The Influence of Ethical Leadership, Teacher Capacity Building, and School Culture on the Performance of Madrasah Tsanawiyah Teachers

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Abstract

This research is based on problems related to teacher performance seen from the perspective of the influence of ethical leadership, teacher capacity building, and school culture. The research objective is to describe: and school culture on teacher performance. (1) ethical leadership has a significant effect on school culture, (2) teacher capacity building has a significant effect on school culture (3) ethical leadership has a significant effect on teacher performance, (4) teacher capacity building leadership has a significant effect on teacher performance, (5) school culture has a significant effect on teacher performance, (6) ethical leadership has a significant effect on teacher performance through school culture (7) teacher capacity building has a significant effect on teacher performance through school culture and (8) the simultaneous influence of ethical leadership, teacher capacity building on teacher performance. The research method used is quantitative research using an expostfacto approach. The research population was 757 madrasah tsanawiyah teachers in Batubara Regency with a selected sample of 238 spread across 53 madrasas. The data collection instrument is a questionnaire designed with a Likert scale. The research hypothesis was tested using path analyst data analysis techniques. The research results show: (1) ethical leadership has a significant effect on school culture by 45.00%, (2) teacher capacity building has a significant effect on school culture by 66.90%, (3) ethical leadership has a significant effect on teacher performance of 33.00%, (4) teacher capacity building has a significant effect on teacher performance of 59.80%, (5) school culture has a significant effect on teacher performance of 37.50%, (6) ethical leadership has a significant effect on teacher performance through school culture was 61.40%, (7) teacher capacity building had a significant effect on teacher performance through school culture by 65.60%, and (8) ethical leadership, teacher capacity building, school culture simultaneously had an effect on performance Teacher. The findings of this research have the implication that efforts to improve teacher school culture can be done by increasing teacher capacity building among Madrasah Tsanawiyah teachers.

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INTRODUCTION

Madrasas are one of the primary and secondary educational institutions that play a very important role in the future of the Islamic ummah in Indonesia, this is an absolute that cannot be debated. To date, in Indonesia there are thousands of Madrasas which are the hope for Muslims in teaching their children to be 'happy in this world and happy in the afterlife'. This indicates that the awareness of Muslims

to fulfill the religious needs of Islam is very large, which cannot be obtained at school (Azima et al., 2024; Yulianti, 2018). The most determining component in the education system as a whole, which must receive central attention, is the teacher, because teachers are always related and intersect with any component in the education system (Akmalia et al., 2023). The main role in the development of the world of education is held by teachers, especially formal education in madrasas. Teachers also greatly determine the success of students, especially in relation to learning (Yani et al., 2021). Teachers are also the component that has the most influence on creating quality educational processes and outcomes (Salirawati, 2018; Susmiyati & Zurqoni, 2020). Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without being supported by professional and qualified teachers.

One of the interesting problems to study in the implementation of education at the micro level is the teaching performance of teachers. Without the active involvement of teachers, any sophisticated education reform policy will end in vain. One of the qualities of a teacher's teaching performance is reflected in the learning outcomes achieved by students (Marpaung et al., 2023). The lack of optimal student learning outcomes will result in graduates being less able to face the demands of the times which are often highlighted by the community using these graduates (Sudjana, 2014; Sulfemi & Minati, 2018). Therefore, teachers are one of the elements in the field of education that must play an active role and position themselves as professionals, in accordance with the growing demands of society (Illahi, 2020; Mulyani, 2015). In this case, the teacher is not only a teacher who transfers knowledge, but also as an educator who transfers values as well as a guide, which is ultimately performance oriented.

