalling practice' (Forde et al., 2016: p.28). Whereas in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency article 1 paragraph 1 it states that every teacher is required to meet national academic qualification and teacher competency standards. Teacher competence consists of four main competencies, namely pedagogic, personality, social, and professional competencies. The four competencies contained in these

regulations are contained in teacher performance indicators (Putera et al., 2022).

Meanwhile, teacher performance can be identified through an assessment program which is a measurable indicator within the specified school year. Teacher performance assessment is considered an activity carried out by the leadership of educational institutions or teachers which aims to provide a number of continuous and comprehensive information related to performance and a series of processes of learning outcomes achieved within a predetermined time. Teacher performance assessments can be used as benchmarks to determine the level of success or failure of the party being assessed. Thus, teacher performance assessment involves a number of parties that synergism with each other in order to obtain the targeted process output. Regardless of the activity In addition to the teacher performance assessment component, there is a satisfaction component which is defined as reinforcement which is an object of assessment that gives pride and satisfaction to the activities it carries out. In this stage, the object of the assessment becomes an instrument indicator in the assessment. Thus it can be concluded that activities to increase work motivation try to maximize the use of the facilities and infrastructure provided to support teacher performance (Rizal et al., 2020).

Symphony Collaborative school principals are supported by structured orchestral scores by teachers who have derivations of human resource competencies including work motivation, work discipline is expected to be able to create formal sustainable education institutions that produce student output with the character of workers as a grand concept of the emergence of motivation and work discipline that adapts to the progressiveness of education based on globalization 4.0. It is impossible to realize an orderly learning structure in a formal educational institution if the involvement of the variables of leadership, work motivation and work discipline are able to produce teacher performance. What's more, the educational institution that is currently being studied is considered a secondary grade educational institution based on a religious curriculum as a determinant variable for its learning output.

The next explanation states that schools are formal educational institutions as media and locations for learning and teaching. However, along with developments, schools experience a development of meaning and use is still in basic terminology that does not change (Wagiono et al., 2022). School is a place, location or container that is believed and recognized as a place where the process of education or learning takes place which is arranged systematically and experiences dynamic

development over time. Madrasah progressiveness in the framework of organizing, planning, implementing and controlling is carried out by empowering the resources owned to achieve the expected targets together. This concept cannot be implemented easily without continuous collaboration, especially when faced with increasingly complex challenges and obstacles in industry 4.0 (Fadilurrahman et al., 2020). Formal educational institutions are not only required to have competitive quality standards in order to become academically and populist favorite educational institutions, but also must meet basic standards in meeting the projected need for education in the digital 4.0 era. Determining the success of achieving quality education is strongly influenced by the dominance of the principals leadership aspect and is considered as part of education that has an influence in improving teacher performance.

The implementation of the empirical theory of teacher performance not only strengthens its function as a development activity and learning achievement but can also function as a control and systemic evaluation system, accurate, effective, efficient and complex in achieving certain goals. Based on the micro perspective, teacher performance can be implemented at the stages of planning, implementing, organizing and evaluating learning. Meanwhile, the basics and techniques of teacher performance from a pedagogical perspective greatly influence the standards and quality of teacher performance in meeting the teaching and performance targets set by Private Madrasah Aliyah in Tapin Regency as a formal educational institution. Teacher professionalism standards are inseparable from the complexity of understanding institutionally, further explained that in this respect,

Policy and social influence between teachers and students, as well as the behavior of school principals in forming various policies, these conditions also affect teacher performance (Central Java Ministry of Religion, 2017). The duties and functions of the teacher aim to produce quality human beings, both academically, expertise, emotional maturity and moral and spiritual for the future life so that students have character and mentality that can be relied upon in the nation-building process and are ready to live with the challenges of their time (Wagiono et al. al., 2020). Based on all the supporting aspects that can support the success of the teaching and education process, which determine the success of the teaching and learning process and the success of an educational process, the dominant factor is determined by the teaching staff (Jarkawi, Sultani, & Mahfuz 2018: 97-98). Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System states

that the position of a teacher as an educator is a professional position. Law Number 14 of 2005 concerning Teachers and Lecturers mandates that teachers are professional educators who have the main role of teaching, providing assistance, guidance, training, assessment, evaluation and assessment of early childhood students in all educational pathways (Jarkawi, 2017).

In the macro discussion of the world of education, professional teachers have an important role in improving the quality of learning which will ultimately support the achievement of educational goals effectively and efficiently (Arifin, 2014). Professional teachers can show productive performance which is much needed in the implementation of Islamic education because productivity is an indicator that must be met in improving the quality of educational institutions, both in schools and in madrasah. The development of education in general must be emphasized on efforts to improve the quality of education which has implications for improving the quality of personal and community life. This condition is linear with what is stated in Law no. 20 of 2003 concerning the National Education System, that the aim of national education is to educate the life of the nation and develop the entire Indonesian nation. Thus it is interpreted that people who believe in God Almighty, who are pious, have noble character, are knowledgeable and capable, physically and mentally healthy, and mentally strong. Independent personality, sense of social responsibility, nationality. If the teacher has good performance, it is certain that students can learn more easily and can achieve optimal learning results. Professional teacher performance will result in high student achievement (Mutohar, 2016). sense of social responsibility, nationality. If the teacher has good performance, it is certain that students can learn more easily and can achieve optimal learning results. Professional teacher performance will result in high student achievement (Mutohar, 2016). sense of social responsibility, nationality. If the teacher has good performance, it is certain that students can learn more easily and can achieve optimal learning results. Professional teacher performance will result in high student achievement (Mutohar, 2016).

