



Islamic Boarding School Leadership and Work Environment on Teacher Performance

Zulfikar Ali Buto Siregar¹, Syarifah Akmal², Mohzana³, Khalid Rahman⁴, Fredrick Tiagita Putra⁵

Institut Agama Islam Negeri Lhokseumawe, Indonesia¹

Teknik Industri, Universitas Malikussaleh, Muara Batu Aceh Indonesia²

Universitas Hamzanwadi, Selong Lombok Indonesia³,

Universitas Brawijaya, Malang Indonesia⁴,

Universitas Krisnadwipayana, Jakarta Indonesia⁵

Email correspondence: zulfikar@iainlhokseumawe.ac.id

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Abstract

This research aims to identify gaps in existing research to improve the quality of teacher performance in the future. To achieve this objective, the study poses two research questions. Firstly, the research aims to analyze the influence of leadership in Islamic boarding schools (madrasah) and the working environment on teacher performance, both separately and collectively. Secondly, the research aims to identify and analyze variables that have a dominant influence in this context. These questions will be directed to respondents who have knowledge or understanding relevant to the research theme, which includes the leadership of madrasah principals, the working environment, and teacher performance. Based on the foregoing description, the preliminary results of this research indicate that leadership in the madrasah and the working environment significantly influence teacher performance. In other words, the more effective the leadership in the madrasah and the supportive working environment, the higher the level of teacher performance that can be achieved. Additionally, the research suggests that the role of madrasah leadership has a more dominant influence on teacher performance compared to other factors considered in this study. This research is a quantitative study with a survey approach. The data used are primary data obtained directly from 86 respondents through questionnaires. The findings of this study confirm that both madrasah leadership and the working environment have a simultaneous and partial influence, with madrasah leadership being the more dominant factor affecting teacher performance.

Keywords: Leadership in Pesantren, Working Environment, Teacher Performance.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kesenjangan dalam penelitian yang ada dengan tujuan meningkatkan kualitas kinerja guru di masa depan. Dalam upaya mencapai tujuan tersebut, penelitian ini mengajukan dua pertanyaan penelitian. Pertama, penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan di madrasah dan kondisi lingkungan kerja terhadap kinerja guru, baik secara terpisah maupun secara bersamaan. Kedua, penelitian ini bertujuan untuk mengidentifikasi dan menganalisis variabel yang memiliki pengaruh dominan dalam konteks ini. Pertanyaan-pertanyaan ini akan diajukan kepada responden yang memiliki pengetahuan atau pemahaman yang relevan dengan tema penelitian, yaitu kepemimpinan kepala madrasah, lingkungan kerja, dan kinerja guru. Berdasarkan uraian sebelumnya, hasil sementara penelitian ini menyatakan bahwa kepemimpinan

madrasah dan kondisi lingkungan kerja memiliki pengaruh yang signifikan terhadap kinerja guru. Dengan kata lain, semakin efektif kepemimpinan madrasah dan kondisi lingkungan kerja yang mendukung, semakin tinggi tingkat kinerja guru yang dapat dicapai. Selain itu, penelitian ini menunjukkan bahwa peran kepemimpinan madrasah memiliki pengaruh yang lebih dominan terhadap kinerja guru dibandingkan dengan faktor-faktor lainnya yang dipertimbangkan dalam penelitian ini. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan survey. Data yang digunakan adalah data primer yang didapatkan langsung dari responden berjumlah 86 melalui kuesioner. melalui Hasil penelitian ini adalah kepemimpinan pesantren dan lingkungan kerja berpengaruh secara simultan dan parsial, serta kepemimpinan pesantren memiliki pengaruh yang lebih dominan terhadap kinerja guru.

Kata Kunci: Kepemimpinan di Pesantren, Lingkungan Kerja, Kinerja Guru

INTRODUCTION

Islamic religious education is very important for the formation of a person's personality.¹ Improving the quality of education is greatly influenced by teacher performance which consists of learning planning, learning processes, and learning outcomes.² Teacher performance is important considering that teachers are the backbone of a nation's hopes for improving the quality of human resources in the future. Teacher performance is low due to conflicts with leaders as happened in the city of Bogor.³ Before the incident in the city of Bogor, still in 2023, there was also a dispute between the teacher and the principal which had an impact on student education in the city of Berau.⁴ Meanwhile, there are examples of poor teacher performance, such as what happened in the city of Makassar.⁵ The work environment also influences teacher performance.⁶ Compiled from various sources, there are still many teacher performance problems caused by the work environment. The regulations that have been made by existing policymakers are quite good, but problems still occur in the field, so comprehensive steps need to be formulated to deal with these problems.

