

## The Influence of the Madrasah Principal's Leadership Style on Teacher Performance at Islamic Senior High School of Miftahul Ulum Tanggul Jember

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**Abstract:** *The purpose of this study was to find out and reveal about the leadership of school/madrasah principals and teacher performance and to analyze whether or not there was a relationship between the democratic leadership style of the madrasah head and teacher performance, to know the relationship between the leadership style and the participation of the madrasah head and teacher performance, to find out the relationship between the autocratic leadership style of the head. Madrasah and teacher performance, knowing the relationship between the leadership style of the free control madrasa head and teacher performance, and knowing the relationship between leadership style and teacher performance. The research method uses a quantitative approach and a questionnaire is used as a research instrument. Data analysis used descriptive and correlation analysis techniques. Based on the results of the study, it was revealed that the leadership style of the madrasa head consisting of autocratic, participation, democracy and free control was quite good, with the frequency level of the leadership style used being democratic, participation, free and autocratic control. This leadership has a significant impact on good teacher performance in carrying out their duties and responsibilities such as planning, implementing and assessing learning well; there is a significant positive correlation to teacher performance obtained from the democratic leadership style of the madrasa head; there is a significant positive correlation of teacher performance arising from the participatory leadership style of the madrasa principal; there is a significant positive relationship between the free control teacher's leadership style and teacher performance; and there is a significant positive relationship between the principal's leadership style and teacher performance.*

**Keywords:** *Style of Leadership; Teacher's Performance; Teachers of Mifathul Ulum's Islamic Senior High School*

## INTRODUCTION

Madrasahs through the professionalism of teachers become an important center of attention for the community towards the wishes and aspirations of students in the future. One of the success factors for the quality of education is how teachers are able to develop their skills and competencies in the framework of the success of students in the future. The development of these skills and competencies leads to professional teacher performance. So the figure of a

teacher becomes very important in educational discourse at any time. Improving teacher performance is also the responsibility of the principal through his leadership role. Teacher performance is an important entity to study because it is one of the success factors of an organization or educational institution. Teacher performance evaluation is actually an assessment of the teacher's own work performance against the level of teacher work potential in an effort to develop themselves for the benefit of the school. The principal in leading an organization is expected to be able to handle existing problems. Leadership issues always give an interesting impression because the success of an organization is determined by the quality of leadership as well.

The principal of the Madrasah in the context of this study is a person who has duties and responsibilities for all activities in the school or madrasah. (Astuti, 2022) teachers who are given the additional task of leading the implementation of education in madrasah (Kartono, 2006). A successful madrasah head is a madrasah head that is able to use his leadership function according to the context of the existing situation and circumstances with an orientation to improving teacher performance. So leadership style really has a significant influence on teacher performance which has been proven by many experts or other scientists. Teacher performance is the overall behavior of the teacher in achieving the goal of carrying out the tasks assigned to him both as a teacher, coach, mentor, coach, and student educator, so that from mastering these main tasks can improve the teacher's profession in teaching (Susanto, 2016). The quality of a person's work including the teacher can be seen from how the teacher's performance during this (Rauh, Dantes, & Anggan, 2013).

According to credible data that there are 116 madrasah aliyah spread across the Jember district and of course have varied characteristics (Sekolah, 2022). Including differences in how teachers handle students where each madrasa has its own characteristics, backgrounds and specialties. Teachers are required to be able to carry out their duties and responsibilities in carrying out the leadership function of the madrasa head. Then each madrasa head has its own abilities, approaches and leadership styles.

Leadership style is a technique needed by a leader to encourage, direct, influence and move (Wahab, 2008). Another definition, leadership style is an effort of a leader in behaving, interacting, communicating with others in influencing to move in certain goals (Wahjosumidjo, 2010). Some parameters of the leadership style of the madrasa head are: 1) autocratic, 2) democracy, 3) participation and 4) free control.

Teacher performance in learning is the degree of achievement achieved by the teacher. According to (Rohimah, 2013) performance can be defined as

the result of work in quality and quantity that can be achieved by an employee in carrying out tasks in accordance with the responsibilities given to him. Teacher performance evaluation indicators, namely: (1) Learning activity program planning; (2) implementation of learning activities; and (3) evaluation/assessment of learning.

