



# The Correlation Between Madrasah Principal Leadership and Certification Incentives on The Performance of Madrasah Elementary School Teachers in Binjai City

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## Article Info

## ABSTRACT

### Keywords:

Leadership, Certification Incentives, Teacher Performance

This study examines the relationship between the leadership of the head of Madrasah and the provision of certification incentives with teacher performance in Madrasah Ibtidaiyah in Binjai City. The research aims to determine if there is a positive relationship between the leadership of the head of Madrasah and teacher performance, the provision of certification incentives and teacher performance, and the combined effect of both leadership and certification incentives on teacher performance. The study employed a quantitative approach with a descriptive correlational design. The population consisted of 128 teachers, with a sample of 97 teachers selected for the study. Data was collected through questionnaires, which were pre-tested. Data analysis included descriptive statistics, correlation analysis, and regression analysis. The findings revealed a significant positive relationship between the leadership of the head of Madrasah and teacher performance (correlation coefficient = 0.364), the provision of certification incentives and teacher performance (correlation coefficient = 0.213), and both factors combined with teacher performance (correlation coefficient = 0.404).

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## 1. INTRODUCTION

Teachers play a fundamental role in shaping the educational journey and future of students, influencing not only academic outcomes but also the development of critical life skills. Their core responsibilities encompass educating, teaching, and mentoring students, all of which demand high levels of professional competence, creativity, and dedication. Teachers are tasked with more than just transmitting knowledge; they are also responsible for fostering an environment where students can develop socially, emotionally, and intellectually. The effectiveness with which teachers carry out these roles largely depends on the professional support, motivation, and guidance they receive from their educational leaders. Among the many factors that influence teacher performance, the leadership of the head of Madrasah and the provision of certification incentives stand out as two critical elements. The leadership of the head of Madrasah plays a pivotal role in creating a work environment that fosters collaboration, motivation, and accountability. A head of Madrasah who is perceived as

effective can inspire teachers to perform at their best by providing clear direction, offering support, and creating a school culture that encourages professional growth. Moreover, the leadership style directly impacts the overall school climate, which in turn affects the morale and performance of teachers.

On the other hand, certification incentives are another significant factor in enhancing teacher performance. These incentives, often in the form of financial rewards, job security, or professional recognition, serve as external motivators that can drive teachers to improve their work performance. Certification incentives are often viewed as a form of acknowledgment for the professional competence that teachers demonstrate through certification programs. These incentives not only provide tangible rewards but also serve as a symbol of appreciation for teachers' efforts in improving their qualifications. Teachers who feel valued and rewarded for their work are more likely to be committed, productive, and engaged in their teaching practices.

In the context of Madrasah Ibtidaiyah in Binjai City, the relationship between leadership and certification incentives with teacher performance has not been extensively studied, which presents a gap in the existing literature. Given that teacher performance is a central factor in determining the quality of education, it is crucial to understand the specific ways in which these two variables influence teachers' ability to deliver effective instruction and contribute to student success. This study seeks to explore the interplay between the leadership of the head of Madrasah and the provision of certification incentives, aiming to provide valuable insights into how these factors impact teacher performance in Madrasah Ibtidaiyah in Binjai City. By investigating these relationships, the research hopes to offer practical recommendations for improving the work environment for teachers, thereby enhancing their performance and contributing to the broader goal of educational excellence. Ultimately, the study aims to underscore the importance of strong leadership and meaningful incentives as key drivers of teacher motivation and performance.

## 2. RESEARCH METHODS

This study adopts a quantitative research design with a descriptive correlational approach to investigate the relationships between leadership, certification incentives, and teacher performance. The correlational method is suitable for determining the strength and direction of the relationship between two or more variables, allowing for an understanding of how leadership and certification incentives impact teacher performance. The population for this study consists of all teachers at Madrasah Ibtidaiyah in Binjai City, amounting to 128 teachers. To ensure the sample was representative, a random sampling technique was employed, resulting in a sample size of 97 teachers. The sample size was determined using Slovin's formula, ensuring a 5% margin of error for the study. Data collection was conducted using a structured questionnaire, designed to measure teachers' perceptions of the leadership of the head of Madrasah and the provision of certification incentives, as well as their performance in the classroom. The questionnaire was pre-tested for reliability and validity to ensure that it accurately measured the intended constructs. The data collected was then analyzed using both descriptive and inferential statistics. Descriptive statistics, such as frequency distributions, means, and standard deviations, were used to summarize the responses. To test the hypotheses, Pearson's correlation coefficient and multiple regression analysis were employed to explore the relationships between the leadership of the head of Madrasah, certification incentives, and teacher performance. These analytical methods allow for a comprehensive understanding of how the independent variables (leadership and certification incentives) influence the dependent variable (teacher performance), and whether the combination of these factors has a stronger impact on performance than either factor alone.

