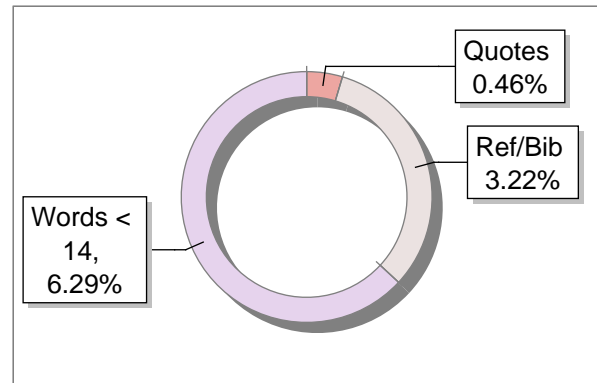
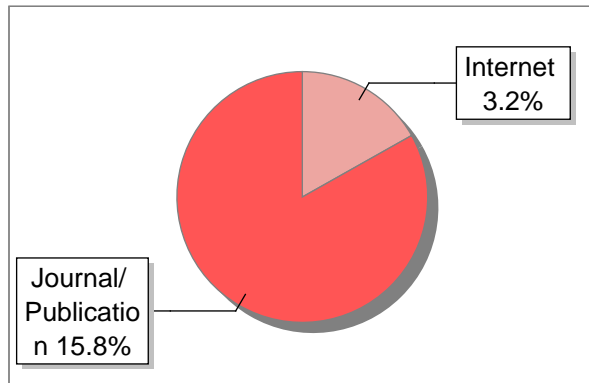
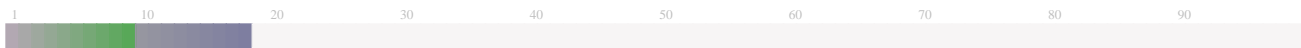


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IMPLEMENTATION OF SITUATIONAL LEADERSHIP STYLE HEAD OF MADRASAH ALIYAH IN IMPROVING TEACHER PERFORMANCE QUALITY

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Abstract

The problem of teacher performance is still visible and shows the quality of performance that has not been maximized. This means that not all teachers carry out their main tasks and functions optimally according to the Standards (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007). Academic Qualifications and Teacher Competencies, especially in the mastery of pedagogic competence and professional competence. The teacher still uses very simple teaching preparation, has not fully used the prepared RPP curriculum reference, the dominant teacher uses the lecture method. This study uses a qualitative approach with descriptive methods supported by primary and secondary data types and data collection techniques of observation, interviews and documentation. The general purpose of this study was to determine and analyze the Implementation of the MA Principal Situational Leadership Style in Improving the Quality of Teacher Performance. The results of this study indicate that the Head of MA has implemented a situational leadership style in improving the quality of teacher performance. This is shown in the ability to explain and direct, offer or give instructions, involve, delegate tasks and obligations that are known from the objectives, substance, process, and results.

Keywords: Situational Leadership Style, Head Of MA, Teacher Performance Quality

A. Introduction

The progress of education depends on the performance of the teacher in the classroom because the teacher is the spearhead in education. There are still many teachers who are scientifically high or as teachers who hold educator certificates as professional teachers, but still have not shown their professionalism in the duties and functions of teachers who play a very important role in the world of education.

Based on the Law (UU) of the Republic of Indonesia number 20 of 2003 concerning the National Education System in chapter I article 1 that;

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (UU No.20 tahun 2003, 2003).

Teacher performance is not only shown by the work, but by behavior at work. Research on performance is often done on loyalty, honesty, work performance, loyalty, dedication and participation. The consequence of this application is that the performance of teachers is required to always be obedient, honest, and able to work well. In reality, there are many problems with teacher performance. Regarding the reality on the ground, not all teachers have the role of professional educators. Performance or from English is commensurate with performance, indicating the desire for work performance that is displayed by someone in carrying out their duties and roles. According to Gibson performance is "the desire of any employee behavior performance (Gibson, James L, 2002).

Teacher performance can be interpreted as teacher achievement after an assessment is held. This assessment relates to the ability of a teacher to perform actions in accordance with the

goals that have been set, which includes aspects of planning, implementation, and assessment of learning processes and outcomes. The performance of teachers in madrasas has a very important role in achieving the goals of a madrasa. The work that is measured in the teacher performance assessment is carried out within a certain period of time by the principal.