Teacher performance is the teacher's efforts to improve student learning outcomes through teaching (Alam, 2022; Shandy & Rumangkit, 2017). Teacher performance is the teacher's ability and efforts to carry out learning tasks as well as possible in the teaching process, implementing learning activities and evaluating learning outcomes (Purnamasari et al., 2023; Setiyadi & Rosalina, 2021). The quality of teacher performance cannot be separated from the achievement of student learning outcomes. This is because teacher performance really determines the success of an effective and efficient learning process so that educational goals can be achieved and realized from good student learning outcomes and ultimately produce quality graduates. Whether a teacher's performance is good or bad in the learning process is not influenced by a single factor but rather by multiple factors. According to Mulyasa, achieving optimal teacher performance is influenced by two factors, namely internal factors and external factors (Mulyasa, 2021). Internal factors are encouragement to work, responsibility for tasks, interest in tasks. Meanwhile, external factors are appreciation for assignments, opportunities to develop, attention from the madrasa head, interpersonal relationships between teachers, training, guided discussion groups, and library services. Internal factors are factors that originate from within oneself such as motivation to work (Ahmadiansah, 2016; Akmalia, 2021), desires and aspirations including the desire to achieve achievement at work (Nuralam & Ridlo, 2021; Summiati, 2018), while external factors are factors that are outside oneself such as the learning environment, place of work, office atmosphere/etc (Suyatno, 2019; Wicaksono,

2017). One of the factors that measures the success of a madrasah is the teacher's performance in teaching.

Factually, the performance of teachers, especially Madrasah Tsanawiyah teachers in Batubara district, is not optimal, which can be seen based on field facts, namely that there are still teachers who enter the classroom without any preparation and learning planning, low utilization of learning media, and not involving students in various learning experiences. , teacher leadership that is not active in class, low work motivation which is characterized by late arrival and entry to class, low self-confidence, lack of ability to face challenges and complete work, lack of knowledge about oneself and low respect for oneself and one's profession . Based on these empirical facts, it shows that the quality of teachers is still low. A systematic management approach is needed to overcome the problem of low teacher performance. Initial observation results show that 45% of teacher performance is not optimal. There are still some teachers who have not developed their lesson plans to the fullest. This can be seen from many teachers whose RPPs are limited to copy pastes obtained from other madrasas or the internet but are not adapted to the conditions of the madrasa where they work. In the RPP that is made, it is not accompanied by learning media to support learning such as concept maps, power points, and other teaching aids.

The problem of low teacher performance as described above certainly does not happen by itself, but is caused by various influencing factors, both factors that have a direct influence and an indirect influence. Theoretically, there are several factors that cause a person's performance to not match expectations, and there are also factors that can occur as a result of these performance problems. In general, the quality of Tsanawiyah Madrasas is still below the quality of public schools such as junior high schools, although some madrasas are able to compete and even show impressive academic and non-academic achievements (extra-curricular activities). A series of objective conditions regarding the suboptimal performance of teachers at private Tsanawiyah madrasahs in Batubara Regency, is evidence that the performance of some teachers has not met expectations. The cause is certainly not single but many factors. Based on several theories that have been put forward, and the results of pre-research observations that researchers conducted on private Tsanawiyah madrasah teachers in Batubara Regency, the researchers suspect that these four factors are ethical leadership, teacher capacity building, and school culture. The essence and urgency of this research requires paying very serious attention to teacher performance. For this reason, efforts to pay attention to performance are mandatory, because optimizing teacher performance is a parameter for success in learning and education, where performance becomes a measuring tool for teacher work behavior which is channeled into efforts to achieve organizational goals.

METHODS

This research method is quantitative research, namely research that focuses on studying objective phenomena to be studied quantitatively. In this research, data collection was carried out using a questionnaire, then data analysis was carried out quantitatively.

This type of research is ex post facto research, namely research that aims to investigate events that have occurred and then trace them backwards to find out the factors that caused the event to occur (Sugiyono, 2015). The variables in this research consist of independent and dependent variables. The independent variables (exogenous variables) in this research are ethical leadership (X1), teacher capacity building (X2) and school culture (X3). Meanwhile, the dependent variable is teacher performance (X4). The population in this study were all private Madrasah Tsanawiyah teachers in Batu Bara Regency, totaling 757 people. The number of private Tsanawiyah madrasas in Batubara Regency from the 12 sub-districts in Batubara Regency is 53 madrassas. Sampling used the Krecji table in (Yusuf, 2017)which was selected proportionally with a confidence level of 95%. From the table, if the population of the Krecji is 757 teachers, then the sample is 238 people. This research looks at the functional relationship between the independent variable and the dependent variable, namely how much the exogenous variable contributes to the endogenous variable, so the technique used is path analysis technique. To test the feasibility of the model used, it must first fulfill the classical assumption test (Rukajat, 2018). The classic assumption tests used in this research are the normality test, multicollinearity test and heteroscedasticity test (Emzir, 2015; Winarni, 2018).