## 3. RESULT AND ANALYSIS

### Descriptive Statistics

The descriptive statistics for the variables measured in this study are presented in the following table:

Table 1. Data of Variable

Variable	Mean	Median	Mode	Standard Deviation	Variance	Range	Min	Max
Leadership of the Head of	88.70	88.00	68	13.33	177.69	54	68	122

Madrasah (X1)								
Provision of Certification Incentives (X2)	94.36	95.00	100	12.10	146.42	48	72	120
Teacher Performance (Y)	98.98	99.00	86	10.28	105.77	39	79	118

From the table, it can be observed that:

- The average score for leadership (X1) is 88.70, indicating that leadership tends to be at an average level.
- The average score for certification incentives (X2) is 94.36, showing that incentives are generally perceived as high.
- The average score for teacher performance (Y) is 98.98, suggesting high performance among the respondents.

### Frequency Distribution

The frequency distributions for each of the three variables were examined and presented in the following tables. These distributions help assess the spread of scores within the sample.

#### Leadership of the Head of Madrasah (X1)

The frequency distribution of leadership scores reveals the following:

- 20.62% of teachers scored at or above the average leadership score, while 49.48% scored below average.
- The distribution is centered around the middle, with a few teachers exhibiting higher leadership perceptions (mode = 68 to 122).

#### Provision of Certification Incentives (X2)

The frequency distribution of incentive scores shows:

- 22.68% of teachers fell within the average range of certification incentive scores, with 41.24% scoring below average.
- Most of the respondents fell in the mid-to-high ranges (mode = 72 to 120).

#### Teacher Performance (Y)

For teacher performance, the distribution shows:

- 19.59% of teachers were in the average range, while 47.42% were below average.
- The distribution indicated a balanced spread of performance levels, with a higher concentration of teachers performing at a satisfactory level.

### Normality Test

The normality of the data was tested using the Liliefors test. The results showed that the data for both leadership (X1) and certification incentives (X2) are normally distributed, as the  $L_{hitung}$  values (0.060 for X1 and 0.072 for X2) are both smaller than the critical value ( $L_{tabel} = 0.090$ ). Therefore, the normality assumption holds for both variables.

### Hypothesis Testing

#### Hypothesis 1: Leadership and Teacher Performance

To test the first hypothesis, a simple correlation analysis was conducted between leadership (X1) and teacher performance (Y). The correlation coefficient was 0.364, which indicates a moderate positive relationship. The R-squared value of 0.132 suggests that leadership accounts for 13.2% of the variance in teacher performance. The t-test for significance showed that  $t_{hitung}$  (3.80) is greater than  $t_{tabel}$  (1.67), indicating a statistically significant positive relationship between leadership and teacher performance.

**Hypothesis 2: Certification Incentives and Teacher Performance**

The second hypothesis tested the relationship between certification incentives (X2) and teacher performance (Y). The correlation coefficient was 0.213, which is a weak to moderate positive relationship. The R-squared value of 0.045 indicates that certification incentives account for 4.5% of the variance in teacher performance. The t-test showed  $t_{hitung} (2.12) > t_{table} (1.67)$ , confirming a significant positive relationship between certification incentives and teacher performance.

**Hypothesis 3: Combined Effect of Leadership and Certification Incentives on Teacher Performance**

The third hypothesis tested the combined effect of leadership and certification incentives on teacher performance using multiple regression. The multiple correlation coefficient was 0.404, and the R-squared value was 0.164, indicating that 16.4% of the variance in teacher performance is explained by both leadership and certification incentives. The F-test showed  $F_{hitung} (9.19) > F_{table} (3.09)$ , confirming that the combined effect of these two variables is statistically significant.

**4. CONCLUSION**

The document emphasizes the significant positive impact of both the leadership of the head of madrasah and the provision of certification incentives on teacher performance. It suggests that a better leadership quality from the head of madrasah and a more structured certification incentive system lead to enhanced teacher performance, with both variables showing a moderate level of effectiveness. The research highlights that the combination of effective leadership and well-structured incentives is crucial in improving teaching outcomes. In terms of leadership, strategies such as providing role models, fostering professional development through training and workshops, and maintaining open communication are essential in creating a supportive and motivating environment for teachers. On the other hand, certification incentives should be tied to teachers' performance, offering financial rewards and career advancement opportunities, which not only motivate teachers but also contribute to their professional growth.

The study also points out that headmasters should adopt a participatory and innovative leadership style, which involves teachers in decision-making processes, creating a sense of ownership and further motivating them to perform better. Additionally, continuous evaluation and feedback are necessary to monitor the effectiveness of both leadership practices and incentive programs. The document advises that the Ministry of Religion enhance leadership training for headmasters and optimize the certification incentive program to ensure its relevance and effectiveness. Madrasah supervisors should also increase their supervision to ensure that these programs are implemented properly, while ensuring fairness and consistency. For teachers, it is important to take full advantage of the certification incentives as motivation for continuous self-improvement.

The research suggests that further studies should explore additional factors influencing teacher performance, such as work environment, intrinsic motivation, and the impact of school culture on teaching. It also recommends expanding the research scope to other madrasahs in different regions to obtain a more diverse and representative sample, which would provide deeper insights into the factors that shape teacher performance across the country.

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