The school principal as stipulated in the Regulation of the Minister of Religion (PMA) number 58 of 2017 that "the head of the madrasa is the leader of the madrasa". As the head of the education unit, the head of the madrasa is responsible for:

1. Prepare a medium-term work plan for a period of 4 years;
2. Prepare an annual work plan;
3. Develop curriculum;
4. Determine the division of tasks and the utilization of teachers and education personnel;
5. Signing of diplomas, certificates of final exam results, certificates of replacement of diplomas, and other academic documents; and
6. Developing entrepreneurial values
7. Assessing the performance of teachers and education personnel (Kementerian Agama RI, 2017).

The head of the madrasa as a leader should be aware and responsive in assessing teacher performance and maintaining teacher performance and job satisfaction, among others by providing encouragement to teachers to carry out tasks according to rules and directions. Therefore, a madrasa principal's leadership style is needed according to the teacher's situation. Different situations demand different types of leadership.

The situational leadership style of the madrasah principal can be used by diagnosing the situation and will be effective by understanding the dynamics of the situation and adapting his abilities to the dynamics of the existing situation. There are four

dimensions of the situation in the situational leadership style of the madrasah principal, namely managerial ability, organizational character, job character and worker character. The four of them will dynamically have an influence on the effectiveness of the leadership of a madrasa head.

The implementation of the situational leadership style of the madrasah principal can be measured through the four leader behaviors in Hersey and Blanchard's Situational-Contingency (Paul Hersey and Blanchard., 1998), that the four leader behaviors are; a) Telling, b) Selling, c) participating, and d) delegating. Furthermore, it can be understood as follows;

1. Telling (explaining): The leader's ability to define the roles needed to perform tasks, explain or tell followers what, where, how, and when to do their tasks.
2. Selling (offering): The leader's ability to offer or provide structured instructions for his subordinates while also being supportive.
3. Participating: An interaction between leaders and subordinates in which the leader and subordinates share in decisions about how best to complete a task well.
4. Delegating (delegation): The leadership's ability to hand over responsibility for the implementation of work to subordinates so that they can carry out work effectively (Http://teorionline.net/situational-leadership-hersey-blanchard/, n.d.).

Based on the theory above, the ability of the leader will help the ability he leads. This leadership ability, must be situational. This results in every decision made based on the level of ability of the person he leads. This means the success of the leader, if he adjusts his leadership style to the level of ability of the people he leads. As Sutarto points out in two dimensions, namely "job maturity" (maturity or work maturity) and "psychological maturity" (maturity

or mental maturity). Work maturity is related to "ability" (ability) while mental maturity is related to "willingness" (willingness) (Sutarto, 2006).

Northouse states that the situational leadership style, as the name implies, uses a situational approach that focuses on leadership in situations. The premise of this theory is that different situations demand different types of leadership. From this perspective, to be effective a leader requires that one adapt his style to the demands of different situations (Peter., 2016). Similarly, the implementation of the situational leadership style of the madrasah principals of MA Assalam Darul Faizah and MA Al-Ma'tuq Sukabumi Regency, various problems are overcome by the ability to influence, move, direct, develop, motivate, invite, advise, guide, train, foster, empower teachers in implement learning effectively. The teacher functions to develop the potential of students to become qualified and competitive human beings

B. Method

This study uses a qualitative approach with descriptive methods supported by primary and secondary data types and data collection techniques using interviews, observations, and document studies. Qualitative research is able to produce research in the form of an in-depth description of speech, writing, or behavior observed in a certain scope from a comprehensive point of view (Moleong, 2019).

Interviews in this study were conducted with the two principals of Madrasah Aliyah (MA), the deputy head of the curriculum, several teachers and the MA Superintendent Supervisor. While the observation in this study is to determine the existence of objects, situations, contexts, and their meanings. Then the documents needed include the Madrasah Vision and Mission, madrasa objectives, SWOT analysis results, Madrasah Self

Evaluation (EDM), Madrasah Work Plans and or Annual Work Plans (RKM/RKT), Madrasah Work Plans and Budgets (RKAM), Activity Schedules, Programs Academic Supervision, Teacher and Student Discipline, Head of Madrasah Program, Madrasah Organizational Structure, Curriculum, Academic Calendar, Decision Letter (SK) on Division of Tasks, Administration of planning, implementation, and teacher assessment.