## **LITERATURE REVIEW**

### **Leadership Style**

Leadership style is a set of characteristics used by leaders to influence subordinates so that organizational goals are achieved. It can also be said that leadership style is a pattern of behavior and strategies that are preferred and often applied by a leader (Rivai, 2003). Leadership style is a way that is owned by a leader who shows an attitude that is a certain characteristic to influence his employees in achieving organizational goals (Deddy Mulyadi, 2018).

According to Mulyadi, there are four indicators of the leadership style of the principal or madrasah, including:

First, the autocratic leadership style, namely leadership that focuses on the leadership as a policy maker in all activities, employees act as executors of activities with directions from the leadership so that the role of organizational members becomes passive. Several indicators forming an autocratic leadership style include: centralization of authority, work productivity and management (Yukl, 2010a).

Second, Democratic Leadership Style, is leadership that prioritizes decision-making with group discussions, the leader respects the opinions of each member of the organization and provides alternative procedures if there are obstacles in implementing the policy. Indicators of a democratic leadership style include: opinions focused on the results of deliberations, tolerance, providing opportunities for career development of subordinates, creating a family atmosphere, knowing the weaknesses and strengths of subordinates, communicative with subordinates, participatory with subordinates and responsive to situations (Rambet, n.d.).

Third, Participative Leadership Style is leadership that is carried out in a persuasive way, creating harmonious cooperation, fostering loyalty, and participation of subordinates. Leaders will encourage the ability of subordinates to make decisions (Muwahid, 2012). The indicator is that the authority of the leader is not absolute, decisions are made jointly between the leader and subordinates and the freedom for subordinates to convey suggestions and opinions (Hasibuan, 2000).

Fourth, the Free Control Leadership Style is full freedom given to members of the organization with very minimal participation from the leadership, so that the leadership only places itself as a supervisor without much regulation of a policy. Indicators of free-control leadership style include: delegation of authority, job responsibilities and work ability (Stephen P. Robbins, 2002).

### **Teacher Performance**

performance or performance can be interpreted as work performance, work implementation, work achievement, work results or work performance (Mulyasa, 2005). Performance is a universal concept which is the operational effectiveness of an organization, parts of the organization, and its employees based on predetermined standards and criteria. Because organizations are basically run by humans, actual performance is human behavior in carrying out its role in an organization to meet predetermined standards of behavior in order to produce the desired actions and results. (Sabrina, 2021).

From the several definitions of performance mentioned above, it can be concluded that performance is work achievement that has been achieved by someone. Performance or work performance is the end result of an activity that has been carried out by someone to achieve a goal. The achievement of this work is also a form of comparison of one's work with predetermined standards. If the work done by someone is in accordance with work standards or even exceeds standards, it can be said that the performance has achieved good results.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher. In relation to teacher performance, the behavior in question is the teacher's activities in the learning process. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System article 39 paragraph (2), states that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training as well as conduct research and community service, especially for educators at tertiary institutions.

There are four ability cluster tasks that must be mastered by a teacher. The abilities that must be mastered by a teacher, namely: (1) planning teaching and learning programs; (2) implementing and leading the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) build relationships with students (Sudjana, 2010)

From the various definitions above, it can be concluded that the definition of the concept of teacher performance is the result of work or work

performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes lesson planning, implementation of learning, evaluation of learning and fostering interpersonal relationships with students.

## RESEARCH METHOD

This study uses a quantitative approach with a descriptive correlational research design. Data collection uses instruments or questionnaires. Data analysis is descriptive and statistical analysis. The statistical analysis used in this study is the Pearson correlation analysis technique, the coefficient of determination and hypothesis testing. This is because, want to describe and find the relationship of the independent variable to the dependent variable. In conducting research data analysis using the help of the Method of Successive Interval (MSI) and the Statistical Package for Social Science for windows version 20.0. The sample used in this study was taken using the Slovin formula. The number of samples taken in each research object uses a probability sampling technique by assuming that all samples have an equal opportunity to become research objects. A sample of a number of teachers was found from a population of 64 teachers with the research location of Madrasah Aliyah Miftahhul Ulum Tanggul Jember. The instrument used in this research is a questionnaire.

