

# COMPARISON STUDY OF LEADERSHIP STYLE OF HEADMASTER AT STATE ISLAMIC SENIOR HIGH SCHOOL NUMBER 1 MAKASSAR, INDONESIA AND ISLAMIC SENIOR HIGH SCHOOL ATHIRAH MAKASSAR, INDONESIA IN IMPROVING TEACHER PERFORMANCE

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## ABSTRACT

This study aimed at finding out (1) the leadership style of MAN 1 head and the leadership style of SMA Athirah Makassar high school teacher, (2) the performance of MAN 1 teacher and the performance of Islamic Athirah Makassar high school teacher, (3) the differences in leadership style of MAN 1 head and leadership style of head 1 Athirah Makassar Islamic High School in improving teacher performance. Research quantitative data collection techniques researchers used a questionnaire about 23 items in the Likert scale leadership style questions and 30 items of teacher performance distributed to 62 MAN 1 teachers and 56 Athirah Islamic High School teachers. Quantitative data analysis techniques using validity test, reliability, statistical correlation coefficient with the z test at the  $\alpha$  level of 0.05. The qualitative research data collection techniques using observation, interviews, documentation, and triangulation. The data analysis technique uses data reduction, data presentation, and data verification. Based on data analysis, it was found that the democratic leadership style of MAN 1 and Athirah Islamic High School was between good and very good because the scores of each questionnaire reached an average of 3.30 to 3.81, while the authoritarian leadership style, paternalistic did not reach 3. unless there was one laissez faire leadership style questionnaire the head of MAN 1 reached a score of 3.23. The correlation of democratic leadership style of MAN 1 head with teacher performance is 0.530, while the correlation of democratic leadership style of Athirah Islamic High School headmaster with teacher performance is 0.494, meaning  $H_0$  is rejected and  $H_a$  is accepted, which means there is a significant correlation of democratic style with teacher

performance in both institutions. As for the autocratic leadership style, and laissez faire the MAN 1 head and the head of Athirah Islamic High School did not correlate with teacher performance. With the exception of the MAN 1 head paternalistic leadership style, it correlates with teacher performance.

Keywords: Leadership Style, Teacher Performance

## INTRODUCTION

The quality of education in a madrasah/school is very much determined by the leadership strategy in advancing an organization. Mayling Oey Gardiner, et al said that the strategy in dealing with the future of the nation and the country towards the dynamics of life change, especially in the education sector from primary schools to tertiary institutions also led to fundamental changes in the provision of educational services or services in order to realize innovative human resource productivity, competitive and adaptive to the advances in science and technology such as increasingly felt progress and impact in the Era of Disruption of Technology 4.0 whose presence almost anomaly affects the entire sector of human life but has a progressive impact on the progress of human civilization. The cause of major changes in the progress of science and technology as expressed by Oey-Gardiner tends to encourage various changes, not only in technology itself but also in human life, ways of relating and ways of organizing (Mayling, 2017: 115).

Along with the development of the use of the latest technology which is very broad in its application in various aspects of human activities, it is fitting for all educational institutions to be adaptive in taking advantage of every opportunity of progress, but still anticipative of the various impacts of the changes that will occur. In such a competitive atmosphere, quality human resources are needed, that is, human resources capable of facing global competition to innovatively skilled in various life activities. Supardi firmly revealed that the quality of human resources plays a major role in determining the success of various physical and non-physical development sector activities (Supardi, 2013: 1).

The successful implementation of education in madrasah/school is determined by the style of leadership of the head of the madrasah/school in managing each component of madrasah/school, mainly related to their knowledge and understanding of the ability of management and leadership problems and tasks assigned to them, because often obtained failure education and learning in a school is motivated by the lack of understanding of the principal of the tasks that must be carried out (Engko Mulyasa, 2015: 15).

The advance of a school to realize the vision and mission lies on how the style of the principals in mobilizing and empowering the school component. The quality and the the dynamic interaction between the head sekolah the teacher is very important, especially in the adjustment of the various activities of the madrasah / school with the demands of the digital age. Engko Mulyasa (2015) said that principals must provide quality services optimally for the progress of the school.

Engko Mulyasa's statement is relevant to Sutisna's (1983: 28) statement that the principal job of the principal as an educational leader in the scope of formal schools is to assist teachers in developing their ability to create a conducive climate for students (Sutisna Oteng, 1983: 28). The head of the school is one of the important factors towards the creation of effective, efficient, productive, independent and accountable. then from that, according to Saliburry that without quality leadership and skillful management, even the ideas are never implemented without good

management and ongoing support for their leaders, those lowers in the organization become disillusioned in time (D.F.Salisbury, 1996 : 149).. David F. Salisbury meaning of the notion, indicating that without the leadership of creative and quality then any ideas will not be realized without sustained by a factor of good management and air support sustainability to the leadership .