C. Finding and Discussion

1. Finding

The findings of the implementation of the MA chief situational leadership style in improving the quality of teacher performance are as follows:

MA Assalam Darul Faizah Warungkiara Sukabumi Regency

Based on the results of interviews, observations, and documentation studies at MA Assalam Darul Faizah, it was found as follows: "The main tasks and functions of the head of the Supreme Court in improving the quality of teacher performance at the Supreme Court of Assalam Darul Faizah Warungkiara, Sukabumi Regency. Based on the results of the study, that the main duties and functions of the head of this madrasa are: 1) Carrying out managerial duties. 2) Developing entrepreneurship, by doing development. 3) Supervise teachers and education staff, and 4) Carry out learning or mentoring tasks to meet teacher shortages.

The data also found that the main tasks and functions of the madrasah principal in carrying out managerial duties at this madrasa, namely (a) Preparing madrasa plans for various levels of planning, (b) Developing madrasahs according to needs, (c) Leading madrasahs in the context of utilizing madrasah resources optimally, (d) Managing change and madrasah development towards an effective learning organization, (e) Creating a conducive and innovative madrasah culture and climate for student learning, (f)

Managing teachers and staff in the context of optimal utilization of human resources, (g) Managing madrasa facilities and infrastructure for optimal utilization, (h) Managing the relationship between madrasas and the community in order to seek support for ideas, learning resources, and financing, (i) Managing students in the context of accepting new students, and placing and developing student capacity, (j) Managing curriculum development and learning activities in accordance with the direction and goals of national education, (k) Managing madrasa finances in accordance with good management principles. accountable, transparent and efficient, (l) Managing madrasa administration in supporting the achievement of madrasa goals, managing special madrasa service units in supporting learning activities and student activities in madrasas, (m) Managing madrasa information systems in supporting program preparation and decision making, (n) Utilizing advances in information technology for improving learning and madrasa management, and (o) monitoring, evaluating, and reporting on the implementation of madrasa program activities with appropriate procedures, and planning follow-up actions.

Furthermore, in developing entrepreneurship is to create innovations that are useful and appropriate for the development of madrasas, work hard to achieve the success of madrasas as effective learning organizations, have a strong motivation to succeed in carrying out their main tasks and functions as madrasa leaders, never give up and always look for the best solution. in dealing with the obstacles faced by madrasas, and having an entrepreneurial instinct in managing madrasa production/service activities as a source of student learning.

Then the main task of the madrasa principal related to supervision is to develop an academic supervision program in order

to increase teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and assess and follow up on academic supervision activities in order to increase teacher professionalism.

While the findings on the head of the madrasa who carry out the task of learning or mentoring, if there is a shortage of teachers, the head of the madrasa teaches, but if it is sufficient then the head of the madrasa can only handle the main task. The ability of the head of MA in explaining and directing (telling/directing) duties and obligations in improving the quality of teacher performance.

In this study, it was found that the head of the MA explained the duties and obligations of the teacher at the meeting at the beginning of the school year. Teachers are given the task of teaching in accordance with their educational qualifications and some are tasked with being homeroom teachers, extra-curricular coaches and teachers who are assigned committee tasks for Mid-Semester Assessment, Final Semester Assessment or other additional tasks.

Explanation at the meeting, in the form of the teacher's duties and obligations to prepare annual programs, semester programs, learning implementation plans or RPP, analyzing time with the suitability of the material to be taught in one semester to explaining how teachers carry out learning evaluations. This aims to ensure that teachers socialize their learning programs according to process standards.

In the process of explaining and directing, the head of the MA directs in the form of written and oral explanations. The data found, for example in explaining the teacher's code of ethics, teacher discipline, about the main tasks of teachers such as teachers in planning learning must make programs such as observing the syllabus and curriculum as a whole, making annual programs,

semester programs, analyzing time for face-to-face with students with the number of lessons for one semester, the implementation of the learning program with the scenario of its activities.