Teacher professionalism is a central and strategic position given the very important role of the teacher. A professional teacher is a teacher who is able to carry out his duties and obligations to the fullest so that he has good performance as in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in article 20 it is stated regarding the teacher's obligations in carrying out his professional duties. Realizing quality education and quality teachers really need

qualifications, competence, and high dedication in carrying out their duties as a professional. The teacher's competence as an educator can be seen from a number of parameters including depth of knowledge, breadth of mind, insight and communication relations which lead to significant changes in classroom learning management which is his responsibility. Thus, teachers are required to be able to improve their academic competence on an ongoing basis in order to be able to keep up with the dynamics of progressive education and learning policies. Based on these responsibilities, teachers are required to have high performance so that teachers are expected to be able to produce competent students in the future (Wagiono et al., 2022). Teacher performance is influenced and determined by a number of factors, based on previous research, aspects that influence it include leadership, work motivation, and teacher discipline teachers are required to have high performance so that teachers are expected to be able to produce competent students in the future (Wagiono et al., 2022). Teacher performance is influenced and determined by a number of factors, based on previous research, aspects that influence it include leadership, work motivation, and teacher discipline teachers are expected to be able to produce competent students in the future (Wagiono et al., 2022). Teacher performance is influenced and determined by a number of factors, based on previous research, aspects that influence it include leadership, work motivation, and teacher discipline

Opinion of Emda (2016), teacher performance is the ability and efforts of teachers to carry out learning tasks that are maximized within the framework of planning educational programs, carrying out learning activities, and evaluating learning outcomes. One's performance is very important in determining the quality of one's work, including the quality of a teacher. Management and management are needed to develop work motivation and teacher discipline in the scope of performance in formal educational institutions. It was further explained that the function of managing and managing teacher performance includes a combination of planning, organizing, actuating, controlling and staffing functions.

The facts found at the research location indicate that educational activities in a formal institution cannot be easily achieved and the results enjoyed because education is a long-term investment and its acquisition is through a tiered process. The phenomenon found by researchers during initial observations at two private Madrasah Aliyah in Tapin Regency shows that MAS Assunniyyah and MAS Manba'u Tahfizhil Qur'an indicate that teacher

performance is still in the category of not maximizing their role. At least a number of indicators, among others, found that some educators and education staff were given teaching assignments that were not in accordance with their competence; and monthly meetings between madrasah heads, teachers and education staff are not part of the routine school evaluation agenda. Then some teachers are late in carrying out their assignments; teachers receive additional work to meet the needs of daily life. Then some teachers come and go home not on time; some teachers left teaching assignments for other interests; some teachers object to being given new assignments outside of their routine assignments; some teachers are late to class; some are not permitted if they do not go to school.

Then some teachers do not vary learning activities; some teachers do not utilize information and communication technology in the lessons they teach; some teachers do not have learning journals; the teacher does not study the syllabus according to the applicable curriculum revision; and some teachers do not take advantage of the teaching aids that have been provided. This condition is very contrary to the definitive purpose of education which is a solid foundation and needs to be considered carefully in its preparation. Funding, facilities and infrastructure, environment, committee and the synergy of all related variables contribute positively to the progress of a process of achieving educational and learning targets simultaneously.

The fundamental problems that will be studied in this study refer to the research theme, namely leadership, work motivation and discipline on the performance of teachers in private Madrasah Aliyah in Tapin Regency. Thus, the research discussion is based on empirical theory and comparative research that leads to teacher performance institutionally in private Madrasah Aliyah in Tapin District. The brief description and initial observations of this study became the basis for conducting this research which was based on the title *The Influence of Leadership, Work Motivation and Discipline on Teacher Performance in Private Madrasah Aliyah in Tapin District*.

LITERATURE REVIEW

The linear empirical correlation of research variables forms the basis for analysis and discussion of comprehensive research that is acceptable to this research locus which is based on the influence of leadership, work motivation and work discipline on teacher performance in private Madrasah Aliyah in Tapin Regency and focuses on discussion on the MAS Assunniyyah and MAS Manba' loci. u Tahfizhil Qur'an. The empirical postulates of leadership described by Arifin, Mutohar, and

Mulyasa became the basis for discussion of statistical constructions which produced exponential degrees of positive significance on teacher performance in MAS Assunniyyah and MAS Manba'u Tahfizhil Qur'an. Arifin's statement verbatim (2008), describes that the principal of the school/madrasah is an official who is fully responsible for leading all educational activities in the school. For this reason, the madrasah head who acts as a leader needs to have various abilities and skills to be able to manage the school/madrasah to be more advanced, superior and effective. Supported by Mutohar's statement (2016) explaining that the leadership of the madrasah head is the capability possessed by the madrasah head in influencing his subordinates with individual and group relationships in the framework of collaboration with members of the organization in order to obtain the desired goals efficiently and effectively. (Mutohar, 2016), simultaneously with the previous opinion, Mulyasa (2018) focuses on detailed aspects and indicators, namely personality, knowledge of teaching staff, understanding of the school's vision and mission, ability to make decisions, and ability to communicate.

The short synthesis is that the leadership of the school principal is one aspect that is very instrumental in advancing educational institutions. The academic qualifications and competencies of school principals are supported by a linear educational background as educators who can support the professionalism of a leader and embody his leadership in organizing learning in formal educational institutions. All educational institutions need a revolutionary leader who is capable of being a guide for its members who ultimately are able to carry out job descriptions factually and maximally. The variable of teacher performance achievement is also influenced by the underlying work motivation and the description of the grand theory regarding the teacher's work motivation explained that in general it can be seen in a number of activities and sometimes the achievements they achieve. (Uno, 2018). Linear with the statement explaining that the teacher's work motivation is the dominant aspect that encourages teachers to do their work, namely to educate, teach (plan, implement, and assess), guide, direct, and train students as well as possible by directing all existing potential more enthusiastic so that they will get better learning outcomes. (Sudarnoto, 2016). Statement support related to teacher work motivation by Malone (Uno, 2018),

The teacher's work discipline also plays a positive and significant role in the teacher's performance in learning activities and it is explained empirically by Susanti that discipline is a form of a sense of responsibility and obligation for employees

to obey the rules that have been set. (Jeptry, Harry and Mardika, 2020). Teachers must comply with various rules and regulations consistently, on professional awareness because they are tasked with disciplining students at school. Thus, in instilling the value of discipline in teachers should start with the teacher himself. (Mulyasa, 2019). Complementing the theoretical basis related to teacher work discipline conveyed by Rivai (Ningsih, 2017), work discipline has five indicators/components including attendance,

Individuals who comply with work regulations will not neglect work procedures and follow the guidelines set by work regulations. Adherence to work standards, seen in the size of employee responsibility towards their duties. High alert level. Employees who have high alert will tend to be careful and thorough in their work. Work ethically. Work guided by ethics as an employee in accordance with his job.