School principals are required to have good managerial and leadership skills according to the principle of good governance to build madrasah/schools effectively with quality management which is characterized by several indicators as follows as in Mulyasa's view (2015: 7), namely: (1) The effectiveness of learning activities and high learning; (2) Strong and democratic leadership; (3) Effective and professional management of education staff; (4) the growth of quality culture; and smart, compact and dynamic team work (Engko Mulyasa, 2015: 7).

Head of school who want to get effective and efficient support for the advancement of learning in school is influenced by a leadership style that he applied . The head of the school must give satisfaction to teachers, education staff and to the customers of the community.

Based on the searching result, there is no research that discusses the comparative study of Madrasah Aliyah head style leadership and Islamic high school head in improving teacher performance. Among the related research to this paper is a study conducted by Wachira, et al (2017) entitled *Effect on Principals 'Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Keini West Sub-County* published in the *International Journal of Humanities and Social Science of Invention* . The research was conducted at Kien West Sub-County involving 22 principals and 262 teachers spread across several public schools. Data analysis uses quantitative and qualitative procedures. The results of the quantitative analysis concluded that there was a significant relationship ( $\chi^2 = 35,611$ ,  $p = 0.00$ ) between the principal's leadership style and the teacher's performance. In accordance with the results of qualitative analysis that leadership style also influences teacher performance. From the results of this qualitative analysis, researchers also recommend that government and local leaders should make parents aware to work together with school principals in advancing teacher performance in an effort to improve student academic achievement at school.

Other research, which is also related to this research is the research conducted by Jackson Nyamubi Gilman . (2018) entitled *The Contribution of School Leadership Styles on Teachers' Organizational Commitment* . published in the Asian Journal of Management Sciences & Education Vol. 7 (2) April 2018. The article explained that the leadership of the principals contributed significantly in maintaining the commitment of teachers to their schools and their readiness to invest in efforts to realize the school's vision. School administration support provided to teachers through care and consideration of their professional and personal needs, forms the main basis in increasing teacher commitment to their work. Committed teachers show positive feelings about their work, when they feel that the principal perceives them realistically. involvement in implementing schools and professional issues increases their attachment to schools, and consequently the intention to work hard

MAN 1 and Athirah Islamic high schools are A-accredited top schools that are able to create a conducive and religious climate for their students, the output of which is mostly graduated from favorite state universities. Based on this phenomenon, most Muslims provide motivation for their children to continue their education at the school.

This study aims to look at: (1) the headmaster leadership style of State Islamic Senior High School Number 1 Makassar and the headmaster leadership style at Athirah Makassar Islamic high school teacher, (2) the performance of teachers at State Islamic Senior High School Number 1 Makassar and the performance of teacher at Athirah Makassar Islamic high school teacher, (3) the differences in headmaster leadership style of State Islamic Senior High School

Number 1 Makassar and headmaster leadership style of Athirah Makassar Islamic High School in improving teacher performance

## LITERATURE REVIEW

### A. Madrasah / School Principal Leadership Style

Madrasah/school head leadership style is a way to carry out its activities in an effort to guide, guide, direct and control the thoughts, feelings and behavior of subordinates in achieving the vision and mission that have been determined previously. One thing, what needs to be considered by a madrasah/school head is service. According to Stephen P. Robbins & Timothy A. Judge (2015) that a manager must be friendly and sincere, easy to contact, knowledgeable quick in responding to customer needs, and willing to what is necessary to please customers, such as paying wages as soon as possible to staff, as the hadith of the Prophet Muhammad The Prophet (s) narrated by Ibnu Majah from the Hadith of Abdu llah ibn Umar, which means, From Abdullah bin Umar he said, "Rasulullah sallallaahu 'alaihi wasallam said:" Give a reward to the worker before his sweat dries (Abu Abdullah Muhammad ibn Yazid ibn Majah, 2015: 370)

According to Syafaruddin that in general there are three leadership styles that are commonly applied in organizations, namely:

- 1) Autocratic leadership style. The autocratic leadership style emphasizes all authority centered on managers. Managers tend to enforce decisions using rewards and fear or punishment. Autocratic leadership styles use centralized management of production. This style relies on personal formal authority in his position as a manager by directing subordinates with strict orders and supervision. This leadership style is very task oriented. The leader gives more instructions so that the work is not wrong.
- 2) Democratic / participatory leadership style. Democratic leadership style has certain characteristics and functions. The characteristics of democratic leadership are: (a) doing more two-way communication, (b) subordinates have more time to influence decisions, (c) the leadership staff are less aggressive, (d) there is recognition of potential members and contributing positive achievement of goals. The functions of a democratic leadership style are: (a) dividing responsibilities, (b) empowering members of the organization, (c) working together well.
- 3) *Laissez faire* leadership style . The *laissez faire* leadership style is that subordinates are given organizational goals, but subordinates are left to use their own methods. In addition, the leadership style of free control is likely to give power to subordinates. The *laissez faire* leadership style has few directives and members often create and solve their own problems without interference from the leadership, even within the limits known and determined by the leader (Syafaruddin, 2010: 79).
- 4) Paternalistic leadership style. Paternalistic leadership style is moving subordinates to the nature of fatherhood in achieving organizational goals (Syafaruddin, 2010: 81) .