The ability of the head of MA in offering or instructing (selling/coaching) the tasks assigned to improve teacher performance

Based on the findings about the purpose of the MA principal in offering or instructing (selling/coaching) the teacher's duties and obligations are to be able to create a good teaching and learning situation, so he must be good at managing the 'school plan' or madrasa vision. In the opinion of the head of this MA that the head functions as a leader must be able to provide instructions and supervision and improve the ability of educators. Offering or giving instructions as a form of behavior that must be mastered. In offering assignments, the head of the MA must have the ability to choose the type of task with the ability of the teacher to be offered the related task.

Likewise, offering activities to improve the skills of other students are packaged in extra-curricular activities. Offering certain tasks other than the main task of teaching in class is carried out by the head of the MA in teacher meetings or meetings or directly offering them to teachers who are considered to have the ability to carry out the tasks that will be charged. After the head of the MA offers the type of task to be handled, then instructions are given.

The head of the MA after instructing the teacher on certain tasks, the results of these assignments are good according to the criteria and some are not suitable so an evaluation needs to be held. This evaluation is carried out by the head himself or involves the teacher who is assigned the task. Evaluation is carried out as information or data material for future assignments or activities.

The ability of the head of MA in participating (participating) teachers in making decisions in improving teacher performance

Based on the results of an interview with the head of MA Assalam Darul Faizah when asked about the involvement of teachers in decision making, he answered that he often involved teachers in terms of assignments. It starts from the formulation of the vision and mission before several activities are described in detail. In formulating the vision, mission and goals of the madrasa, the involvement of the teacher from planning or from revising the vision is adjusted to the results of the madrasa self-evaluation regarding the achievement of the previously prepared vision.

Furthermore, the substance of the principal of madrasas involving teachers in making decisions in improving the quality of teacher performance is that the principal carries out tasks that must involve teachers for certain activities that must be done in the form of teams in accordance with their responsibilities. For example in the implementation of teacher performance assessment. The head of the MA is responsible for the successful implementation of the teacher performance assessment. In order for the implementation to be successful, the head of the MA will involve and involve teachers from the start of the implementation plan to later follow-up and feedback from the assessment. This will also clarify and lighten the burden of the teacher's task itself because the teacher is involved and included in making decisions about the implementation of these activities. The teacher is involved in deciding when to implement the performance appraisal, what elements and indicators will be assessed, how the technical implementation will be, what documents will be assessed as written documents to the consequences of evaluating the final results of their performance

appraisal. This is all discussed together, the head and the teacher make decisions and agree together.

The process of the head of the MA in participating (participating) teachers in making decisions, namely by involving teachers such as in the meeting to formulate the vision, mission, and goals of the madrasa. In developing madrasas and improving the quality of madrasas, the head of MA as the creator of a conducive madrasa must include teachers. Decision-making in the meeting is aimed at sharing opinions and providing input and suggestions so that the decisions taken are the result of mutual agreement.

The ability of the head of MA in delegating tasks in improving teacher performance

Based on the findings that the head of the MA delegates tasks to certain activities related to other parties or with madrasa partnerships. The head of delegating tasks, one of which is to create useful innovations that can develop the quality of madrasas. For example, in developing entrepreneurship, the head of the MA delegates his duties to teachers who understand the field of business.

The head of the Supreme Court delegates tasks in partnership with other parties, such as with the KKMA (Madrasah Aliyah Working Group). If there are activities held by the KKMA, the head often delegates to teachers who are considered to have the ability in the area discussed. For example, in a KKMA meeting discussing curriculum or curriculum workshops, the head of the MA delegates his duties to his deputy or madrasa operator. Likewise, in activities such as coordination meetings for KKMA, Penmad, and Pokjawas, the head often delegates to teachers who are believed to have the ability to represent him.

The head of the Supreme Court delegates duties and obligations only for tasks that can be represented. As a leader, the head of the MA when delegating tasks, the head already knows well the abilities of the teacher who is given the task as a delegate. The head of the Supreme Court delegates tasks, the substance of which is entrusting his authority to the delegates. The head of MA gives confidence to the teacher to represent him.