RESULTS & DISCUSSION

Testing Between Research Variables

Before testing the hypothesis, a correlation analysis between variables is first carried out. The hypothesis proposed in testing the correlation between variables is:

$$Ho : r \leq 0$$
$$Ha : r > 0$$

Test criteria reject Ho if $r_{count} \leq r_{table}$ and accept Ha if $r_{count} > r_{table}$ at $\alpha = 0.05$. A summary of the results of correlation testing between research variables is presented in Table 1 as follows:

Table 1. Correlation Between Research Variables

		Ethical Leadership	*Teacher Capacity Building*	*School Culture*	Teacher Performance
Ethical Leadership	Pearson Correlation	1	,512(**)	,450(**)	,330(**)
	Sig. (2-tailed)		,000	,000	,000
	N	238	238	238	238
Teacher Capacity Building	Pearson Correlation	,512(**)	1	,669(**)	,598(**)
	Sig. (2-tailed)	,000		,000	,000
	N	238	238	238	238
School Culture	Pearson Correlation	,450(**)	,669(**)	1	,375(**)
	Sig. (2-tailed)	,000	,000		,000
	N	238	238	238	238
Teacher Performance	Pearson Correlation	,330(**)	,598(**)	,375(**)	1
	Sig. (2-tailed)	,000	,000	,000	
	N	238	238	238	238

Calculation results of the correlation test for *the ethical leadership variable* (X_1) with the *school culture variable* (X_3) obtained $r_{calculated}$ = 0.450 while r_{table} with N = 238 and a 5% significance level of 0.128. The test shows a value of $r_{3.1} > r_{table}$ (0.450 > 0.128). Next, a correlation significance test was carried out using the t-test. The results of this significance test are obtained by t_{count} = 7.744. If we consult the t distribution list with dk = 236 and a significance level of 5%, we get a t_{table} value = 1.96. Because the calculated t value is greater than t_{table}, it is interpreted as rejecting Ho and accepting ha. Thus, it can be stated that there is a significant correlation between the *ethical leadership variable* (X_1) and *school culture* (X_3).

Calculation results of the correlation test between *the teacher capacity building variable* (X_2) and *the school culture* variable (X_3) obtained $r_{calculated}$ = 0.669 while r_{table} with N = 238 and a 5% significance level of 0.128. The test shows a value of $r_{3.2} > r_{table}$ (0.669 > 0.128). Next, a correlation significance test was carried out using the t-test. The results of this significance test are obtained by t_{count} = 13,833. If we consult the t distribution list with dk = 236 and a significance level of 5%, we get a t_{table} value = 1.96. Because the calculated t value is greater than t_{table}, it is interpreted as rejecting Ho and accepting ha. Thus, it can be stated that there is a significant correlation between the variable *teacher capacity building* (X_2) and *school culture* (X_3).

The results of the correlation test calculation of *the ethical leadership variable* (X_1) with the teacher performance variable (X_4) obtained r_{count} = 0.330 while r_{table} with N = 238 and a 5% significance level of 0.128. The test shows a value of $r_{4.1} > r_{table}$ (0.330 > 0.128). Next, a correlation significance test was carried out using the t-test. The results of this significance test are obtained by t_{count} = 5.368. If we consult the t distribution list with dk = 236 and a significance level of 5%, we get a t_{table} value = 1.96. Because the calculated t value is greater than t_{table}, it is interpreted as rejecting Ho and accepting ha. Thus it can be stated that there is a significant correlation between the *ethical leadership variable* (X_1) and teacher performance (X_4).

The results of the correlation test calculation of *the teacher capacity building variable* (X_1) with the teacher performance variable (X_4) obtained r_{count} = 0.598 while r_{table} with N = 238 and a 5% significance level of 0.128. The test shows a value of $r_{4.2} > r_{table}$ (0.598 > 0.128). Next, a correlation significance test was carried out using the t-test. The results of this significance test are obtained by t_{count} = 11,459. If you consult the t distribution list with dk = 236 and a significance level of 5%, you get a t_{table} value = 1.96. Because the $_{calculated}$ t value is greater than the t_{table}, it is interpreted as rejecting Ho and accepting ha. Thus it can be stated that there is a significant correlation between the variable *teacher capacity building* (X_1) and teacher performance (X_4).