### B. The Main Role of the Head of Madrasah / High School

According to the Ministry of National Education as quoted by Susanto (2016) the principal has several main roles, namely:

#### a. *Educator* (educator)

Learning activities as the core of the education process in which the presence of the teacher acts as the implementer and main developer of the curriculum. For the teacher's role to be carried out, the principal must also demonstrate an intense commitment to curriculum

development and learning activities in schools by providing facilities to teachers in developing their potential

b. *Manager*

Managing educational institutions is not a job that should be underestimated. But the work that must pay serious attention to the principal in carrying out the maintenance and development of the teaching profession by providing extensive facilities and opportunities through various educational and training activities, both carried out at school and outside the school.

c. *Administrator*

Principals as administrators should have expertise in handling school administrative affairs, one of which is related to allocating sufficient budget to increase the competence of teaching and educational staff.

d. *Supervisor*

The meaning of the role of the principal as the supervisor requires the principal to check the teacher's teaching preparation and also conducts class visits to observe the use of learning methods and media used by the teacher in learning activities.

e. *Leader*

The principal as a leader must display the qualities of: (1) being honest; (2) self confidence; (3) responsibilities; (4) dare to take risks and decisions; (5) big-hearted; (6) stable emotions; and (7) role models which ultimately show positive qualities that can be emulated and lead to school progress.

f. *Work climate creator*

School principals must create a conducive work climate so that teachers, including school / madrasah employees, can demonstrate their performance professionally. Therefore, the principal should pay attention to the following principles:

- 1) Teachers and other education personnel will work harder if their activities are interesting and fun while still targeting the achievement of the vision and mission and goals of the school towards the predicate of quality schools.
- 2) The purpose of the activities to be carried out must be clearly arranged and informed to all teachers and other education personnel so that they know the objectives of their respective areas of performance.
- 3) Always remind teachers and other education personnel about the orientation of their field of work.
- 4) Although giving a gift is better than punishment, in some cases punishment is also needed.
- 5) Try to meet the socio-psycho and physical needs of the teacher, so that they are satisfied in carrying out their work professionally.

g. *Entrepreneur*

In order to improve the performance of superior teachers, principals must have the courage to make innovative changes that can support the improvement of the quality of learning.

### **C . Teacher Performance**

Teacher performance shows an action done by the teacher in the planning of learning, the learning process and evaluation of learning. Learning planning is a design done by the teacher before carrying out the learning process. While the learning process is an ability that is shown by the teacher in the preliminary activities, the core of learning and closing learning activities. The



learning evaluation is a feedback activity carried out by the teacher with a systematic and measurable procedure after carrying out the learning activities.

As an effort to improve human resources in schools, the formulation of a learning plan needs to be a serious concern for teachers to design it in such a way. Ideally, the formulation of a learning plan designed by the teacher should be able to: (1) understand the learning objectives, identify learning topics and set general goals for each learning topic; (2) recognize the main characteristics of students; (3) making the learning objectives more specific in the form of politicizing the expected behavior of students so that it is possible for the needs of direct measurement activities regarding their behavior; (4) recognize the content or content of each subject matter that supports the achievement of learning objectives; (5) developing a preliminary measuring instrument ( *pretest* ), in order to know the background of students and their knowledge of the topic being taught; (6) encompass learning activities and their sources so that students can achieve their goals; (7) mobilizing services that are able to support (funds, tools) and developing evaluation tools (Ali Imran, 2010: 15).

## METHOD

This research used mixed method, namely both quantitative and qualitative. This research located in the city of Makassar, South Sulawesi, Indonesia. As for the population in this study were 62 MAN 1 Makassar teachers and 56 Athirah Islamic High School teachers.

The method used in gathering quantitative data was a likert scale namely; strongly agree (SS) with a value of 4, agree (S) with a value of 3, less agree (KS) with a value of 2, and disagree with a value of 1. As for the focus of this study, researchers limit the democratic leadership style, autocratic, and laissez faire (free control) as stated by Syafaruddin in literature review.