Then teacher performance is the capability and efforts of educators in carrying out their duties properly to plan, carry out and carry out assessments of learning activities. The performance of educators should be based on professional competence in carrying out obligations at school. (Emda, 2016: 112). Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency article 1 paragraph 1 states that every teacher is required to meet nationally applicable academic qualification and teacher competency standards. Which teacher competence consists of four main competencies, namely pedagogic, personality, social, and professional competencies.

The four competencies contained in these regulations are contained in teacher performance indicators. These four competencies are described in the teacher competency standards in the attachment to the Minister of National Education of the Republic of Indonesia No. 16 of 2007. Mulyasa (2013), summarizes the various core teacher competencies described in the teacher competency standards in the attachment to the Minister of National Education of the Republic of Indonesia No. 16 of 2007, including knowing the characteristics of students, mastering the theory learning and a number of educational learning principles; developing curriculum; organizing educational learning activities; developing the potential of students; communicate with students; carry out assessment and evaluation; act according to religious, legal, social, and national cultural norms; show a mature and exemplary personality; work ethic, high sense of responsibility and pride in being a teacher; be inclusive, act objectively, and not discriminate; communication

with fellow teachers, education staff, parents, students, and the community; master the material, structures, concepts, and scientific mindsets that support the subjects being taught; develop professionalism through reflective action.

The stages of literature analysis provide a basis for discussion of empirical theory and comparative research conducted with different durations and research locations. While the research variables have a resemblance to the actual conditions and the expected situation. It was explained that transportation is an integral part of the system and function of society. Transportation shows a close relationship with the pattern and lifestyle of people who live in an area. Productive demographic reach and location as well as the movement of goods and services cannot be separated from transportation mobility. Thus, it can be said that transportation is considered as a process of movement or mobilization of people, goods or services from one place to a different location with a specific purpose.

A number of comparative studies have been carried out previously with similar variables but there are differences in the location and duration of the research. The relevance of the previous research lies in the type and number of research variables, research objects, but the subject and location of the research, including the duration of the research, distinguishes the conclusions of the current research. The following is a description of a number of previous studies which were used as parameters for the use of empirical theory, comparative research methods and data analysis.

Regarding a number of comparative and linear studies which have similar research variables, empirical theory, and research methods, the authors conclude in the form of a synthesis table which briefly explains the advantages and disadvantages of a number of these comparative studies with the current research being compiled.

RESEARCH METHOD

Linear and comprehensive thinking methods form the basis of the quantitative tools implemented in this study. The process of research is deductive and progressive with the aim of becoming a problem solver in terms of the focus of the problem to be analyzed in order to produce novelty findings which can be compared to previous relevant research. The stages of this study were supported by the involvement of the research population which was determined based on the characteristics and measurable instruments which resulted in the research conclusion that there was a significant and simultaneous positive effect between the independent and dependent variables. The involvement of the study population, namely all

private Madrasah Aliyah teachers in Tapin Regency, totaling 76 people and conical to the research sample, shows that this research is comprehensive and focuses on the discussions being carried out.

Research location is a locus related to research objectives or problems and is also a type of data source that can be utilized by researchers. Site selection or site selection is based on Sukmadinata's opinion regarding the determination of units, sections, groups, and places where people are involved in the activities or events to be studied. The selection of private Madrasah Aliyah in Tapin Regency was considered appropriate in terms of the variables and research focus that became the basis for carrying out this comprehensive research.

RESULT

1. Validity and Reliability Test Results

Statistical Product and Service Solutions 25as a tool to measure the validity obtained through a comparison of the significance value with a probability value of 0.05 and comparing rcount with rtable. Instrument reliability by comparing the reliability standard of 0.7 linear with opinion (Widoyoko, 2020) if the instrument has an Alpha coefficient value of at least 0.7. The four statements of the questionnaire variables were tested for validity and reliability based on linear analysis.

Prerequisite Analysis Test Results

The results of the normality test of the One-Sample Kolmogorov-Smirnov Test implementing SPSS 25 obtained Asymp value data. Sig. (2-tailed) of $0.200 > 0.05$ and it was concluded that the data were normally distributed and fit to be used for hypothesis testing with parameter statistics.

Based on the results of the linearity test, the sig. is $1.000 > 0.05$. It was concluded that there is a linear relationship between the variables of leadership, work motivation, and discipline on teacher performance variables. Based on the VIF value multicollinearity test obtained on the leadership variable $1.774 < 10$; work motivation variable $1.984 < 10$; disciplinary variable $1.892 < 10$. It was concluded that using the regression model there is no problem of multicollinearity between independent variables and is feasible to use as a regression model. Based on the results of the leadership variable heteroscedasticity test, the value of Sig. $0.243 > 0.05$; then work motivation variable $0.746 > 0.05$; then the disciplinary variable $0.496 > 0.05$. It was concluded that there were no heteroscedasticity symptoms in all the regression model observations.

Hypothesis Test Results

Table 1

First Hypothesis Test Results
Coefficients

Unstandardized Coefficients			Standardized Coefficients	t	Sig.
Model	B	Std. Error	Betas		
1 (Constant)	52,492	8,041		6,528	,000
LEADERSHIP	,634	,081	,673	7,817	,000

Dependent Variable: TEACHER PERFORMANCE

Based on the results of the regression test on the effect of leadership on teacher performance, it was obtained tcount 7.817 > ttable 1.993 and a significance of 0.000 < 0.05. Significant hypothesis testing with the indicator Ho being rejected H1 is accepted and there is an influence of the leadership variable on the performance variable of Private Madrasah Aliyah teachers in Tapin Regency

Table 2

Correlation Coefficient Test Results and Determination of Leadership

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	,673	,452	,445	7,626

Predictors: (Constant), LEADERSHIP

Dependent Variable: TEACHER PERFORMANCE

Summary Model b

The description of the table above explains that $R_{X1Y} = 0.673$ has a strong correlation between leadership and teacher performance and R^2 of 0.452 or 45.2%. The remaining percentage of 54.8% is influenced by work motivation and teacher discipline variables.

Table 3

Second Hypothesis Test Results
Coefficients

Based on the results of the regression test tcount 12.832 > ttable 1.993 the effect of work motivation variables on teacher performance variables and obtained a significance of 0.000 < 0.05. Based on the hypothesis test in the significant category with the indicator Ho rejected H2 accepted and there is an influence of work motivation variables on the performance of private Madrasah Aliyah teachers in Tapin Regency.