## RESULT AND DISCUSSION

Based on the results of the analysis, a description of the leadership style variable data can be seen as follows.

### Leadership Style Variable Descriptive

**Table 1.** Results of Descriptive Analysis of Leadership Style Variables

No.	Leadership Style	Mean	Criteria
1	Autocratic	3.6	Sometimes
2	Democratic	4.2	Often
3	Participation	4.1	Often
4	Free Control	3.7	Often

As seen from table 1, it shows that school principals at MA Miftahul Ulum Tanggul Jember tend to use a democratic leadership style with a mean of 4.2 with frequent criteria. Followed by participating style with a mean of 4.1, free rein style with a mean of 3.7 and autocratic style with a mean of 3.6

### Description of the Autocratic Leadership Style Indicator

Based on the analysis obtained about the description of the autocratic leadership style indicator data as follows

**Tabel 2.** The results of the descriptive analysis of indicators of autocratic leadership style

Category	Result	
	Intervals	Frequency
Always	4,6-5,4	8
Often	3,7-4,5	31
Sometimes	2,8-3,6	18
Seldom	1,9-2,7	7
Never	1-1,8	0
Total		64

As seen from Table 2, it shows that the leadership style level of the madrasah headmaster at MA Miftahul Ulum Tanggul Jember, seen from the autocratic indicator, belongs to the always category with a frequency of 8. It belongs to the frequent category with a frequency of 31. It belongs to the category sometimes with a frequency of 18. It is classified as a rare category with a frequency 7. While belonging to the never category with a frequency of 0.

### Description of Democratic Leadership Style Indicators

Based on the results of the analysis, a description of the democratic leadership style indicator data can be seen as follows.

**Tabel 3.** Results of Descriptive Analysis of Democratic Leadership Style Indicators

Category	Result	
	Intervals	Frequency
Always	4,6-5,4	5
Often	3,7-4,5	42
Sometimes	2,8-3,6	10
Seldom	1,9-2,7	7
Never	1-1,8	0
Total		64

As seen from Table 3, it shows that the level of leadership style of the madrasa head at MA Miftahul Ulum Tanggul Jember, seen from the democratic indicators, is classified as an always category with a frequency of 5. It is classified as a frequent category with a frequency of 42. It is classified as an occasional

category with a frequency of 10. It is classified as a rare category with a frequency 7. While belonging to the never category with a frequency of 0.

### Participatory Leadership Style Indicator Description

**Tabel 4.** Results of Descriptive Analysis of Participatory Leadership Style Indicators

Category	Result	
	Intervals	Intervals
Always	4,6-5,4	2
Often	3,7-4,5	30
Sometimes	2,8-3,6	22
Seldom	1,9-2,7	14
Never	1-1,8	0
Total		64

As seen from Table 4, it shows that the level of leadership style of the madrasa head at MA Miftahul Ulum Tanggul Jember, seen from the participation indicators, is classified as always in the category with a frequency of 2. Classified in the frequent category with a frequency of 30. Classified in the category of sometimes with a frequency of 22. Classified in the rare category with a frequency of 14. While belonging to the never category with a frequency of 0.

### Description of the Independent Control Leadership Style Indicator

**Tabel 5.** Results of Descriptive Analysis of Independent Control Leadership Style Indicators

Category	Result	
	Intervals	Intervals
Always	4,6-5,4	9
Often	3,7-4,5	24
Sometimes	2,8-3,6	18
Seldom	1,9-2,7	13
Never	1-1,8	0
Total		64

As seen from Table 5, it shows that the level of leadership style of the madrasa head at MA Miftahul Ulum Tanggul Jember seen from the free control indicator is classified as always in the category with a frequency of 9. Classified in the frequent category with a frequency of 24. Classified in the category of sometimes with a frequency of 18. Classified in the rare category with a

frequency of frequency 13. While belonging to the never category with a frequency of 0.

### Description of Teacher Performance Variables

Based on the results of the analysis, a description of the teacher performance variable data can be seen as follows.