The quantitative of data analysis technique used are :

1. Content validity  $t_{count} > t_{tabel}$ , significancy 0,05 (Syofian Siregar, 2017 : 46).
2. Reliability test:  $\alpha \geq 0.9$ /Excellent),  $0.7 \leq \alpha < 0.9$ /Good (Low-stakes testing),  $0.6 \leq \alpha < 0.7$ /Acceptable ,  $0.5 \leq \alpha < 0.6$ /Acceptable,  $\alpha < 0.5$ / Unacceptable (Edi Riadi, 2016 : 239).
3. correlation level test: 0,00-0,199/very weak, 0,20-0,399/weak, 0,40-0,599/average, 0,60-0,799/strong, 0,80-1/very strong (Syofian Siregar, 2017 : 251-252).

In analyzing the data, the researcher used SPSS version 23. The hypothesis used in this study were:

$H_0$  : There is no relationship between the leadership style of the MAN 1 headmaster and the headmaster of the Athirah Makassar Islamic High School in improving teacher performance.

$H_a$  : There is a relationship between the leadership style of the headmaster of MAN 1 and the headmaster of the Athirah Makassar Islamic High School in improving teacher performance.

The collection methods used in qualitative research are; observation methods, interview methods, documentation, and triangulation (Sugiyono, 2016: 82). While the researchers analyzed data using the Miles and Huberman model as quoted by Sugiyono (2016), namely; data reduction, data presentation and conclusions .

## RESULTS AND DISCUSSION

### A. Validity and Reliability Test Results

Validity test results of 23 leadership style questionnaire distributed to 62 teachers MAN 1 and 56 high school teachers of Islam Athirah Makassar generally valid for a value of  $t_{count}$  is higher than the value of  $t_{table}$  at a significance level of 0.05. The results of the validity test answers to the leadership style MAN 1 head style found  $t_{count}$  in the range of values 0.413-0.795, while the value of  $t_{table}$  0.325. The results of the validity test results of the leadership style of Athirah Islamic Senior High School leadership questionnaire found  $t_{count}$  in the range of values of 0.355-0.883 while the value of  $t_{table}$  0.354.

The validity test of 30 teacher performance questionnaires distributed to 62 MAN 1 teachers and 56 Islamic Athirah Makassar high school teachers was found to be  $t_{count}$  in the range of values from 0.440 to 0.888, while the value of  $t_{table}$  was 0.325. While the results of the validity test of 30 questionnaires distributed to 56 Athirah Makassar Islamic High School teachers were found  $t_{count}$  in the range of values from 0.440 to 0.888, while the value of  $t_{table}$  was 0.354.

Furthermore, the results of the reliability test of the leadership style of the head of MAN 1 Makassar and the leadership style of the head of the Athirah Islamic High School were reliable. The level of acceptance (Cronbac's alpha) leadership style MAN 1 value ranges between 0.662 up to 0.791, which means existing in both categories. While the leadership style of the Athirah Islamic High School headmaster's level of acceptance or cronbac's alpha values ranged from 0.643 to 0.830, which means there are in the medium and good categories .

Then, the reliability test results of MAN 1 teachers and Athirah Islamic High School teachers in general are also good, some are even very good. The level of acceptance (cronbac's alpha) teacher performance MAN 1 teacher performance values ranged from 0.862 to 0.912, while the level of acceptance (cronbac's alpha) performance of Athirah Islamic High School teacher grades ranged from 0.881 to 0.936, which means good, even some are very good.

## **B. Overview of Leadership Style Headmaster of MAN 1 and Islamic Athirah Makassar High School**

Based on research data shows that in general MAN 1 teachers agree, even strongly agree the application of democratic leadership style. The head of MAN 1 said that in general madrasah programs always involve teachers and accommodate their aspirations in general , because in this way madrasah vision and mission can be realized well (Luqman, interview on 11 February 2019).

As the madrasah head, he is also very concerned about the educational background and experience of the teachers placed by the Ministry of Religion in MAN 1, and always strives to assign assignments to them based on the competencies they have for each teacher, because only in this way can they work professional (Luqman, interview on 11 February 2019). As the headmaster, he always tries to build cooperation with the headmaster representatives, as well as all the teachers in MAN 1 (Luqman, interview on 11 February 2019).

As a madrasah head who always has a strong desire to promote madrasah, he is always open to constructive criticism by teachers, because he believes that with constructive criticism, MAN 1's mission can be carried out effectively, so that MAN's vision can be achieved. besides that as head of madrasa also cooperates with deputy head of madrasa in guiding teachers, especially new teachers appointed by the ministry of religion (Luqman, interview on 11 February 2019).

Based on the data it shows that in general teachers disagree, even disagree with the implementation of the autocratic leadership style, and only a small proportion agree and strongly

agree with the autocratic leadership style. As the head of madrasah does not like to apply autocratic leadership style, because autocratic leadership style is including a leadership style that is rigid and has the effect of causing a lot of hatred from those who are led (Luqman, interview on 11 February 2019). In a strategic management theory it is said that an autocratic leadership style should not be maintained because it has the potential to cause resistance, tension from the people who are led (AB Susanto, 2014: 290).