DISCUSSION

The empirical evidence of leadership, work motivation and discipline on teacher performance in private Madrasah Aliyah in Tapin Regency is the basis for analysis and discussion supported by quantitative analysis leading to comprehensive research findings. Principal leadership can be seen from a number of parameters including depth of knowledge, breadth of mind, authority and communication relations which lead to significant changes in school management for which they are responsible. Thus, school principals must improve their academic competence on an ongoing basis so that they can keep up with the dynamics of change that are occurring, especially in responding to government policies regarding face-to-face learning after the corona-virus disease 2019 (COVID-19) pandemic.

Leadership that is supported by the principal's academic competence is a set of knowledge, skills and basic values that are reflected by the principal in the habit of thinking and acting consistently which allows him to be competent or capable of making decisions related to increasing the academic potential of teachers to improve the quality of learning in schools. The identity of the school principal's academic competence, formally structurally and behaviorally, must be attached to his ethical capacity as an educator which is reflected in his academic competency capacity in providing encouragement to teachers in improving the quality of learning simultaneously.

In order to realize this vision, principals at private Madrasah Aliyah in Tapin Regency must have basic academic competence as the basis for developing the quality of learning in the schools they lead. The dimensions of academic competence are derived in the competence of academic supervision which includes planning of academic academic supervision programs in order to increase teacher professionalism. This research focuses on the implementation of principal leadership in private Madrasah Aliyah in Tapin Regency in the implementation of face-to-face learning after the COVID-19 pandemic. The academic competence of

Unstandardized Coefficients			Standardized Coefficients	Q	Sig.
Model	B	Std. Error	Betas		
1 (Constant)	18,708	7,531		2,484	,015
Work motivation	1,252	,098	,831	12,832	,000

a. Dependent Variable: Teacher Performance

the Principal as an indicator of his ability to respond

to changes in learning policies during the COVID-19 pandemic.

The estuary for the implementation of leadership and academic competence ends with the Principal's initial mission, namely to improve teacher pedagogic performance, especially during face-to-face learning after the COVID-19 pandemic. Principals at private Madrasah Aliyah in Tapin Regency have good academic competency capacity, at least reflected in their capacity for knowledge, skills and values to think and act consistently, especially in responding to face-to-face learning conditions after the COVID-19 pandemic which was implemented and need to change the setting in the short term policy. The conditions at the research location indicated that there were implementations, models, approaches, and supervision techniques that were implemented. The teacher as the implementer of the Principal's policy also provides feedback in accordance with the direction of the Principal.

Follow-up manifestations of supervision results are carried out by evaluating and providing feedback through individual talks and discussions with supervised teachers. A number of indicators that need to be further investigated are the fact at the research location that the Principal has not completed his supervision activities with structural academic supervision documentation and guidelines. Meanwhile, regarding leadership and academic competence, the Principal has a derivative in the implementation of academic supervision. One of the dimensions, as stated in the attachment to Permendiknas number 13 of 2007 concerning Standards for Principals, must have a dimension of supervision competence. The implementation of these regulations explained that the Principal has mandatory duties and activities, namely supervising teachers in the school he leads. The basis for this implementation is related to the principal part of educational supervision, which is supervising teachers in the implementation of learning activities, known as academic supervision.

The influence of leadership on teacher performance in private Madrasah Aliyah in Tapin District

The significance of the simple regression test for the effect of leadership on teacher performance is 0.000, which has a degree of significance less than 0.05. Obtained Tcount 7.817 indicating a point greater than Ttable 1.993 so it was concluded that H_0 was rejected and H_1 was accepted and translated there was a significant influence of leadership (X_1) on teacher performance (Y) in private Madrasah Aliyah in Tapin Regency. The correlation coefficient test of 0.673 shows a significant correlation between leadership and teacher performance variables. The results of the determination test obtained R^2 square

0.452 means that leadership has an effect of 45.2% on teacher performance variables. Based on a number of positive significance it can be predicted that there is a positive relationship between the independent variables and the dependent variable if the leadership of the madrasah head is good, then the teacher's performance is in the good category. This line of thinking shows that the leadership of the madrasa principal has an effect on teacher performance and referring to statistical tests there is a positive and significant correlation.

Based on the statistical analysis above, the discussion regarding leadership is based on Satriadi's statement (2016: 125), leadership is an action taken by the head/madrasah to coordinate and give direction to teachers who are members of a school to achieve predetermined goals and if leadership the principal of the school/madrasah is good so that the teacher's performance looks good. The main target is that school principals are able to become active facilitators in developing and improving the quality of education in the schools they lead.

The principal's academic competence is a set of basic knowledge, skills and values that are reflected by the principal in the habit of thinking and acting consistently which allows him to be competent or capable in making decisions related to increasing the academic potential of teachers to improve the quality of learning in schools. The identity of the school principal's academic competence, formally structurally and behaviorally, must be attached to his ethical capacity as an educator which is reflected in his academic competency capacity in providing encouragement to teachers in improving the quality of learning simultaneously. So did the Principal Private Madrasah Aliyah in Tapin Regency are obliged to establish good and active communication with teachers as part of implementing their academic competencies.

In order to realize this vision, the Principal Private Madrasah Aliyah in Tapin Regency must have basic academic competence as a basis for developing the quality of learning in the schools they lead. The dimensions of academic competence are derived in the competence of academic supervision which includes planning of academic academic supervision programs in order to increase teacher professionalism. This research focuses on the implementation of the leadership of private Madrasah Aliyah Principals in Tapin Regency in the implementation of learning. The academic competence of the Principal as an indicator of his ability to respond to changes in learning policies. The estuary of the implementation of these academic competencies ends with the principal's initial mission, which is to improve teacher pedagogical

performance, especially during learning. Headmaster Private Madrasah Aliyah in Tapin Regency have good academic competency capacity, at least reflected in the capacity of knowledge, skills and values possessed in thinking and acting consistently, especially in responding to fluctuating learning conditions and the need for regulatory changes in the short term of policies. Conditions in the private Madrasah Aliyah in Tapin Regency show that there are implementations, models, approaches, and supervision techniques that are implemented. The teacher as the implementer of the Principal's policy also provides feedback in accordance with the direction of the Principal.

