

## **Influence of Leadership Behavior and Communication Ability of Madrasah Principals to Teacher Learning Management in State Junior Madrasah Aliyah at Banjar Regency**

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**Abstract.** The principals of a madrasah is not just a leader figure who obeys all the commandments and rules he makes, but the principals of the madrasah should also be a guardian of his subordinates. The behavior of the principals of the madrasah should also be supported by communication that shows a friendly, close, considerate attitude towards the teachers, always open to criticism and suggestions, so as to support the teacher's duty in managing learning. This research aims to determine the influence of leadership behavior and communication skills of madrasah principals to the management of teacher learning Madrasah Aliyah Negeriat Banjar Regency. This research are uses a population of 95 Madrasah Aliyah Negeri teachers in Banjar Regency. The instrument of data collection is questionnaire, which has fulfilled the validity and reliability test. using the Moment Pearson Product regression and reliability using Alpha. Cronchah was tested to 30 respondents taken outside the population and sample. Result of research: (1) there are leadership behavior of madrasah principals to teacher learning management Madrasah Aliyah Negeri at Banjar Regency to 59,7%; (2) there are communication ability of madrasah principals to teacher learning management with participation Madrasah Aliyah Negeri at Banjar Regency to 64,4%, and (3) there are alongside leadership behavior and communication ability of madrasah principals to teacher learning management Madrasah Aliyah Negeri at Banjar Regency of 69,2%. Suggestions: (1) Teachers are advised to plan assessments according to the objectives and evaluation criteria, organize learning facilities, carry out appraisals, conceptualize learning appraisals, (2) Madrasah principals are recommended to help teachers solve problems, assist the work to be easy, and formed. Provide balanced communication opportunities, appreciate ideas/suggestions, give responses that explain, have no interest in themselves, maintain alignment, caring, and create an atmosphere of joy to teachers in Madrasah Aliyah Negeri, (3) The Head Office of the Ministry of Religious Affairs of Banjar Regency recommended holding workshop to improve the ability of madrasah principals in improving leadership behaviors and effective communication skills to teachers, organizing training for teachers in managing learning in organizing learning facilities, evaluation and assessment of learning.

**Keywords:** *leadership behavior, madrasah principal communication skills, teacher learning management*

### **Introduction**

Entering the era of increasingly widespread globalization, educational institutions are required to be able to print students into Human Resources (HR) knowledgeable, having abilities that can be applied in everyday life, and able to compete in the world of work. In the world of education, the quality of madrasa HR also greatly determines the level of success in achieving madrasa objectives. However, when viewed in terms of quality, education in madrasas, at present, is still far from what is expected, because there is not yet even quality of madrasa education in every region in Indonesia.

Madrasa personnel who have a very important role in madrasas as the spearhead are teachers. Because the teacher acts as an instructor, guide and facilitator in learning activities that must be able to shape student behavior and help in solving problems faced by students in life. In madrasa, the teacher directly interacts with students, the contribution is very vast in supporting student learning success. The ability of teachers to manage teaching and learning processes can encourage students to develop their potential. Competent teachers are able to create effective learning environments and will be better able to manage their classes so that student learning outcomes will be more optimal.

Improved student learning outcomes will be influenced by the quality of the management of learning process in the class played by the teacher. The type and procedure of learning is largely determined by the quality of the teacher. The teacher is the human element that determines the element of educational success. Therefore, to improve student learning achievement, the learning process in class must take place properly if supported by teachers who have competence, so as to produce high quality learning.

Increasing the ability of teachers who further influence the professionalism of teachers is very important in

improving the quality of education in schools. The success of teaching and learning processes is largely determined by the role and competence of teachers. Competent teachers will be better able to create effective learning environments and will be better able to manage their classrooms so that they can achieve national education goals.

Based on preliminary observations some madrasahs in general show the achievement of educational goals in the madrasah environment currently constrained by the professional attitude of teachers in managing learning in the classroom and less eager to carry out their profession as educators. Some indications related to the conditions of professionalism and teacher performance in the management of learning can be identified as follows: the shift in the 2006 curriculum to the 2013 curriculum with the structure of the curriculum, time, material and activities to strengthen character education makes teachers feel rigid in managing learning.

Further observation of researchers at MAN 3 Banjar, commented on by some teachers, it was very difficult for teachers to follow the changes in the curriculum. The lack of outreach, training and workshops by development institutions makes teachers not yet fully understand the latest curriculum. Teachers tend to learn by themselves and look for information themselves, both with peers and through the media. With minimal mastery and basic abilities of teachers, teachers have not been able to develop the material, methods and tools of curriculum learning in madrasahs not yet to be developed so that the teacher's performance in managing learning is low.

Apart from the above, external factors that influence the management of learning are the leadership behavior of madrasahs. The behavior of the madrasah head must be able to initiate new thoughts in following up on changes in learning interactions. This change in curriculum certainly causes a change management of learning, madrasah principals are required to be able to respond to these changes so as to be able to utilize the potential of madrasahs that have implications for improving teacher performance in managing learning. Therefore the madrasah head must really be a leader who behaves as a motivator, innovator and becomes the driving force, the quality of madrasah head leadership is significant as a key to the success of the madrasah.