The data also shows the balance of views of teachers between disagreeing with agreeing with the application of the paternalistic leadership style. As the madrasah head does not agree with even disagree with the paternalistic leadership style, except in certain cases where a job that is believed by the leader is less able to be carried out by subordinates, because subordinates lack the *skills* to carry out the work, then the leader may take over the job in order to completed on time (Luqman, interview on 11 February 2019)

As the headmaster of madrasah does not agree with leaders who are indifferent to teachers who violate the madrasah policy, because such an attitude can make the teacher take it easy in carrying out his professional duties as a teacher (Luqman, interview on 11 February 2019). Furthermore, according to Luqman, every teacher in Madrasah Aliyah Negeri 1 Makassar is given the freedom to design teaching strategies or methods because the head is very aware that teachers better understand and master the subject matter they teach because they are appointed by the government to become teachers based on the qualifications of study programs needed by schools. (Luqman, interview on February 11, 2019).

There is also a description of the results of research on the leadership style of the principal of Isla m Athirah Makassar High School as follows:

As a principal characterized by Islam, he is always open to constructive criticism, because it is a good idea for school progress over time (Tawakkal, interview on 12 February 2019). He further said that a school principal must develop the skills to listen to suggestions from teachers as his colleagues in advancing schools, because listening to good suggestions from colleagues is an important component in supporting leadership success (Tawakkal, interview on 12 February 2019) .

As an Islamic school principal who is appointed directly by the chairman of the foundation, also always accommodates the aspirations of the teacher in carrying out the mission for the realization of the vision of the future school (Tawakkal, interview on 12 February 2019).

Tawakkal's opinion is relevant to Kompri's view (2017: 119) that in order for the school's vision and mission to be realized well then the principal should:

1. Involve all teachers and staff in decision making and problem solving faced.
2. Ask teachers and staff about their opinions so the school can progress more from time to time.
3. Ask them about which procedures are being conveyed to external customers to improve school quality.

In addition to accommodating the aspirations of teachers through deliberations, they also share responsibilities with teachers based on their respective competencies, because only in this way can they work optimally and satisfactorily (Tawakkal, interview on 12 February 2019).

As a school principal, he disagrees with even the disagreement with the adoption of an autocratic leadership style, because it can lead to a motion of distrust of the leadership, and can have a negative impact on future progress (Tawakkal, interview on 12 February 2019). Autocratic leadership style tends to be arrogant so it can cause minimal subordinates in providing participation, minimal in giving control, so that the leader may be wrong in making policies, and



the policy can ultimately have a negative impact on the leader himself (Tawakkal, interview on 12 February 2019).

As the school principal does not agree with the adoption of the paternalistic leadership style, because pampered subordinates are usually not creative enough in developing their own potential (Tawakkal, interview on 12 February 2019).

Every teacher recruitment at Athirah Makassar Islamic High School through rigorous selection involving senior teachers, so that in designing technology-based learning planning and implementation as the head, it is entirely up to each teacher to design it himself, because as the head the school was very confident that the teachers understood more about it (Tawakkal, interview on 12 February 2019). Furthermore, he said that young teachers who were involved in teaching in public schools and private schools in general through a rigorous selection, then in certain matters, especially those related to technology-based learning design the leader gave entirely to the teacher (Tawakkal, interview on February 12, 2019).

Every teacher in Athirah Islamic High School has been facilitated by a laptop, so every class has been prepared by LCD, and an internet network so that teachers do not experience difficulties when using technology-based learning (Tawakkal, Interview on 12 February 2019). In the process of learning media is really needed because the use of technology-based media can help students in providing meaningful experiences, but also can make it easier for students to understand learning asbtrak become more real (Haryono, 2017: 303).

### **C. Performance Overview of MAN 1 Teachers and Athirah Makassar Islamic High School Teachers**

Every new school year entering the school teachers are required to make an annual program, semester program, lesson plan (RPP) in the form of written documents (Luqman, interview on 11 February 2019). The objectives required for teachers to make preparations for learning in the form of written documents are three, namely; (1) as a general guideline for teachers in teaching, (2) as a condition for obtaining performance assessments from the principal, (3) so that teachers do not get a reprimand from external supervisors who come to carry out administrative control and the teaching process in class (Hasmi Hasyim, interview on February 13, 2019).

After completing the semester exams, and if there are still students who have not reached the mastery standard, they are given remedial, but if all students have reached the mastery standard then they are given learning in the form of enrichment, the goal is that students really have preparation in continuing their higher education (Hasmi Hasyim, interview on February 13, 2019).