Follow-up manifestations of supervision results are carried out by evaluating and providing feedback through individual talks and discussions with supervised teachers. A number of indicators that need further investigation are the facts in Private Madrasah Aliyah in Tapin District that the Principal has not completed his supervision activities with structural academic supervision documentation and guidelines.

Whereas related to the academic competence of the Principal has a derivative of the implementation of academic supervision. One of the competency dimensions of school principals as contained in the annex to Permendiknas number 13 of 2007 concerning School Principal Standards must have a dimension of supervision competence. The implementation of these regulations explained that the Principal has mandatory duties and activities, namely supervising teachers in the school he leads. The basis for this implementation is related to the principal part of educational supervision, which is supervising teachers in the implementation of learning activities, known as academic supervision. With this significant influence, it can be concluded that teacher performance can be predicted based on the leadership competence of the madrasa head. Statistical tests show that the contribution of the leadership variable to teacher performance is 45.2% and the exponential value shows a partial significant contribution.

It was found that there was a significant influence of leadership on teacher performance. The research findings above are linear with the opinion of the Central Java Ministry of Religion (2017), that the madrasa head is an educational component that influences teacher performance.

The leadership of the madrasa head has a significant effect on teacher performance. It was concluded that effective madrasah leadership is needed in order to be able to realize teacher professionalism and maximize the competence they have. Madrasah leadership has a positive and significant influence on the work environment. A

number of decisions made regarding teaching staff and students as well as various decision-making processes by madrasah heads have a direct impact on teacher performance. The success of madrasah education is influenced by the success of the madrasah head in managing human resources, infrastructure and madrasah learning.

One of the important aspects of leadership is management which is a knowledge cluster which at the end of this decade has become popular in the concentration of school management and is a basic competency that must be mastered by a school principal. School-Based Management is the implementation of basic educational scientific concepts which are considered to be the mainstay of creating a system that is easy to control. The management function in its implementation is easier to understand because the special task it has is the basic thinking that must be carried out by the Principal in managing the organization and resources it has.

While the management function includes a combination of functions Planning, Organizing, Actuating, Controlling and staffing, A number of approaches related to education quality standards are influenced by the level of competency possessed. It is explained that Such approaches seek to address the tension between standards that specify the level of competence required for entry into the profession and the use of these standards as the definition of competence for serving teachers with considerable experience (Forde and McMahon, 2019). For Forde et al, (2016) this is a means to maintain a developmental change orientation and a relevance, without depressing or stalling practice' (Forde et al., 2016).

Meanwhile, school terminology is fundamentally understood in Indonesia and the whole world understands the meaning and purpose of establishing a formal educational institution, namely school. In other words, it is explained that schools are formal educational institutions as media and locations for learning and teaching. However, along with developments, schools experience developments in meaning and use but are still in basic terminology that does not change. School is a place, location or container that is believed and recognized as a place where the process of education or learning takes place which is arranged systematically and experiences dynamic development over time.

The reality in private Madrasah Aliyah in Tapin District shows that educational activities in a formal institution cannot be easily achieved and the results enjoyed because education is a long-term investment and its acquisition must go through a tiered process. Definitive educational goals are a

solid foundation and need to be considered carefully in their preparation. Funding for facilities and infrastructure, environment, committees and the synergy of all related variables contribute positively to the journey of a process of achieving education and learning targets.

The Influence of Work Motivation on Teacher Performance in Private Madrasah Aliyah in Tapin District

The results of a simple regression test for the effect of work motivation on teacher performance show 0.000, which is less than 0.05 and a tcount of 12.832 is greater than a ttable of 1.993. Based on the statistical test, it was concluded that H_0 was rejected and H_1 was accepted, which is an indicator that there is an influence between work motivation (X_2) on teacher performance (Y) in private Madrasah Aliyah in Tapin Regency. Based on the results of the correlation coefficient test, it was obtained a magnitude of 0.831 which indicated that there was a significant correlation between the variables of work motivation and teacher performance.

Based on the results of the determination test, it was obtained that R^2 was 0.690, meaning that the work motivation variable had an effect of 69.0% on teacher performance variables. Based on the comprehensive test results, it is predicted that there is a positive influence between the independent variable and the dependent variable, that is, if the leadership and teacher work motivation are good, so is the teacher's performance.

These statistical facts prove that the research findings show that the effect of work motivation on teacher performance is linear with a number of empirical bases put forward and linear with research that is empirically relevant and indicates that if teacher motivation determines the ability of teachers to carry out their duties and responsibilities as educators.

The research findings above are linear with the opinion of Uno (2018: 71), that work motivation is a factor that also determines a person's performance. The size of the influence of motivation on employee performance is influenced by the size of the amount of motivation given. This motivation can be seen in teacher achievement. Malone's opinion (Uno, 2018: 66), provides a categorization of motivation, including intrinsic or internal motivation that appears without a stimulus because it is present in every human being, namely based on needs; and extrinsic or external motivation arises because there is a stimulus from outside the human being, among others, in the tasks carried out by the teacher related to his interest in carrying out the task as a teacher.

Ethical and pedagogical responsibility kMadrasa heads and fellow teachers have a significant effect on increasing teacher motivation in teaching.

The research findings show that teachers need strong attention and encouragement in realizing the achievement of the madrasah vision and mission targets. Reward policies and other forms of appreciation from madrasa heads can foster enthusiasm in developing and improving teacher academic competence in providing maximum service to students. The individual supervision of the head of the madrasah for individual teachers gives the impression of leadership and the protection of the leader to his subordinates.