Results of correlation test calculations for *school culture variables* (X_3) with the teacher performance variable (X_4) obtained r_{count} = 0.375 while r_{table} with N = 238 and a 5% significance level of 0.128. The test shows a value of $r_{4.3} > r_{table}$ (0.375 > 0.128). Next, a correlation significance test was carried out using the t-test. The results of this significance test are obtained by t_{count} = 6.207. If you consult the t distribution list with dk = 236 and a significance level of 5%, you get a t_{table} value = 1.96. Because the $_{calculated}$ t value is greater than the t_{table}, it is interpreted as rejecting Ho and accepting ha. Thus it can be stated that there is a significant correlation between the *school culture variables* (X_3) with teacher performance (X_4).

Research Hypothesis Testing

The summary of the path coefficient estimation results for the research variables presented in Table 2 below shows that all path coefficients are significant. A description of the results of calculations that have been carried out using path analysis for the research hypothesis is described in Table 2 as follows.

Table 2. Summary of Path Coefficient Estimates

Variable	Coefficient	t count	t table	Results
ρ_{31}	0.450	7,744	1.96	Means
ρ_{32}	0.669	13,833	1.96	Means
ρ_{41}	0.330	5,368	1.96	Means
ρ_{42}	0.598	11,459	1.96	Means
ρ_{43}	0.375	6,207	1.96	Means

Based on the path coefficient values obtained from the calculation results, the path diagram can be depicted as follows.
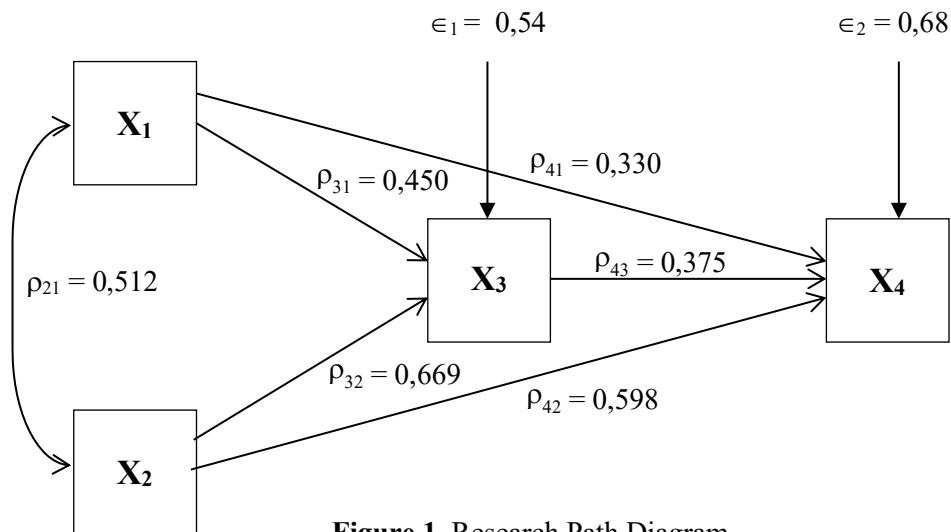

Figure 1. Research Path Diagram

Information:

X_1 = *Ethical Leadership*
X_2 = *Teacher Capacity Building*
X_3 = *School Culture*
X_4 = Teacher performance

$\in$ = Influence of other factors

The first hypothesis proposed is ρ_{31} : the influence of *ethical leadership* (X_1) to *school culture* (X_3). Test criteria: reject Ho if $t_{count} \le t_{table}$ and accept Ha if $t_{count} > t_{table}$ at α = 0.05 and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 7.744 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{31} > 0$, meaning that the path coefficient from *ethical leadership* (X_1) to *school culture* (X_3) of 0.450 is significant at the α = 0.05 level. In other words, the results of the analysis provide information that *ethical leadership* (X_1) has a direct effect on *school culture* (X_3) teacher at the Batubara Regency Private Tsanawiyah Madrasah. The second hypothesis proposed is: ρ_{32} : the influence of *teacher capacity building* (X_2) on *school culture* (X_3). Test criteria: reject Ho if $t_{count} \le t_{table}$ and accept Ha if $t_{count} > t_{table}$ at α = 0.05 and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 13.833 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{32} > 0$, meaning that the path coefficient is *teacher capacity building* (X_2) on *school culture* (X_3) of 0.669 which is significant at the α = 0.05 level. In other words, the results of the analysis

provide information about *teacher capacity building* (X_1) has a direct influence on *school culture* (X_3) teachers at the Batubara Regency Private Tsanawiyah Madrasah.