The result in delegating tasks and obligations according to the supervisory supervisor is that if the teacher has the appropriate competence with the given task, the task can run well, but there are also tasks that are delegated to the teacher cannot be carried out due to the limitations or abilities of the teacher who are not qualified.

Weaknesses in implementing the situational leadership style of the Aliyah Madrasah principal in improving the quality of teacher performance

The weakness of the implementation of the situational leadership style is the lack of flexible human resources, especially teachers who are easy to manage and are committed to adapting to various places and situations. In addition, the Head of MA, Ustad Hubudillah, S.Pd.I., MM. said that the weakness in carrying out his leadership was confidence in himself, lack of experience because he was appointed head recently, low skills in dealing with unexpected changes, such as changes due to the pandemic.

Weaknesses in the situational leadership of the madrasa head according to Ustad Elan Suherlan, M.Pd. is that weakness is relative. This is because it depends on the situation at hand. From the point of view of human resources, weaknesses occur in the qualifications and competencies of teachers or other educators. Ustad Hubudillah, S.Pd.I., MM. stated that the weakness in the policies he had to take was not sure that the policies he had taken

would solve the problems at hand. For policies in making decisions, for example, he uses a more democratic approach, more flexibility.

Solutions to overcome the weaknesses of implementing the situational leadership style of the Aliyah Madrasah principal in improving teacher performance

The solution to overcome the weakness of the implementation of the leadership style of the head of Madrasah Aliyah in improving the quality of teacher performance is that human resources must be trained and directed. Competence is improved by training and mentoring as well as regular supervision. The communication must be done intensively and as often as possible there is an evaluation and the policy should use a democratic and situational approach.

MA Al-Matuq Cisaat Sukabumi Regency

Based on the findings at MA Al-Ma'tuq Cisaat, Sukabumi Regency, it can be said, as follows:

The main tasks and functions of the head of MA in improving teacher performance

Based on the results of an interview with Ustad Irwansyah Ramdani, S.S., M.Pd., the head of MA Al-Ma'tuq on 18 February 2022, it was found that data had been carried out through; Carry out managerial duties in the form of (1) Preparing madrasa program plans at the beginning of each school year after evaluating performance in the active school year. (2) Manage madrasah development from all sides, both curriculum development and learning activities, infrastructure, and special service units such as UKS, madrasa canteens, laboratories, and others. (3) Establishing relations between madrasas and the community, including government agencies or institutions or the private sector for the sake of the progress of madrasas. (4) Perform madrasa financial

management, administration, information technology madrasa information system. (5) Monitoring, evaluating and reporting on the implementation of madrasa activity programs.

Developing entrepreneurship by trying to carry out innovative programs for the development and progress of madrasas, coupled with hard efforts to realize these programs and trying to find the best solutions in dealing with obstacles faced by madrasas.

Supervise teachers and education staff through several stages: (1) Plan a program for academic supervision of teachers and managerial supervision for education staff. (2) Carry out academic supervision of teachers and managerial supervision of students at least once every semester. (3) Follow up on the results of supervision to increase the professionalism of educators and education staff.

The task of learning or mentoring to meet the needs or shortage of teachers, the head of the madrasa does not carry out learning tasks, because the adequacy of teachers has been fulfilled.
The ability of the head of MA in explaining and directing (telling/directing) duties and obligations in improving the quality of teacher performance.

Data obtained from the findings, that in leading an institution, ⁵⁵ there are individual tasks that are carried out alone and ⁴⁵ there are tasks that are ²⁷ carried out together with other people, such as team assignments with teachers. He explains and directs (telling/directing) the duties and responsibilities of teachers. The aim is to provide direction ⁹ to all teachers regarding their duties and obligations, so that each teacher can carry out their duties and obligations properly in accordance with the agreed provisions.

The ability of the head of MA in offering or instructing (selling/coaching) the tasks assigned to improve teacher performance

The ability of the head of the MA in offering or giving instructions (selling/coaching) duties and obligations in improving teacher performance. teach. However, if there is an unplanned task, such as an event or competition outside and the MA wants to include the students, the head of the MA will offer the teacher who will be assigned. After there is an ability from the teacher, the head gives instructions to prepare it.