All of these indicators serve as parameters for the existence of teacher work motivation which is linear with Maslow's theory of levels of needs and its derivation by Uno (2018), giving motivation cannot be separated from the concept of human needs. The linearity of the levels of needs was described by Kenneth that there are a number of needs that influence individual behavior in organizational activities, including life needs or existence needs which are needs related to physical problems, needs for security or security needs, namely needs that involve protection from physical threats or loss of income, the need for affiliation or affiliation needs, namely needs that involve the desire to find friends, and interpersonal relationships based on mutual give and take, the need for appreciation or esteem needs, namely needs based on that humans need appreciation, respect, and status. Awards like this are manifested in the form of praise, appreciation for achievements that have been achieved, and recognition for status symbols owned. The need not to depend on other people or independence needs, basically humans depend on other people to fulfill their desires, humans try to be independent with all their abilities. The need for achievement and competence or achievement and competence needs, namely the need in which basically human beings naturally have competencies that encourage learning to associate with the surrounding environment. The identification of supporting aspects of teacher work motivation by the head of the madrasa from the start had a direct impact on teacher achievement and indirectly students felt the teacher's maximum learning service which was marked by the achievement of maximum minimum completeness. Maximum work motivation is strongly influenced by aspects of organizational spirit and behavior as well as organizational climate in a madrasah work operation. All of these are the basis for achieving work targets which are supported by the leadership of the madrasah head as a motivator, leader and manager. Delegation of job descriptions that are not appropriate to the right man in the wrong place also

affects job attainment. Therefore, the managerial ability of the madrasah head is needed in managing and distributing work to the people he leads so that it can be carried out optimally and based on the expected goals (Kurniasari, 2018).

One of the impacts of the COVID-19 pandemic is the implementation of online learning and the Private Aliyah Madrasah in Tapin Regency is one of the schools affected by the implementation of online learning whose implementation is implemented online. This condition greatly affects the performance of teachers who do not fully prepare for mitigation in using electronic devices and the internet in learning. Meanwhile, school principals need to make efforts to improve teacher performance during the COVID-19 pandemic.

The fluctuating juridical policies of the government are addressed in various ways by each school by taking into account a number of aspects of local wisdom and the availability of facilities, facilities and infrastructure owned by the school. Principals are required to be adaptive to teacher performance and the attitudes of student guardians which also have an impact on student learning patterns which must always be consistent and achieve learning achievement targets. The aim of the research to be achieved is to find out how the principal's decision-making patterns respond to the dynamics of government policies related to learning during the COVID-19 pandemic at private Madrasah Aliyah in Tapin Regency.

Private Madrasah Aliyah in Tapin Regency has carried out government instructions regarding learning activities during the COVID-19 pandemic which are based on online learning. Teacher and student learning uses electronic media and Google Zoom meeting software. During the implementation of online learning using the internet network, there were a number of obstacles experienced by teachers and students, including not being able to reach internet signals to a number of student domicile areas and being constrained by unfriendly weather which caused signal interference and disrupted learning activities. The result is learning outcomes that do not match the targets set by the school.

The Effect of Discipline on Teacher Performance in Private Madrasah Aliyah in Tapin District

It was found that the significance of the simple regression test results for the effect of work motivation on teacher performance was 0.000, less than 0.05. The tcount test is 7.997 which is greater than the ttable 1.993. It was concluded from the two tests that H0 was rejected and H1 was accepted which indicated that there was a significant positive

effect between discipline (X3) on teacher performance (Y) at Private Madrasah Aliyah in Tapin Regency. Based on the correlation coefficient test obtained 0.681 which indicates a significant correlation between the variables of work motivation and teacher performance. Based on the R2 determination test of 0.454 which indicates that the variable work motivation has an effect of 45.4% on teacher performance. Based on these findings and results, it is predicted that there is a significant positive relationship between the independent variables and the dependent variable, namely leadership on teacher work motivation. The research findings indicated that the higher the teacher's discipline, the better the teacher's performance in the four private Madrasah Aliyah in Tapin Regency.

Research with similar variables shows that there have been encouraging developments at the level of teacher professionalism and competency standards, described in Clarke and Moore's (2013) study the potential of promoting compliance rather than development through professional standards. They argue that neoliberal education policy's fetishisation of standards, measurement, transparency, and accountability has worked to eviscerate the ethical and political core of teaching, reducing it instead to what at times seems little more than an exercise in technical competence and instrumental efficiency. As a consequence, professional standards as currently conceived are more likely to be 'a framework for codifying not levels of development but degrees of compliance' (Clarke and Moore, 2013: p.490)

There are several variations of research explaining teacher professionalism standards in several studies, which are explained as follows, there is some variation across the literature in how professional standards relating to teachers' work are defined. Sachs (2016) observes that there is reference to teacher standards, teaching standards, and teacher professional standards (p.416-417). She notes that while complementary, there are differences between these (ibid). Teacher standards refer to levels of competence expected of individual teachers, either for entry into the profession or for measuring ongoing performance. The scope and remit of teaching standards is the teaching profession rather than individual teachers (Sachs, 2016: p.417).

An assessment of educational standardization is also explained in a study which explains that there is variance across systems in how standards are defined. Avalos (2005 in CEPPE, 2013: p.14) found that in the professional domain (standards for teachers and school leaders) and in some European or French speaking countries, the term 'competence' is used more frequently instead of 'standards', but

both terms imply very similar meanings (Avalos, 2005 in CEPPE, 2013).

The macro explanation focused on teaching standards which explained that four main purposes are associated with teaching standards, to support the improvement of teacher performance; to certify teachers who are new to the teaching profession or who have attained a certain status as teachers; to assess teacher performance; and to evaluate and accredit teacher training institutions (CEPPE, 2013). In certain education systems the standard of differentiation is influenced by career level and position in determining teacher competence. It is explained in a study that in some systems this has been addressed through differentiating standards by career stage or by levels of accomplishment. In Australia for example, the Australian Professional Standards for Teachers (AITSL, 2011) have four levels: graduate, proficient, highly accomplished and lead (AITSL, 2011, online). In the USA, the National Board for Professional Teaching Standards (NBPTS) sets out the professional standards for accomplished teachers. (NBPTS, 2016, online).

A number of studies have debated education quality standards that are focused on the design and content standards of educational curricula, explained in several research findings that standards have been the subject of much debate, including their design and content (Forde et al., 2016) and evaluative studies on professional standards for teaching (CEPPE, 2013; CDE 2017, Gallie and Keevey, 2014) draw attention to important components of the process which includes development, consultation, communication, implementation and evaluation. Given the growing importance that national education systems afford to professional standards for teachers and teaching, comprehensive guidance relating to their development is limited.

Management is regulated and implemented in such a way as to control and motivate school performance to be maximized. Based on empirical explanations and previous comparative theory applications, it is assumed that school performance will be stimulated and improved through an effective and relevant principal management system. Regarding the conditions of the research location, all educational activities can be measured and evaluated simultaneously and continuously. Thus it is explained that the expected performance with the implementation of management by the school principal is that the school is running as it should with the determination of targets, vision and mission of the school and definitive goals.