Each subject matter has different characteristics from one another so that each teacher is required not only to master the material well, but more importantly, every teacher is required to understand the learning strategies and methods (Hasmi Hasyim, interview on 13 February 2019).

The Head of MAN 1 recommends that every teacher pray together with students before the lesson begins because Allah Almighty tells someone to pray in doing good things, because prayer is a medium that can change one's destiny (Hasmi Hasyim, interview on 13 February 2019).

There are two kinds of motivation, intrinsic motivation and extrinsic motivation. In the process of learning motivation is one important aspect. Students who lack achievement are not because they have intellectual intelligence but because they are lacking motivation from an educator. There are several instructions in providing motivation, namely: Clarify the objectives

to be achieved. Generating students' interests. Creating an atmosphere in learning activities. Give reasonable praise when participants achieve success. Provide an objective assessment. Provide encouraging comments on the results of the work of students. Creating fair competition and cooperation (Hasmi Hasyim, interview on 13 February 2019).

Hasmi Hasyim's opinion is in line with Ihsana El Khuluqo as follows: Explain the purpose of learning to students, Give a gift. Raises competition or competence. Give praise, give positive punishment. Generating encouragement to students to diligently learn. Form good study habits. Helping learners learn difficulties both individually and in groups . Use a variety of learning methods. Using good learning media in accordance with the learning objectives to be achieved (Ihsana El Khuluqo, 2017: 114-116).

An educator must arouse motivation for students by: Explaining the learning objectives to students before learning begins, Doing games that excite learning, Give gifts to students, Give praise to students, Generate support for learning to students, Give numbers, Give humor or with your stories , but may not overdo it, Help students learn difficulties individually or in groups, Give tests, Implement a variety of methods. Using media based on learning objectives , providing positive punishment (Hasmi Hasyim, interview on 13 February 2019).

In general, MAN 1 teachers conduct formative tests and summative tests. Formative tests aim to monitor the learning progress of students while learning takes place, and also to find out the weaknesses that need improvement so that learning outcomes become better, while also to improve the learning process. While the summative test is given with the aim of establishing students who have achieved mastery learning standards and can be used as report cards for the grade promotion criteria (Hasmi Hasyim, interview on 13 February 2019).

For students who score low on formative results, a diagnostic test is given. The purpose of the diagnostic test is to find out why they have learning difficulties (Hasmi Hasyim, interview on 13 February 2019).

The principal also always recommends that each teacher give individual and group assignments to students, but not too much so that students do not stress in following the learning process conducted by the teacher (Hasmi Hasyim, interview on 13 February 2019).

Environment-based learning can be carried out in two ways namely; firstly, bringing students into an environment for learning purposes, and secondly bringing resources from an environment for learning (Yusran, interview on 14 February 2019). The types of environment that can be utilized by the teacher for the benefit of student learning are: The environment which includes physical, biological, socio-economic, and cultural factors that influence directly or indirectly and interact with students' lives, A society that includes every element or existing facilities in a community group, Local experts including community leaders who have special knowledge relating to the interests of learning (Engko Mulyasa, 2014: 136).

Every teacher needs to innovate strategies or methods of learning because learning strategies and methods have a very strategic position in supporting students' understanding of the subject matter taught by the teacher (Yusran, interview on 14 February 2019). Educational experts agree that a teacher assigned to teach at a madrasa / school must be a professional teacher. A teacher is said to be professional if they can understand the material and learning methods well (Abuddin Nata, 2009).

In general, Islamic high school teachers mostly enrich students, and very rarely do remedial because students pass each end of their final or summative/semester exams (Yusran, interview on 14 February 2019).

Teachers who teach without regard to the characteristics of these subjects will not be interested in learning students, therefore do not be surprised if students prefer to play truant rather than follow the subject matter taught by the teacher (Yusran, interview on 14 February 2019). A teacher must always check before learning begins, because student discipline in following learning in class is an indication that the student has a good character towards the teacher, so the teacher must always pray together with students before the lesson, because it is an Islamic teaching, that whatever good is done must begin with prayer, because prayer is the weapon of the believers (Yusran, interview on 14 February 2019).

All Islamic high school teachers actively provide evaluations starting from the pretest, to the post test, as well as in the process of learning activities the teacher always gives individual assignments, as well as group assignments, because by giving many evaluations, students also must be proactively doing learning activities both individually and collaboratively (Yusran, interview on 14 February 2019).

#### **D. Relationship between Leadership Style of Head of MAN 1 and Head of Athirah Makassar Islamic High School in Improving Teacher Performance**

Based on SPSS version 23 data, the results of the study are as follows; The relationship between the democratic leadership style of MAN 1 head and teacher performance is 0.530. Correlation and relationship values are categorized sufficient on the  $\alpha$  test (0.05). Based on statistical tests using SPSS can be concluded that  $H_0$  rejected and  $H_a$  is accepted, this means that there is a relationship significantly between democratic leadership style head MAN 1 with the teacher's performance.