**Tabel 6.** Results of Descriptive Analysis of Teacher Performance Variables

No	Category	Intervals	Frequency	Percentage
1	Very good	78-93	18	28%
2	Good	63-77	44	69%
3	Pretty good	48-62	2	3%
4	Poorly	33-47	0	0%
5	Not Good	18-32	0	0%
Total			64	

Seen in Table 6 it shows that the performance of teachers at Madrasa Aliyah Miftahul Ulum Responsibility Jember is very good at 28%. Classified in the good category of 69%. Classified in the pretty good category 3%. Classified in the unfavorable category of 0%. While belonging to the not good category of 0%. Based on the analysis of the data above, it can be concluded that the percentage of teacher performance at MA Miftahul Ulum Tanggul Jember is in the 'good' category, which is 669%.

### Description of Learning Planning Indicators

Following are the results of the descriptive analysis of the indicators of learning planning.

**Tabel 7.** Results of Descriptive Analysis of Learning Planning Indicators

No	Category	Intervals	Frequency	Percentage
1	Very good	26-30	0	0%
2	Good	21-25	37	58%
3	Pretty good	16-20	26	41%
4	Poorly	11-15	1	1%
5	Not Good	6-10	0	0%
Total			64	

As seen in Table 7, it shows that the level of teacher performance at MA Miftahul Ulum Tanggul Jember, seen from the learning planning indicators, is very good at 0%. Classified in the good category of 58%. Classified in the pretty good category 41%. Classified in the unfavorable category of 1%. While belonging to the not good category of 0%. Based on the analysis of the data



above, it can be concluded that the percentage of the performance level of lesson planning teachers at MA Miftahul Ulum Tanggul Jember belongs to the 'good' category, which is equal to 58%.

### Description of Learning Implementation Indicators

Following are the results of the descriptive analysis of the indicators of the implementation of learning.

**Tabel 8.** Results of Descriptive Analysis of Learning Implementation Indicators

No	Category	Intervals	Frequency	Percentage
1	Very good	31-36	18	28 %
2	Good	25-30	45	71%
3	Pretty good	19-24	1	1%
4	Poorly	13-18	0	0%
5	Not Good	7-12	0	0%
Total			64	

Seen in table 8 it shows that the level of teacher performance at Miftahul Ulum Tanggul Jember seen from the implementation indicators is classified as very good at 28%. Classified in the good category of 71%. Classified in the pretty good category 1%. Classified in the unfavorable category of 0%. While belonging to the not good category of 0%. Based on the data analysis above, it can be concluded that the percentage of the performance level of teachers implementing learning at MA Miftahul Ulum Jember belongs to the 'good' category, which is equal to 71%.

### Description of Learning Evaluation Indicators

Based on the results of the analysis obtained a description of the implementation of learning indicator data which can be seen as follows.

**Tabel 9.** Results of Descriptive Analysis of Learning Evaluation Indicators

No	Category	Intervals	Frequency	Percentage
1	Very good	26-30	21	32 %
2	Good	21-25	33	52%
3	Pretty good	16-20	10	16%
4	Poorly	11-15	0	0%
5	Not Good	6-10	0	0%
Total			64	

As seen in table 9, it shows that the level of teacher performance at MA Miftahul Ulum Tanggul Jember, seen from the learning evaluation indicators, is

very good at 32%. Classified in the good category of 52%. Classified in the pretty good category 16%. Classified in the unfavorable category of 0%. While belonging to the not good category of 0%. Based on the analysis of the data above, it can be concluded that the percentage of the performance level of teachers in learning evaluation at Malang City State Senior High School is in the 'good' category, which is equal to 52%.

### The Relationship between Leadership Style and Teacher Performance

**Tabel 10.** Hypothesis test

No	Hypothesis	Result Test	Sign	Test result
1	H0: there is no relationship between the principal's autocratic leadership style and teacher performance	0,260	0,050	H0 is accepted
2	H0: there is no relationship between the democratic leadership style of the madrasa principal and teacher performance	0,000	0,050	H0 is rejected
3	H0: there is no relationship between the principal's participation leadership style and teacher performance	0,000	0,050	H0 is rejected
4	H0: there is no relationship between the principal's free control leadership style and teacher performance	0,000	0,050	H0 is rejected
5	H0: there is no relationship between the principal's leadership style and teacher performance	0,000	0,050	H0 is rejected