The entire series of school management development is considered a strategy in improving school performance. School-Based Management has a number of approaches to school development

systems that are capable of making significant changes to improving the quality of school performance. Thus, the existence of School-Based Management is considered as a concept for developing effective school performance. Meanwhile, in order to identify school performance, it must be carried out by a number of professional staff related to the world of education itself. All aspects of the assessment are also able to meet the overall complexity of the assessment. School-based management is considered as a technique of improving and developing schools by involving all aspects responsible for schools and education. The components involved include school principals, teachers, students, communities, committees and other parties who are able to work together in improving the quality of school education. School-based management is considered a form of school performance development which, if formulated, is to develop the potential and overall resources of the school and be able to give schools autonomous rights to develop school performance.

Evaluation is a monitoring factor in order to make the performance of employees and members assess the productivity and quality of their work. Evaluation in educational institutions is very important as a basis for improving and improving the quality of teaching that has been determined and expected together. The teacher urinating standing up and students urinating running are indicators that the teacher as an individual is imitated and digugu and normative rules require that teacher discipline be an indicator of student discipline towards the degree of obedience set by the school.

Disciplinework is an attitude and behavior that intends to comply with all organizational regulations based on self-awareness to comply with organizational regulations (Bate'e, 2020). Discipline must be shown in work attendance as required and the completion of working time is indicated by the achievement of work targets when working hours end. adherence to work standards (responsibility for work), a high level of vigilance (careful in work, calculating and thorough in work, utilizing various aspects effectively and efficiently), and working ethically (working according to the teacher's code of ethics). If the five indicators are implemented optimally, the teacher's work discipline has a positive impact and is able to have a significant effect on the teacher's performance in carrying out school learning activities.

Self-discipline plays a significant role in achieving organizational goals which is factualized if maximum supervision is not carried out but employees continue to carry out their duties optimally, the job description given has been carried out with full responsibility. These conditions

indicate that workers have realized the implementation of their duties and can also facilitate work activities in a group. This aspect shows the appreciation of its potential and the group assignments carried out are closely related to the time dimension in a work process which is influenced by the time sequence of work. Lack of discipline of an employee in a job will hinder other areas of work.

The following are advantages if workers have self-discipline, including self-discipline is the discipline expected by the organization. If the desire of the institution is achieved, the institution will provide awards in the form of compensation or other aspects, with discipline being a form of respect for other individuals. If other individuals are respected, similar appreciation will grow from other people to him; self-esteem, this condition is based on the view that if employees are able to carry out tasks, basically they are able to actualize their own abilities, this condition is interpreted as being able to give appreciation to the potential and abilities inherent in them.

The professional standards of teaching staff are inseparable from the complexity of understanding within a teacher who can make himself a leader in teaching, it is explained that in this respect, professional standards are of 'their time' and are complex ideological texts privileged particular constructions of what it means to be an effective teacher or leader (Forde et al, 2016: p. 25). The COVID-19 pandemic has had a significant effect on government policies in the education sector. Government policy related to education continuity with the implementation of Work From Home which aims to reduce the movement of the COVID-19 virus whose distribution characteristics are unknown. Learning activities during the COVID-19 pandemic were carried out at a distance according to physical and social distancing protocols. Meanwhile, online learning media between educators and students are electronic communication media and internet networks. Implementation of management empirical theory not only strengthens its function as a development activity but can function as a systemic control and evaluation system, accurate, effective, efficient and complex in achieving certain goals. Based on the micro perspective, management can function at the stages of planning, implementing, organizing and evaluating. Meanwhile, management principles and techniques greatly influence the performance standards and quality of a school principal in discussing schools as formal educational institutions. Implementation of management empirical theory not only strengthens its function as a development activity but can function as a systemic control and evaluation system, accurate, effective,

efficient and complex in achieving certain goals. Based on the micro perspective, management can function at the stages of planning, implementing, organizing and evaluating. Meanwhile, management principles and techniques greatly influence the performance standards and quality of a school principal in discussing schools as formal educational institutions. Implementation of management empirical theory not only strengthens its function as a development activity but can function as a systemic control and evaluation system, accurate, effective, efficient and complex in achieving certain goals. Based on the micro perspective, management can function at the stages of planning, implementing, organizing and evaluating. Meanwhile, management principles and techniques greatly influence the performance standards and quality of a school principal in discussing schools as formal educational institutions.

Facts at the private Madrasah Aliyah in Tapin District show that teacher discipline has its own positive value for the school. This condition is linear with the progressivity of the current organizational paradigm which wants to develop and advance, in dire need of highly disciplined teachers.

The Influence of Leadership, Work Motivation and Discipline on Teacher Performance in Private Aliyah Madrasah in Tapin District

The positive significance of the simple regression test was obtained that the simultaneous influence of leadership, work motivation and discipline on teacher performance was $0.000 < 0.05$ and F_{count} was obtained at 72.477 and the percentage was greater than F_{table} 2.73. It was concluded that H_0 was rejected and H_4 was accepted which meant that there was a simultaneous influence of leadership (X1), work motivation (X2), and discipline (X3) on teacher performance (Y) in Private Madrasah Aliyah in Tapin District. Meanwhile, based on the correlation coefficient test obtained 0.867 which indicates a significant correlation between the variables of leadership (X1), work motivation (X2), and discipline (X3) simultaneously on teacher performance. Based on the results of the determination test obtained R^2 of 0.751 which means that the variable work motivation has an effect of 75, 1% of teacher performance variables and 24.9% are affected by variables other than these variables which are not discussed in this study. This condition proves that a number of theories put forward as well as research that has been done previously are linear to the empirical findings of this study and empirically identified as having an effect of teacher work motivation on teacher performance. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts

so that they can do their job well in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher. 9% are affected by variables other than these variables which are not discussed in this study. This condition proves that a number of theories put forward as well as research that has been done previously are linear to the empirical findings of this study and empirically identified as having an effect of teacher work motivation on teacher performance. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher. 9% are affected by variables other than these variables which are not discussed in this study. This condition proves that a number of theories put forward as well as research that has been done previously are linear to the empirical findings of this study and empirically identified as having an effect of teacher work motivation on teacher performance. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher. This condition proves that a number of theories put forward as well as research that has been done previously are linear to the empirical findings of this study and empirically identified as having an effect of teacher work motivation on teacher performance. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher. This condition proves that a number of theories put forward as well as research that has been done previously are linear to the empirical findings of this study and empirically identified as having an effect of teacher work motivation on teacher performance. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in

carrying out duties and responsibilities as a teacher. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher. Emda's opinion (2016) explains that teacher performance is a competence and educator's efforts so that they can do their job properly in carrying out learning up to the level of learning evaluation. Achievement of maximum teacher performance is based on indicators of professional competency assessment in carrying out duties and responsibilities as a teacher.