Teacher performance is a skill demonstrated by a teacher when carrying out his duties and obligations.⁷ The performance of these private teachers is measured by the achievements produced by their students.⁸ The factors that influence teacher performance revealed based on

¹ Tomasz Jankowski, Waclaw Bąk, and Łukasz Miciuk, "Adaptive Self-Concept as a Predictor of Dispositional Mindfulness," *Personality and Individual Differences* 190 (May 1, 2022): 111519, <https://doi.org/10.1016/j.paid.2022.111519>.

² Muhammad Abu Bakar, Khidriyah Amimatul Umroh, and Fatima Hameed, "Improving Quality Islamic Education for Today's Generation," *At-Tadzkiir: Islamic Education Journal* 2, no. 2 (August 26, 2023): 118–28, <https://doi.org/10.59373/attadzkiir.v2i2.42>.

³ M Sholihin, "Sempat Dipecat Karena Dituduh Lapor Pungli, Guru SD Bogor Kembali Ngajar," *Detik News*, 2023.

⁴ Feri Kombong, "Feri : Konflik Antara Guru Dan Kepala Sekolah Jadi Wajah Buruk Dunia Pendidikan Di Berau," *A-News.Id*, 2023.

⁵ Yuli Yanna Fauzie, "Bank Dunia: Kualitas Pendidikan Indonesia Masih Rendah," *CNN Indonesia*, 2018.

⁶ David Kurniawan, "Atap Sekolah Ambruk Di Gunungkidul, Kontraktor Dihukum 14 Bulan," *Harian Jogja*, 2023.

⁷ Musdalifah Alwi and Lusiah Mumtahana, "The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (April 17, 2023): 66–78, <https://doi.org/10.59373/kharisma.v2i1.18>.

⁸ Geeta Gandhi Kingdon and Francis Teal, "Does Performance Related Pay for Teachers Improve Student Performance? Some Evidence from India," *Economics of Education Review* 26, no. 4 (2007): 473–86, <https://doi.org/10.1016/j.econedurev.2006.02.007>.

research results are personality and dedication, professional development, teaching ability, relationships and communication with the community, discipline, welfare, and work climate. Indicators of teacher performance are planning learning activity programs, implementing learning activities, and evaluating/assessing learning activities.⁹ Teacher performance is influenced by leadership.¹⁰ Madrasah leadership has a dominant influence on teacher performance. This is shown by several previous studies which reveal that *Kiai-centered* leadership in the Islamic boarding school environment is the dominant factor for employee performance.¹¹ Leadership in the context of madrasahs or Islamic educational institutions has a very important role in managing, developing, and ensuring quality education for students.¹² Islamic boarding schools led by a *Kiai* can increase motivation for their employees.¹³ In Indonesia, traditional Islamic boarding schools still focus on religious education while madrasahs have undergone a transformation and followed curriculum governance, having made significant developments in both curriculum and pedagogy and by adopting a secular type of pedagogy.¹⁴

The work environment is the physical, social, and cultural space in which a person works. It covers various elements that influence employee productivity, well-being, and satisfaction. Work environments can vary greatly depending on the type of industry, company, and even the country where a person works.¹⁵ The work environment is divided into physical work environment and non-physical work environment. The physical work environment is everything around the work area that can affect employees either directly or indirectly, while the non-physical work environment is the entire condition that occurs and is related to co-workers, superiors, and subordinates.¹⁶ Research conducted by Devos revealed that the social

⁹ Kemdikbud, “PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 38 TAHUN 2020 TENTANG,” *Journal of Chemical Information and Modeling* 53, no. 9 (2017): 1689–99.

¹⁰ Muhammad Yusuf Siregar, Amiruddin Siahaan, and Tien Rafida, “The Head of Madrasah’s Strategy in Developing A Culture of Love Reading The Quran,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (September 14, 2021): 483–96, <https://doi.org/10.31538/ndh.v6i2.1675>.

¹¹ Abdul Karim et al., “Spiritual Leadership Behaviors in Religious Workplace: The Case of Pesantren,” *International Journal of Leadership in Education* 0, no. 0 (May 27, 2022): 1–29, <https://doi.org/10.1080/13603124.2022.2076285>.