Seen in Table 10 number 1 shows that there is no significant relationship between the two variables, this shows that there is no significant relationship between the two variables, meaning that the autocratic leadership style is not related to teacher performance. Number 2 indicates that there is a significant and positive relationship between the two variables. This indicates a significant relationship between the two variables, meaning that there is a relationship between democratic leadership style and teacher performance. Number 3 indicates that there is a significant and positive relationship between the two variables, this indicates a significant relationship between the two variables, meaning that there is a relationship between the leadership style of participation and teacher performance. Number 4 shows that there is a significant and positive relationship between the two variables, this shows that there is a significant relationship between the two variables, meaning that there is a relationship between free-control leadership style and teacher performance. Number 5 shows that there is a significant and positive relationship between the two variables, this shows a significant relationship between the two variables, meaning that there is a relationship between leadership style and teacher performance.

## **Discussion**

### ***Leadership Style of Miftahul Ulum's Islamic Senior High School Tanggul Jember***

Based on the results of the research conducted, it is known that the leadership style level of the Madrasah head at MA Miftahul Ulum Tanggul Jember is classified as good with a percentage of 61.51% with a tendency to use a democratic leadership style with a mean of 4.2 with frequent criteria. This shows that the level of leadership style of the principal at MA Miftahul Ulum Tanggul Jember is quite good. Leadership style is a technique needed to influence, encourage, direct, and move subordinates. As stated (Covey, 1992) means that: "leadership style is the manner and approach of providing direction, implementing plans, and motivating people" (leadership style is the way and approach used by leaders in giving orders, implementing plans and motivating their members). Besides that (Siagian, P, 2003) In addition, he also argues that "leadership style basically implies an embodiment of the behavior of a leader, which concerns his ability to lead. These embodiments usually form a certain pattern or form.

The results of data processing regarding the autocratic leadership style at MA Miftahul Ulum Jember are classified as good. This is evidenced by 31 respondents or 48.43% who stated that several descriptions of autocratic indicators such as the madrasa head strictly enforced the rules, strict leader

control, and imposed punishment on the madrasa head at MA Miftahul Ulum Jember. Agree with (Posner, 2004) This leadership is generally negative, based on threats and punishment. Besides that (Haslam, Reicher, & Platow, 2015) also argues that autocratic leaders are leaders who command, expect obedience, and give punishment. The results of this study support the leadership theory of (Soeprayitno, 2020) which states that the authoritarian leadership style is someone who gives orders to male and female employees and tells them exactly what to do. Nonetheless according (Yukl, 2010a) there are also several benefits including enabling decision makers quickly and enabling the utilization of less competent employees. This type of leadership style can be used by Madrasah Principals in empowering teachers who are less competent and can be used in situations that require quick decision making.

The results of data processing regarding the democratic leadership style at MA Miftahul Ulum Tanggul Jember are classified as good. This is evidenced by 42 respondents or 65.62% stating that some of the descriptions of democratic indicators such as the madrasa head involve subordinates in the decision-making process the madrasa head gives broad authority to subordinates, and moderate/medium madrasa head control lies with the madrasa head at MA Miftahul Ulum Jember embankment. Agree with (Yukl, 2010b) Democratic leadership tends to be highly moral, able to work together, prioritizing work quality and self-directed. In addition, democratic leadership tends to have high morals, can work together, prioritize the quality of work and can be self-directed. Besides that (Santosa, 2008) also argues that democratic leaders are leaders who consult with subordinates and encourage the participation of subordinates. The results of this study support Henslin's leadership theory (Mawahid, 2012) which states that a democratic leadership style (democratic leader) is someone who is easy to discuss with his employees and helps describe the steps that will help them achieve their goals.