The head of the Supreme Court offers or instructs (selling/coaching) the duties and responsibilities of the teacher. The result is that the planned activities can be carried out properly because the teacher who was offered the previous task can measure himself, whether or not he can carry out additional committee tasks or certain activities.

The ability of the head of MA in participating (participating) teachers in making decisions in improving teacher performance.

Based on the research, data were obtained that teachers were invited to make decisions for certain tasks such as in formulating or evaluating the vision and mission of the madrasa. Teachers participate in making decisions, the level of teacher participation in madrasa activity programs is quite high. This is proven by their involvement in various activities carried out by the madrasa, whether related to curriculum development, student activities, or other activities carried out at the madrasa. The opinion of the head of MA Al-Ma'tuq Cisaat, involving teachers is the process of finding the best way to achieve the objectives of the program to be implemented.

On the ability of the head of MA in delegating tasks in improving teacher performance

Based on the research, it was obtained data that, delegating tasks in making decisions is usually carried out for tasks that can be carried out by any madrasah stakeholder. Like making decisions in developing madrasa entrepreneurship or other activities such as in UKS, teachers can decide things that are beneficial for all. The purpose of the head of the MA in this case is to provide opportunities for stakeholders to be able to excel and grow in their careers and can learn from the delegation. Also to optimize the functions of all madrasah stakeholders so that they are oriented towards targets and quality of performance, also by delegating tasks will give the madrasa principal the opportunity to focus his attention on other tasks, so that the entire program can run optimally.

Weaknesses in implementing the situational leadership style of the Aliyah Madrasah principal in improving the quality of teacher performance.

Based on the research, it was found that the weakness of the situational leadership style of the madrasah principal was the idealistic attitude of the madrasah principal, because idealism was adapted to situations that sometimes change so that the results do not always match the plan. Human Resources tend to be low and limited. The competencies possessed are weak, not all teachers have multi-tasking competencies. The communication lacks intensity. The policies are not fully enforceable as planned for certain tasks.

The solution to overcome the weakness of the implementation of the situational leadership style of the Aliyah Madrasah principal in improving the quality of teacher performance.

The solution to overcome the weakness seen from the lack of Human Resources is the recruitment of teachers or education personnel, preferably really qualified ones and the facilitation of existing personnel to continue to carry out long-life education. The solution to overcome this weakness is to have continuous efforts and improve competence according to the demands of the times and needs. Communication should continue to be established in any situation so that the planning, implementation, and improvement of the quality of performance can be carried out properly. Policies should be decided and carried out more democratically according to the results of joint decisions

2. Discussion

The main tasks and functions of the MA principal are in improving the quality of teacher performance

The head of the Supreme Court has carried out main tasks which include managerial tasks, developing entrepreneurship, and supervising teachers and education staff, but not all of them are carried out maximally according to the provisions. The head of the MA in planning, management, supervision, and evaluation of teachers is still low so that it has an impact on the quality of teacher performance. 58 of 2017 concerning the head of madrasah, carrying out his duties as a leader can use or implement a situational leadership style in the implementation of several indicators of the main tasks, functions, and responsibilities.

Furthermore, the head of the MA carries out managerial duties, develops entrepreneurship, supervises teachers and other education personnel, and carries out learning or mentoring tasks to meet the needs or shortages of madrasa teachers. This is in accordance with the main duties and functions as madrasa leaders

contained in ¹⁰ the Regulation of the Minister of Religion No. 58 of 2017 concerning madrasa heads (Kementerian Agama RI, 2017)

The ability of the head of the MA in explaining and directing (telling/directing) duties and obligations in improving the quality of teacher performance

The head of the MA has carried out managerial duties, developed entrepreneurship, and supervised teachers and education staff, but not all of them were carried out optimally according to the provisions. In planning, management, supervision, and evaluation of teachers, it is still low so that it has an impact on the quality of teacher performance, it is in accordance with PMA No. 58 of 2017 concerning the head of madrasah, carrying out his duties as a leader can be implemented a situational leadership style in the implementation of several indicators of the main tasks, functions, and responsibilities

The situational leadership style of the madrasa principal was developed from the theory of Hersey and Blanchard and was successfully applied by adjusting the behavior of the principal's ability to the needs of the situation.