The third hypothesis proposed is: ρ_{41} : the influence *of ethical leadership* (X_1) on teacher performance (X_4). Test criteria: reject Ho if $t_{count} \leq t_{table}$ and accept Ha if $t_{count} > t_{table}$ at $\alpha = 0.05$ and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 5.368 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{41} > 0$, meaning that the path coefficient of *ethical leadership* (X_1) on teacher performance (X_4) of 0.330 is significant at the $\alpha = 0.05$ level. In other words, the results of the analysis provide information that *ethical leadership* (X_1) direct effect on teacher performance (X_4) Private Madrasah Tsanawiyah Batubara Regency. Meanwhile, the fourth hypothesis proposed is ρ_{42}: the influence *of teacher capacity building* (X_2) on teacher performance (X_4). Test criteria: reject Ho if $t_{count} \leq t_{table}$ and accept Ha if $t_{count} > t_{table}$ at $\alpha = 0.05$ and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 11.459 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{42} > 0$, meaning that the path coefficient is *teacher capacity building* (X_2) self towards teacher performance (X_4) of 0.598 is significant at the $\alpha = 0.05$ level. In other words, the results of the analysis provide information that *teacher capacity building* (X_2) has a direct effect on teacher performance (X_4) at the Private Madrasah Tsanawiyah Batubara Regency.

Next, the fifth hypothesis proposed is ρ_{43} : the influence of *school culture* (X_3) on teacher performance (X_4). Test criteria: reject Ho if $t_{count} \leq t_{table}$ and accept Ha if $t_{count} > t_{table}$ at $\alpha = 0.05$ and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 6.297 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{43} > 0$, meaning that the path coefficient is from *school culture* (X_3) on teacher performance (X_4) of 0.375 is significant at the $\alpha = 0.05$ level. In other words, the results of the analysis provide information about *school culture* (X_3) has a direct effect on teacher performance (X_4) Private Madrasah Tsanawiyah Batubara Regency. And the sixth hypothesis proposed is ρ_{42} : indirect influence *of ethical leadership* (X_1) on teacher performance (X_4) through *school culture* (X_3). Test criteria: reject Ho if $t_{count} \leq t_{table}$ and accept Ha if $t_{count} > t_{table}$ at $\alpha = 0.05$ and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 5.181 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{41.3} > 0$, meaning that the path coefficient of *ethical leadership* (X_1) on teacher performance (X_4) through *school culture* (X_3) of 0.614 is significant at the $\alpha = 0.05$ level. In other words, the results of the analysis provide information about *ethical leadership* (X_1) has an indirect effect on teacher performance (X_4) through *school culture* (X_3) teacher at the Batubara Regency Private Tsanawiyah Madrasah.

Finally, the seventh hypothesis proposed is ρ_{42} : indirect influence *of teacher capacity building* (X_2) on teacher performance (X_4) through *school culture* (X_3). Test criteria: reject Ho if $t_{count} \leq t_{table}$ and accept Ha if $t_{count} > t_{table}$ at $\alpha = 0.05$ and dk = 236 is 1.96. From the calculations it is found that if $t_{count} > t_{table}$, namely 8.265 > 1.96 so Ho is rejected and Ha is accepted. The results of testing the research hypothesis are $\rho_{42.3} > 0$, meaning that the path coefficient is *teacher capacity building* (X_2) on teacher performance (X_4) through *school culture* (X_3) of 0.656 is significant at the $\alpha = 0.05$ level. In other words, the results of the analysis provide information about *teacher capacity building* (X_2) has an indirect effect on teacher performance (X_4) through *school culture* (X_3) teacher at the Batubara Regency Private Tsanawiyah Madrasah. And the last hypothesis, namely the eighth hypothesis proposed is $\rho_{4.123}$: simultaneous influence *of ethical leadership* (X_1), *teacher capacity building* (X_2), *school culture* (X_3) on teacher performance (X_4). Furthermore, the simultaneous influence of *the ethical leadership variables* (X_1), *teacher capacity building* (X_2) and *school culture* (X_3) on teacher performance (X_4) can be described as follows: the