The correlation value between the autocratic/authoritarian style of MAN 1 head and teacher performance is -0.224. The value of the relationship and its strength is categorized as weak and inversely proportional to the  $\alpha$  test (0.05). Based on statistical tests using SPSS can conclude  $H_0$  accepted and  $H_a$  is rejected, there is no relationship significantly between autocratic leadership style/authoritarian head of MAN 1 with the teacher's performance.

The correlation value between paternalistic leadership style and teacher performance in MAN 1 is 0.299. The correlation value and the strength of this relationship are considered weak in the  $\alpha$  (0, 05) test. Based on statistical tests using SPSS can conclude  $H_0$  rejected and  $H_a$  accepted, this means that there is a relationship significantly between paternalistic leadership style head MAN 1 with the teacher's performance.

The value of the relationship between *laissez faire* leadership style / free control in MAN 1 is -0.102. The value of the relationship and its strength is categorized as very weak and inversely proportional to the  $\alpha$  test (0.05). Based on statistical tests using SPSS can conclude  $H_0$  accepted and  $H_a$  rejected, this means that there is no relationship leadership style *laissez faire* / free rein head MAN 1 with the teacher's performance.

The relationship between the democratic leadership style of Athirah high school principals and teacher performance was 0.494. The correlation value and the strength of this relationship are considered sufficient in the  $\alpha$  (0.05) test. Based on statistical tests using SPSS can be concluded that  $H_0$  rejected and  $H_a$  accepted, this means significant correlation between Leadership style of democratic Islamic high school head Athirah with teacher performance.

The value of the relationship between leadership style autocratic/authoritarian with the performance of teachers is -0.144. The value of the relationship and its strength are categorized as very weak in inverse proportion to the  $\alpha$  test (0.05). Based on statistical tests using SPSS can

conclude  $H_0$  accepted and  $H_a$  rejected, this means that there is no relationship autocratic leadership style / authoritarian head of SMA Islam Athirah with teacher performance.

The value of the relationship between paternalistic leadership style and teacher performance is -0.005. The correlation value and the strength of this relationship are categorized as very weak in inverse proportion to the  $\alpha$  test (0.05). Based on statistical tests using SPSS can conclude  $H_0$  accepted and  $H_a$  rejected, this means that there is no relationship paternalistic leadership style Islamic high school head teacher Athirah performance.

The correlation value between *laissez faire* leadership style / free control of Athirah Islamic High School headmaster and teacher performance is -0,063. The correlation value and the strength of this relationship are very weak inversely proportional to the  $\alpha$  test (0.05). Based on statistical tests using SPSS can conclude  $H_0$  accepted and  $H_a$  rejected, this means there is no connection free rein leadership style Islamic high school head teacher Athirah performance.

Based on the data processing also shows that the democratic leadership style of the head of MAN 1 Makassar with the democratic leadership style of the head of the Athirah Makassar Islamic High School has the same equation, that is, the same has a correlation and strength of the relationship with the teacher's performance even though the categories are equally in the sufficient category on the  $\alpha$  test ). Likewise the autocratic / authoritarian leadership style, and *laissez faire* / MAN 1 head free control and the autocratic / authoritarian leadership style of the head of the Athirah Makassar Islamic High School are equally unrelated to  $\alpha$  testing (0.05). What is different is the paternalistic leadership style of the head of MAN 1 Makassar and the paternalistic leadership style of the head of the Islamic Athirah Makassar High School, namely the paternalistic leadership style of the head of MAN 1 Makassar has to do with teacher performance even though the category is sufficient at the level of testing  $\alpha$  (0.05), while the style the paternalistic leadership of the Athirah Islamic High School headmaster with teacher performance has nothing to do.

During their time as head of madrasah, any activities carried out related to learning activities always try to include all teachers in every decision making, and try to listen and appreciate their opinions and creativity because in this way they are happy to take responsibility in advancing the quality of madrasah education (Luqman , interview, February 11, 2019). Apart from being the head of the madrasa trying to: (1) interact interactively with the teachers in every decision making; (2) listening to the ideas of the teachers; (3) accommodate the aspirations of the teachers; (5) cooperating well in promoting madrasah; (6) dividing responsibilities based on competencies held by the teacher (Luqman, interview on 11 February 2019). While according to Tawakkal that the efforts made are as long as the principal is: (1) involving all teachers in decision making and problem solving, (2) motivating teachers to always improve performance, (3) providing rewards for success achieved by the teacher, (4) listening to the teacher's constructive suggestions, (5) encouraging teachers to exchange ideas for advancing the quality of learning, (6) guiding newly recruited teachers, (7) building good cooperation in improving the quality of learning, (8) providing legal welfare, both in the form of material and immaterial welfare (Tawakkal, interview on 12 February 201).