The ability of the head of MA in offering or instructing (selling/coaching) the tasks assigned to improve teacher performance

The head of the MA has implemented offering or giving instructions (selling/coaching) tasks to teachers, but the ability of the principal in offering and giving instructions is still low. The purpose of the head of MA is to offer and give instructions ³³ so that teachers can carry out their duties and obligations in accordance with their competencies. This substance is very important where the process is carried out by carrying out tasks according to the choice and competence of the teacher. As a result, the duties and

obligations of the teacher are carried out well because the teacher who was offered the previous task can measure his ability. The objectives, substance, process, and results of offering and giving instructions (selling/coaching) assignments are still weak and have not improved the quality of teacher performance.

The ability of the head of MA in participating (participating) teachers in making decisions in improving teacher performance

The head of the madrasa at MA Assalam Darul Faizah and MA Al-Ma'tuq has included (participating) teachers in making decisions. The aim is to facilitate and support the teacher's efforts towards completing tasks and sharing shared responsibilities. The substance is the authority of the head of the MA. The process is the head and the teacher together make decisions to carry out tasks starting from planning, implementing, evaluating, and planning follow-up actions. As a result, both the principal and the teacher must be jointly responsible for carrying out the agreed decisions. However, the ability of the head of the MA in involving teachers in making decisions is still low so that it has not been able to improve the quality of teacher performance to the maximum.

The ability of the head of MA in delegating tasks in improving teacher performance

The head of the MA has implemented the behavior of delegating tasks in both madrasas, but the ability of the principal is still low. Delegating this task is aimed at delegating the authority given by the head to the teacher by delegating responsibility for the duties and obligations for decision making, implementing, and problem solving to the teacher. The substance, gives autonomy and trust to the teacher. The process starts from the head of selecting the tasks that can be delegated, and selecting the appropriate person for the task to be delegated, then delegating it. The result is that the

tasks and obligations of the principal are complex and can be overcome with the help of the teacher.

Weaknesses in implementing the situational leadership style of the Aliyah Madrasah principal in improving the quality of teacher performance

The weakness of the implementation of the situational leadership style of the head of MA in improving the quality of teacher performance ¹⁹ is that human resources are still low. Competence and qualifications are still low, and communication ³⁴ has not been maximized because of behavior that shows feelings of reluctance, tolerance, and fear of hurting. From the policies taken, weaknesses relate to planning and structuring the needs of teachers as well as increasing academic qualifications.

The solution to overcome the weakness of the implementation of the situational leadership style of the Aliyah Madrasah principal in improving the quality of teacher performance.

The solution to overcome this weakness is that madrasah principals are continuously required to have and develop the ability to identify potential teachers. Teachers are trained and directed to certain activities, if there are tasks and activities they must be socialized earlier, so that all teachers have the ability to complete them. Weaknesses in the competence of madrasah principals and teachers can be given solutions with training, mentoring and periodic supervision. Communication solutions can be overcome by establishing intensive communication with all teachers. Any policy and however decided, should be done more democratically for the determination of a policy.

Based on the research findings, it ²⁷ can be related to the value system of Sanusi, A, The value system as a belief that applies and in the form of general provisions of a reality applies in interacting with

other parties, according to a certain place and time (Sanusi, 2017). The value system is divine or normative based on belief in God and some are worldly which are formulated as beliefs, sentiments, and identities that are agreed upon in a community and can be compared with their relationship with previous research conducted by Sitti Aisyah and Soltan

E. Conclusion

The principals of the MA in these two research locations have implemented situational leadership styles in an effort to improve the quality of teacher performance, although not entirely effective, because the principles of leadership styles have not been fully implemented. This is shown in the ability of the head of the Supreme Court in explaining and directing (telling/directing), offering or giving instructions (selling/coaching), participating (participating), and delegating (delegating) tasks and obligations that are known from the objectives, substance, process, and the result.

Acknowledgment

This article is the result of Hasanah's research with data collected through observation, interviews and document studies regarding Implementation of Situational Leadership Style Head of Madrasah Aliyah in Improving Teacher Performance Quality (Description Study at MA Assalam Darul Faizah and MA Al-Ma'tuq Sukabumi Regency), then the data is processed, analyzed and made a conclusion.

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