calculated F price is 43.839 with the F table price being N = 238 at the α = 0.05 level is 3.38. Because the calculated F value is greater than the $F_{table\ price}$, the variables *ethical leadership* (X_1), *teacher capacity building* (X_2) and *school culture* (X_3) simultaneously influence teacher performance (X_4).

Based on the overall calculation results, the research findings can be interpreted as providing objective information as follows:

1. Based on statistical testing, all exogenous variables X_1 and X_2 are accepted, because statistically structure 1 path coefficients are all significant, after *trimming*. This the findings of this analysis provide information that:
   a) *Ethical leadership* variables (X_1) has a direct influence on *school culture* (X_3) is (0.450) x 100% = 45.00 %, and the remaining amount is (e_{13}) = (0.550) x 100% = 55.00 % which is an influence outside the *ethical leadership variable* (X_1)
   b) *Teacher capacity building* variable (X_2) has a direct influence on *school culture* (X_3) is (0.669) x 100% = 66.90%, and the remainder is (e_{23}) = (0.331) x 100% = 33.106% which is an influence outside the *teacher capacity building variable* (X_2).

2. Based on statistical testing, all exogenous variables X_1, X_2, and X_3 are accepted, because the coefficients of structure 2 are all statistically significant. This the findings of this analysis provide information that:
   a) *Ethical leadership* variables (X_1) has a direct influence on teacher performance (X_4) in carrying out tasks (0.330) x 100% = 33.00% and a direct influence of (e_{14}) = (0.670) outside *the ethical leadership variable* (X_1).
   b) *Teacher capacity building* variable (X_2) has a direct influence on teacher performance (X_4) in carrying out tasks (0.598) x 100% = 59.80% and a direct influence of (e_{24}) = (0.402) x 100% = 40.20% is the outside *the teacher capacity building variable* (X_2).
   c) *School culture* variable (X_3) has a direct influence on teacher performance (X_4) in carrying out tasks of (0.375) x 100% = 37.50% and a direct influence of (e_{34}) = (0.625) influences outside *the school culture variable* (X_3).

Based on these results, it can be interpreted that the research findings show that the four variables used to build a specific theoretical model of teacher performance in carrying out tasks that *ethical leadership*, *teacher capacity building,* and *school culture* fully accommodate teacher performance motives in carrying out tasks can be carried out. The results of this research also examine that the results of this research can be used for the transformation of *ethical leadership*, *teacher capacity building,* and *school culture* which directly or indirectly influence teacher performance in carrying out their duties at the Tsanawiyah madrasah in Batubara Regency. This will answer questions about the background of research problems regarding *ethical leadership*, *teacher capacity building,* and *school culture* which are directly related to teacher performance in carrying out their duties at the Tsanawiyah madrasah, Batubara Regency.

CONCLUSION

The findings of this research show that the influence of ethical leadership on school culture is 45.00%. The findings of this research have the implication that efforts to improve teacher school culture can be done by increasing ethical leadership among Madrasah Tsanawiyah teachers. There are ways that can be done to improve ethical leadership by creating a healthy and sustainable madrasah culture. Several efforts that can be made to

improve ethical leadership include training and education, exemplary madrasa heads in ethics, clear policies and procedures, evaluation and accountability, good organizational culture and deep teacher involvement. By implementing these steps, organizations can improve ethical leadership, creating a more fair, transparent and accountable work environment. The findings of this research show that the influence of teacher capacity building on school culture is 66.90%. The findings of this research have the implication that efforts to improve teacher school culture can be done by increasing teacher capacity building among Madrasah Tsanawiyah teachers. Apart from that, the direct influence of ethical leadership on teacher performance is 33.00%. The findings of this research have the implication that efforts to improve teacher performance can be done by increasing ethical leadership among Tsanawiyah madrasah teachers.

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