The results of data processing regarding the leadership style of participation at MA Miftahul Ulum Tanggul Jember are classified as good. This is evidenced by 30 respondents or 46.87% stating that several descriptions of participation indicators such as principals exchanging ideas, receiving suggestions from subordinates and principals actively listening are found in the principal at MA Miftahul Ulum Tanggul Jember. Agree with (Yukl, 2010b) Participatory leadership decentralizes more of its authority so that decisions taken are not unilateral. Besides that (Nawawi, Uha, 2013) also argues that participatory leaders are leaders who balance task orientation and human orientation. Leaders with a participatory style will encourage the ability of subordinates to make decisions. Thus, leaders will always foster subordinates to accept greater responsibility (K, 1996)

The results of data processing regarding the free-control leadership style at MA Miftahul Ulum Tanggul Jember are classified as good. This is evidenced by 24 respondents or 37.5% stating that some of the descriptions of indicators of free control such as school principals tend to let members, little involvement of school principals, and decision making fully delegated to subordinates are found in school principals at MA Miftahul Ulum Tanggul Jember. Agree with (Wahab, 2008) Free control leadership gives full power to subordinates, the organizational structure is loose and the leader is passive or the leader avoids power and responsibility, then depends on the group both in setting goals and overcoming their own problems. Besides that (Schein, 1985) also argues that leaders are free of control, namely leaders who give full opportunities to subordinates. The results of this study support the leadership theory of (Wibawa, 2021) which states that the *laissezfaire* leadership style (*laissezfaire* leader) is a leader who is open to his subordinates, and gives full trust to his subordinates to make decisions but still within the rules that apply in the organization.

### ***Teacher Performance***

Based on the results of the research conducted, it is known that the level of teacher performance at MA Miftahul Ulum Tanggul Jember is classified as good. This is evidenced by 44 respondents or 66%. This shows that teacher performance at MA Miftahul Ulum Tanggul Jember is in the good category. Good teacher performance can produce quality learning.

The performance level of teachers at MA Miftahul Ulum Tanggul Jember is relatively good, indicating that teachers at MA Miftahul Ulum Tanggul Jember have good performance. Teacher performance is the degree of achievement achieved by the teacher as seen through the planning of learning activities, implementing learning, implementing learning assessments, and following up on the results of the assessment. As stated (Purnomo, 2017) performance can be defined as the result of work in quality and quantity that can be achieved by an employee in carrying out tasks in accordance with the responsibilities given to him. Besides that (Hasibuan, 2000) said that "teacher performance is influenced by knowledge, abilities, attitudes, work style, personality, interests, basic values, beliefs and leadership style". According to another opinion (Casio, 1992) identify "teacher performance can be seen from the teacher's teaching duties which are divided into three stages, namely the pre-teaching stage (preactive), the teaching stage (interactive), and the post-teaching stage (pastactive)".

### ***The Relationship between Autocratic Leadership Style and Teacher Performance at MA Miftahul Ulum Tanggul Jember***

The results of the study revealed that there was no significant relationship between the leadership style of the head of the mardasah and teacher performance at MA Mifathul Ulum Tanggul Jember. This means that there is no significant relationship between autocratic leadership style and teacher performance at MA Miiiftahul Ulum Tanggul Jember. These results are consistent with previous research conducted by Tumbol, Tewal, and Sepang (2014) which stated that there is no relationship between autocratic leadership style and work performance or employee performance.

The results of this study support the leadership theory of Henslin (2007) which states that an authoritarian leadership style is someone who gives orders to male and female employees and tells them exactly what to do.

### ***The Relationship between Democratic Leadership Style and Teacher Performance at MA Miftahul Ulum Tanggul Jember***

The results showed that there was a significant positive relationship between the leadership style of the madrasa head and teacher performance at MA Miftahul Ulum Tanggul Jember. This means that the democratic leadership style of the madrasa head has a significant relationship with teacher performance at MA Miftahul Ulum Tanggul Jember. These results are consistent with previous research conducted by Tumbol, Tewal, and Sepang (2014) which stated that there is a relationship between democratic leadership style and work performance or employee performance. The results of this study support the leadership theory of (Yukl, 2010b) which states that a democratic leadership style (democratic leader) is someone who is easy to discuss with his employees and helps describe the steps that will help them achieve their goals.