Byars' opinion explains that performance is the result of the relationship between effort, ability and perception of the task. Maximum teacher performance is a method used so that organizational goals can be achieved. (Huseno, 2016: 86). Meanwhile, Wirawan explained that performance is the result of usability or professional indicators at a certain time. (Setiyati, 2014: 201).

The school principal is a position that is fully responsible for the daily operationalization of the school related to academic activities and teacher performance in realizing the school's sustainable targets. In order to realize these institutional targets, qualified academic competence is needed in a school principal. The competency standard of the school principal is the reference used in performance appraisal and must refer to the ability indicator of the school principal as an educator.

The responsibility of the Principal in improving the quality of learning and its achievements must be collaborated with its implementation by teachers who interact directly during the learning process with students. This synergy will create a parallel harmonious top-down coaching pattern in creating a work climate that supports improving the quality of learning simultaneously. This fact proves that the Principal as a teacher's partner in the learning process is considered urgent to be realized and the implementation of effective academic supervision requires conceptual, interpersonal and technical skills (Glickman in Masnun, 2017).

The competency of the school principal as an educator for teachers in the school he leads is based on the strong understanding and argumentation of a number of academic supervision concepts as the scientific foundation of the school principal's duties. Adequate understanding of the concept of academic competence is expected that the principal can carry out his duties as an educator in a professional manner so that it leads to increased learning achievement and the teacher as a mediator and facilitator. Thus, school

principals must have technical skills in the form of the ability to apply a number of appropriate academic supervision techniques according to face-to-face learning conditions after the COVID-19 pandemic. While the implementation of academic supervision techniques includes two categories, namely individual and group.

The description of this concept is supported by the opinion of Zulfikar, Yusrizal, (2017), that the implementation of academic supervision by the school principal can improve the learning process if it is carried out in accordance with applicable principles. Thus, the principal as an educator is required to be able to carry out academic supervision for teachers in improving the learning process and achieving student achievement targets at the end of the school year.

The research findings show that three factors influence teacher performance in private Madrasah Aliyah in Tapin District, including the leadership of the madrasah head, work motivation, and teacher discipline. The leadership of the dominant madrasah head is able to have a significant influence on the work climate and organization. Social influence, decisions taken, related to educators and students as well as the decisions of the madrasah head in policy making have an impact on teacher performance.

Meanwhile, teachers who have high work motivation will work optimally in completing each job, and work responsibly in accordance with the work provided by the organization, so that teacher performance increases. Work discipline is also needed to communicate organizational policies so that they are in accordance with what has been set. Employees are required to be disciplined at work, so that teacher performance also increases.

Improving teacher performance to achieve educational goals is not enough to improve the curriculum, but improvements to other components are needed such as improving the leadership of the madrasah head; then provide various needs to encourage teacher motivation in working, namely including life needs or existence needs, needs for security or security needs, needs for affiliation or affiliation needs, needs for appreciation or esteem needs, needs not to depend on other people or independence needs, the need for achievement and competence or achievement and competence needs. So that by fulfilling these needs a positive relationship can be created between motivation and performance achievement. So that by meeting the needs and encouraging the teacher's work motivation it is hoped that it will be able to influence the improvement of the teacher's performance in carrying out their duties; Furthermore, in accordance with the current organizational paradigm that wants to develop and progress, it really needs employees

who are highly disciplined in their work. So that in work, teachers need to compete to improve discipline for good and for better performance.

CONCLUSION

Facts at Private Madrasah Aliyah in Tapin Regency show that learning activities show a number of indicators of the validity of leadership, work motivation and work discipline on teacher performance at Private Madrasah Aliyah in Tapin Regency which are supported by the achievement of student learning achievements which need to be evaluated immediately and find alternative solutions. Evaluation is a monitoring factor in order to make the performance of employees and members assess the productivity and quality of their work. Evaluation in educational institutions is very important as a basis for improving and improving the quality of teaching that has been determined and expected together. The vision and mission of the school as an educational institution must be linear with the basic constitution of the state to educate the nation and are ethically obligated to increase piety and the formation of the character of each student. This noble goal must be based on systematic management and organizational standards that refer to the provisions of the International Standardization Organization (ISO) which improve every year to adjust to fluctuations in scientific and technological developments. Meanwhile, the quality of education refers to education quality assurance which applies in its entirety to educational institutions throughout the world. Systemic and linearly measurable patterns of education and teaching with local wisdom and policies that are implemented humanely are considered a democratic approach and are projected to increase the mental revolution that starts early in students.

Based on these research findings, it was concluded that there was a significant influence between leadership on teacher performance ($T_{count} 7.817 > T_{table} 1.993$ and a significance of $0.000 < 0.05$). There is a significant correlation between leadership and teacher performance ($R_{X1 Y} = 0.673$). While the influence of leadership on teacher performance is 45.2%;

There is a significant influence between work motivation on teacher performance ($T_{count} 12.832 > T_{table} 1.993$ and a significance of $0.000 < 0.05$). There is a significant correlation between work motivation and teacher performance ($R_{X2 Y} = 0.831$). There is a leadership influence on teacher performance of 69.0%;

There is a significant influence between discipline on teacher performance ($T_{count} 7.997 > T_{table} 1.993$ and a significance of 0.000

<0.05). There is a strong correlation between discipline and teacher performance ($R_{X3 Y} = 0.681$). There is an influence of discipline on teacher performance of 46.4%;

There is a simultaneous effect of leadership, work motivation, and discipline on teacher performance ($F_{count} 72.477 > F_{table} 2.73$ and a significance of 0.000 <0.05). There is a significant correlation between the three independent variables on teacher performance ($R_{XY} = 0.867$). There is an influence of these three independent variables on teacher performance of 75.1%.

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