The views of Luqman and Tawakkal are in line with the views of Suyanto and Hisam (2000: 26), that in order to improve teacher performance, the headmaster/school must: (1) have the openness in receiving suggestions and criticisms from both the teacher and the administrative staff, (2) conducting division of tasks to teachers and administrative staff in accordance with their respective competencies, (3) establish good relations with teachers and administrative staff with full sincerity and sincerity, (4) carry out mapping to improve the performance of teachers

and administrative staff such as conducting training (5) thoroughly and continuously supervises teachers and staff, and (6) evaluates the evidence of written documents as well as by looking directly at what teachers and administrative staff are doing and provides input on what needs to be improved .

The democratic leadership styles adopted by the head of MAN 1 and the head of the Athirah Islamic High School are referred to as the concept of deliberation as implied in QS Ali Imran / 3: 159, the verse, certainly not only addressed to the Prophet Muhammad, in order to deliberate on certain issues with his friends, but also addressed to the Muslims and leaders in general, including leaders of educational institutions (M. Quraish Shihab, 1999: 470).

Based on the verse but indicates that there is an attitude that needs to be realized by a democratic leader is as follows: **First** , be gentle, which means a leader must avoid harsh speech and stubbornness, because the consequences subordinates will scatter away. **Second** , prepare mentally to always be willing to forgive, because in the deliberations usually there are differences of opinion that make the offense between one member with another member. **Third** , gracefully in asking for forgiveness of all staff, especially when finished praying five times or at certain other times. **Fourth**, deliberation in deciding various problems encountered in organizational activities.

The concept of democratic leadership, which in Islam is called the concept of leadership that prioritizes deliberation is an ideal form of leadership. According to Syafi'i Antonio (2009: 6-7) that the ideal leadership is actually found in the Prophet Muhammad SAW because he is a holistic, *accepted*, and *proven* leader. Holistic because he is a leader who is able to develop leadership in various fields including: self development , business and entrepreneurship, harmonious domestic life, a peaceful society, a dignified political system, a moral and enlightening education system, a just legal system, a solid defense strategy, and ensure the security and protection of citizens. Leadership is *accepted* because it is recognized by more than 1.3 billion people. The *proven* leadership because it has been proven since 15 centuries ago until today is still relevant to be applied. Only sometimes someone is reluctant to take wisdom from exemplary because of ignorance and arrogance.

To implement the leadership of the Prophet Muhammad as a whole in Islamic educational institutions may be difficult, because the Prophet Muhammad was the chosen human being. But at least there are efforts to follow the lead of his leadership and make it a model of leaders that must continue to be tried so that the leadership style of the Prophet Muhammad can be implemented into Islamic educational institutions, which in turn can be of great benefit in increasing teacher performance in schools.

#### D. CONCLUSIONS

Based on data analysis, it was found (1) that the democratic leadership style of MAN 1 and Athirah Islamic High School was between good and very good because the scores of each questionnaire reached an average of 3.30 to 3.81, while the authoritarian leadership style, paternalistic did not reach 3 with the exception of one laissez faire leadership style MAN 1 questionnaire reaching a score of 3.23. (2) Correlation of the democratic leadership style of MAN 1 head with teacher performance 0.530, while the correlation of democratic leadership style of Athirah Islamic High School headmaster with teacher performance 0.494, meaning that  $H_{0is}$  is rejected and  $H_{ais}$  is accepted, which means there is a significant correlation of democratic style with teacher performance in both the agency. As for the autocratic leadership style, and laissez faire the MAN 1 head and the head of Athirah Islamic High School did not correlate with teacher



performance. With the exception of the MAN 1 head paternalistic leadership style, it correlates with teacher performance.

In general, the teachers agreed and even strongly agreed with the application of the democratic leadership of the MAN 1 head and the head of the Athirah Islamic High School. As for the authoritarian leadership style, and laissez faire most MAN 1 teachers and Athirah Islamic High School teachers disagree even disagree, and only a small proportion agree and strongly agree. In general, MAN 1 teachers and Athirah Islamic High School teachers expressed their agreement and even strongly agreed that there were plans for learning preparation, learning implementation, and evaluation which were written in nature, and only a small number agreed and strongly agreed. The democratic leadership style of the head of MAN 1 and the head of the Islamic high school has a relationship with teacher performance even though it is only in the sufficient category. Whereas the authoritarian leadership style, laissez faire has no relationship with teacher performance. The leadership style of the paternalistic head MAN 1 has to do with teacher performance. While the paternalistic leadership style of Athirah Islamic High School has nothing to do with teacher performance.

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