Thus the madrasah head is not just a leader figure who obeyed all the commands and rules that he made, but the madrasah head should also be the patron of his subordinates. Madrasah head behavior must also be supported by communication that shows a sense of friendliness, closeness, full of consideration towards teachers, always open to criticism and advice.

Other preliminary information that researchers obtained from Helman (2017) Madrasah Supervisors at the MA level, which was the secretary of the Pokjawas chairman, informed that not a few teachers in the madrasahs fostered complained with the behavior pattern of their madrasah head leadership., some teachers feel happy with open leadership behavior so that they can create a sense of family in the madrasah. But there are also contradictory with causing disharmony in the work environment. The above facts show the behavior of the madrasah head who has not yet nurtured and communicated well with teachers, giving rise to gaps and even blocs among teachers

The facts show that this phenomenon is indeed not easy, the madrasah head is only an additional task, so that in essence it is also a teacher. With such a position it is not uncommon to cause miscommunication. In addition to being influenced by leadership behavior, another thing is likely one of which is due to effective communication skills. This is in accordance with the opinion of Webber communication experts who stated "*Communication is key to successful team effort*".<sup>1</sup>

The results of other studies, communication experts concluded about 75% - 90% work time is used by leaders to communicate.

The better communication the possibility of cooperation. Good communication requires mutual respect, trust, openness and responsibility.<sup>2</sup>

Thus communication is very important in the management of education in madrasahs, all activities that take place in madrasahs are inseparable from communication. Effective communication from the headmaster with the teacher will create a sense of comfort and security in implementing learning. Likewise the good leadership behavior of the madrasah head should influence the implementation of teacher learning in the classroom.

Based on the background above, it is suspected that there is an influence of madrasah head leadership and communication made by the madrasah head with the teacher's ability to manage learning. For this reason, interested researchers want to know so that conducting research with the title "The influence of leadership behavior and communication skills of madrasah principals on the management of teacher learning in Madrasah Aliyah Negeri throughout Banjar Regency".

## Literature Review

Madrasah head leadership behavior is a means a leader (madrasah head) influences the behavior of subordinates, so they want to cooperate productively to achieve organizational goals.<sup>3</sup> Indicators of madrasah head leadership behavior include: (a) openness, (b) attention to subordinates, (c) interaction, and (d) policy decision making.

Communication is transmission messages or messages between two or more people so that the intended message can be understood, communication is also a process transfer of understanding in the form of ideas or information from one person to another person. Besides communication is interpreted as the process of delivering and receiving news or information from one person to another.<sup>4</sup> Indicators examined in madrasa head communication are: (a) tolerance, (b) balanced opportunities, (c) attitudes of respect for others, (d) supportive attitude, not defensive attitude, (e) openness, (f) shared ownership of information, (g) trust, (h) familiarity, (i) alignment, (j) control or supervision, (k) response and (l) emotional atmosphere.

Learning management based on PermenPAN & RB Number 16 of 2009 the management of learning in accordance with the main task of the teacher includes 3 components.<sup>5</sup> The components used as indicators in this study are: (a) planning learning, (b) implementing learning, and (c) evaluating learning.

## Method

The research method used is a quantitative approach whose analysis is more focused on numerical data (numbers) obtained from data collection using research instruments or questionnaires. The data obtained is processed by statistical methods to test the hypotheses that have been set. The population in this study is that all teachers in Madrasah Aliyah Negeri in Banjar Regency are 5 MAN.

## Research result

1. There is an influence of the leadership behavior of the madrasah headmaster in the management of MAN learning in Banjar Regency by 59.7% with the medium category
2. There is an effect of the ability of communicating the head of madrasa towards the management of MAN learning in Banjar Regency by 64.4% with the medium category.
3. There is a joint effect of leadership behavior and the ability to communicate with madrasa heads towards the management of MAN learning in Banjar Regency by 69.2% with a strong category.

## Discussion

- A. Effect of Madrasah Chief Leadership Behavior on Managing the learning of State Aliyah Madrasah Teachers in Banjar Regency

The results of this study indicate the influence of madrasa head leadership behavior on the learning management of Madrasah Aliyah Negeri teachers in the Banjar Regency obtained  $r$  count value 0,597, with a significance value of 0,000. Furthermore, the results of the calculation of the correlation coefficient are consulted with  $r$  tables with a significant level 5 % where  $N = 95$  which is 0.597. The variables of leadership behavior and the management of teacher learning have  $F$  arithmetic ie 51,481 with  $F$  tabel = 3,90, then  $H_0$  rejected. The coefficient of determination of the influence of madrasah head leadership behavior on the management of teacher learning is  $r^2 = 0,597^2 = 0,356$ . This illustrates that the influence of madrasa head leadership behavior on the management of teacher learning amounted to 35,6% and the rest is related to other factors outside the research variable. This means that the high school madrasah leadership behavior influences the management of high teacher learning. The higher the leadership behavior of the madrasa head, the better the management of MAN learning in all Banjar Regencys. conversely the lower the madrasa head's leadership the worse the management of MAN learning in Banjar Regency.