### ***The Relationship between Participatory Leadership Style and Teacher Performance at MA Miftahul Ulum Tanggul Jember***

The results showed that there was a significant positive relationship between the principal's leadership style and teacher performance at MA Miftahul Ulum Tanggul Jember. This means that the principal's participating leadership style has a significant relationship with teacher performance at MA Miftahul Ulum Tanggul Jember. These results are consistent with previous research conducted by Pawikan (2011) where there is a positive and significant relationship between the principal's participatory leadership style and teacher performance. The research results support the leadership theory of (Hasibuan, 2000) who stated that participative leadership is when the leadership is carried out in a persuasive way, creating harmonious cooperation, fostering loyalty, and

participation of subordinates. Leaders motivate subordinates to feel part of the company. Subordinates must participate in providing suggestions, ideas, and considerations in the decision-making process. Leaders with a participatory style will encourage the ability of subordinates to make decisions. Thus, leaders will always foster subordinates to accept greater responsibility

### ***The Relationship between Free Control Leadership Style and Teacher Performance at MA Miftahul Ulum Tanggul Jember***

The results showed that there was a significant positive relationship between the principal's leadership style and teacher performance at MA Miftahul Ulum Tanggul Jember. This means that the leadership style of the madrasa principal has a significant relationship with teacher performance at MA Miftahul Ulum Tanggul Jember. These results are consistent with previous research conducted by Rahmawi (2015) that the laissez-faire leadership style or free control has a significant effect on employee performance. The results of this study support the leadership theory of (Yukl, 2010b) which states that the laissez-faire leadership style (laissez-faire leader) is a leader who is open to his subordinates, and gives full trust to his subordinates to make decisions but still within the rules that apply in the company.

### ***The Relationship between Leadership Style and Teacher Performance at MA Miftahul Ulum Tanggul Jember***

The results showed that there was a significant positive relationship between the leadership style of the madrasa head and teacher performance at MA Miftahul Ulum Tanggul Jember. This means that the leadership style of the madrasa head has an influence on teacher performance at MA Miftahul Ulum Tanggul Jember. These results are in accordance with previous research conducted by Airin (Rahayu, 2017) in his research on teacher performance at SMPN Palembang District, Agam Regency, it was shown that the correlation coefficient between the principal's leadership style and teacher performance is significant. The results of this study support the leadership theory (Yukl, 2010b) who said that "teacher performance is influenced by leadership style" and something similar was also explained by (Mulyasa, 2013) the success of the madrasa head as a supervisor is shown by the increasing awareness of educators (teachers) to improve performance and improve the skills of educators (teachers) in carrying out their duties. It can also be said that the better the leadership of the school principal, the teacher's performance will also increase.

## **CONCLUSION**

Based on the results of the study it can be concluded that: (1) The leadership style of the head of the madrasa at MA Miftahul Ulum Tanggul

Jember which consists of autocratic, participation, democracy and free control is classified as good, with the level of frequency of leadership style used is democratic leadership style, participation, free control then autocratic; (2) the level of teacher performance at MA Miftahul Ulum Tanggul Jember in planning lessons, implementing learning, and evaluating learning is quite good; (3) there is no significant relationship between the autocratic leadership style of the madrasa principal and teacher performance at MA Miftahul Ulum Tanggul Jember; (4) there is a significant positive relationship between the democratic leadership style of madrasa heads and teacher performance at MA Miftahul Ulum Tanggul Jember; (5) there is a significant positive relationship between the leadership style of the madrasa principal and teacher performance at MA Miftahul Ulum Tanggul Jember; (6) there is a significant positive relationship between the leadership style of madrasah principals and teacher performance at MA Miftahul Ulum Tanggul Jember; and (7) there is a significant positive relationship between the leadership style of the madrasa head and teacher performance at MA Miftahul Ulum Tanggul Jember.

### **Suggestion**

The suggestions put forward in this study are: (1) To the Head of the Ministry of Religion of Jember Regency, one should encourage the head of the madrasa so that the head of the madrasa can maintain and improve his leadership and the performance of his subordinates; (2) Heads of Madrasas in Jember Regency, should conduct evaluations with teachers to maintain each other's performance in order to achieve common goals; (3) To the Department of Education Management, research results can be used as additional library materials and complement information in the development of science; and (4) To other researchers, the results of this study can be used as a reference source for researchers who will conduct further research on the same theme and can be used as a reference to reveal other aspects of leadership style.

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