- B. The Influence of the Communication Capabilities of the Madrasah Head on the Management of Learning of State Aliyah Madrasah Teachers in the Banjar Regency

The results of this study indicate that there is an influence of the communication skills of the headmaster of madrasahs towards the management of the learning of Madrasah Aliyah Negeri teachers in the whole Regency of Banjar obtained  $r$  count value of 0.597, with a significance number 0,000. Furthermore, the results of the calculation of the correlation coefficient is consulted with  $r$  table with a significant level of 5% or a value of 0,000 <0.05, for  $N = 95$  that is equal to 0.644. The variable of the ability to communicate with the headmaster of madrasah and the management of teacher learning has an  $F$  count of 65.882 with an  $F$  table = 3.90. So  $F$  arithmetic >  $F$  table then it means that  $H_0$  is rejected, so it is concluded that the communication ability of the madrasah head has an influence on the management of teacher learning. This illustrates that participation in the communication ability of madrasah principals influences the management of teacher learning by 41,5%, and the rest is related to other factors outside the

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research variable. This means that the high masters' ability to communicate with madrasahs has an influence on the management of high teacher learning. The higher the communication skills of madrasah principals, the better the management of learning of Madrasah Aliyah Negeri teachers throughout the Banjar Regency, conversely the lower the communication skills of the madrasa head, the worse the learning management of Madrasah Aliyah Negeri teachers throughout the Banjar Regency.

### C. The Effect of Leadership Behavior and Communication Capabilities of Madrasah Heads Together on the Management of Learning of State Aliyah Madrasah Teachers in Banjar Regency

The results of this study indicate the influence of leadership behavior and communication skills of Madrasah principals together on the management of learning of Madrasah Aliyah Negeri in Banjar Regency with a  $r$  count of 0.692, with a significance value of 0.000. Furthermore, the results of the calculation of the correlation coefficient is consulted with  $r$  table with a significant level of 5% for  $N = 95$ , that is, the simultaneous  $F$  test obtained  $F$  count of  $42.185 > F$  table of 2.05, or the significance value obtained  $0.000 < 0.05$  then  $H_0$  is rejected. This illustrates that the influence of leadership behavior and the ability of communicating principals together to the management of MAN learning in Banjar Regency by 47.8% and the rest is related to other factors outside the research variables. This means that the leadership behavior and communication skills of high madrasa principals provide the management of MAN learning in Banjar Regency. The higher the leadership behavior and communication skills of madrasah principals, the management of MAN learning in Banjar Regency is also good, conversely the lower the leadership behavior and communication skills of madrasah principals, the MAN learning management in Banjar Regency. Based on the theories and opinions of experts, supporting the results of this study which states there is an influence of leadership behavior and the ability to communicate with Madrasah principals on the management of MAN learning in Banjar District by 0.692, so it is concluded that the leadership behavior and communication skills of Madrasah principals influence on the learning management of Madrasah Aliyah teachers Land in the Regency of Banjar. This means that the leadership and communication skills of high madrasah principals influence the management of high teacher learning. The higher the leadership behavior and the communication skills of the madrasa head, the better the learning management of Madrasah Aliyah Negeri teachers in the Regency of Banjar, conversely the lower the leadership behavior and communication skills of the madrasa head, the worse the learning management of Madrasa Aliyah teachers in the Banjar Regency.

## Conclusion

The results of the analysis of the influence of leadership behaviors and communication skills of madrasa principals on the management of learning of Madrasah Aliyah Negeri teachers in the Banjar Regency obtained the following conclusions: 1. There is an influence of the leadership behavior of the madrasah headmaster in the management of MAN learning in Banjar Regency by 59.7% with the medium category 2. There is an effect of the ability of communicating the head of madrasa towards the management of MAN learning in Banjar Regency by 64.4% with the medium category. 3. There is a joint effect of leadership behavior and the ability of communicating the head of madrasahs to the management of MAN learning in Banjar Regency by 69.2% with a strong category.

## Suggestions

Based on the results of the research and the conclusions that have been stated above, a number of suggestions can be made as follows:

### 1. Teachers

Teachers are advised in the management of learning to plan assessments according to the objectives and evaluation criteria, organize learning facilities, carry out assessments, make learning assessment concepts.

### 2. Head master of Madrasah

Madrasa heads are advised in leadership behaviors to behave to help teachers overcome problems, to help work easily, and to be willing to improve the position formed. Communicate by providing balanced communication opportunities, respecting ideas / suggestions of teachers, giving responses that explain, do not have to interest itself, maintain alignment, care, and create an atmosphere of joy for Madrasah Aliyah Negeri

teachers in Banjar District.

3. Head of the Office of the Ministry of Religion, Banjar Regency

To the Head of the Ministry of Religion's Office in Banjar Regency, it is suggested to hold a *workshop* to improve the ability of the madrasah head in leadership behaviors and effective communication skills to teachers, provide training for teachers in managing learning in organizing learning facilities, evaluating and evaluating learning.

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