¹² Warul Walidin, Sri Suyanta, and Universitas Islam Negeri Ar-raniry, “STRATEGIES OF EXCELLENT MADRASAH PRINCIPALS IN IMPROVING STUDENTS’ PERFORMANCE: AN,” 2017, 2004–6; Muhammad Amin Fathih, Triyo Supriyatno, and Muhammad Amin Nur, “Visionary Leadership of The Head of Diniyah Madrasah in Improving The Quality Santri,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2021): 513–25, <https://doi.org/10.31538/ndh.v6i3.1527>.

¹³ Heriyono Heriyono et al., “Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim Dalam Meningkatkan Motivasi Kerja Karyawan Di Pesantren,” *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2021): 21–30, <https://doi.org/10.31538/munaddhomah.v2i1.64>.

¹⁴ Siti Aisyah et al., “Kiai Leadership Concept in The Scope of Pesantren Organizational Culture,” *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (2022): 40–59, <https://doi.org/10.31538/tijie.v3i1.106>; Arif Khairur Rozaq, Basri Basri, and Indah Indah, “Kiai’s Leadership in Strengthening Santri’s Moderation Attitude in Islamic Boarding Schools,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (July 25, 2022): 284–94, <https://doi.org/10.31538/ndh.v7i2.2322>.

¹⁵ George Kafui Agbozo, “The Effect of Work Environment on Job Satisfaction: Evidence from the Banking Sector in Ghana,” *Journal of Human Resource Management* 5, no. 1 (2017): 12, <https://doi.org/10.11648/j.jhrm.20170501.12>.

¹⁶ Candace C. Nelson et al., “Physical Activity and Body Mass Index: The Contribution of Age and Workplace Characteristics,” *American Journal of Preventive Medicine* 46, no. 3 SUPPL. 1 (2014): S42–51, <https://doi.org/10.1016/j.amepre.2013.10.035>.

environment has an impact on teacher self-efficacy which influences teacher performance¹⁷, The physical environment also has a dominant influence on teacher performance.¹⁸ In this research, indicators of the work environment are school facilities, job security and teacher relationships.¹⁹

The need for this research is to find research gaps to improve the quality of teacher performance in the future. To realize this, the first research question asked was to analyze leadership in madrasas and the work environment on teacher performance both partially and simultaneously. secondly, knowing and analyzing the variables that are more dominant in this research. These two questions will be given to people who have knowledge or understand the themes raised in this research, namely the leadership of madrasah heads, the work environment, and teacher performance. Based on the previous description, it is necessary to prepare a temporary answer for this research. The first is that madrasah leadership and the work environment have a significant effect on teacher performance. This hypothesis means that in other words, the more effective the madrasah leadership and conducive work environment conditions, the higher the teacher's performance. achievable. secondly, madrasah leadership has a more dominant role in teacher performance. Next, these two hypotheses will be tested and analyzed in the next section.

In the existing research literature, there is less special attention to elements of madrasa leadership and the work environment that can have a significant impact on teacher performance in madrasas. In addition, a deeper understanding is needed of how specific elements of madrasah leadership and specific work environment conditions interact specifically and impact overall teacher performance.

METHOD

This research was conducted at SMA Al Furqon Driyorejo Gresik. With this type of quantitative research using survey methods. This high school was chosen because this school has an Islamic boarding school which is unique in itself because of its location in the Gresik area, East Java, which directly borders the city of Surabaya, which is the second largest metropolitan city in Indonesia. This type of research data uses primary data obtained directly from respondents.²⁰ The data collection technique uses a questionnaire given to respondents. The time used to collect data was 1 month. The sampling technique uses probability sampling,

¹⁷ Christelle Devos, Vincent Dupriez, and Léopold Paquay, "Does the Social Working Environment Predict Beginning Teachers' Self-Efficacy and Feelings of Depression?," *Teaching and Teacher Education* 28, no. 2 (2012): 206–17, <https://doi.org/10.1016/j.tate.2011.09.008>.

¹⁸ Niko Sudibjo and Rosdiana Akmal Nasution, "Work Environment, Work Motivation and Organizational Culture in Influencing Teachers' Performance," *Jurnal Pendidikan Dan Pengajaran* 53, no. 3 (2020): 276, <https://doi.org/10.23887/jpp.v53i3.28533>.

¹⁹ Imam Soetopo, Amiartuti Kusmaningtyas, and Tri Andjarwati, "Pengaruh Gaya Kepemimpinan Transformasional, Karakteristik Individu, Lingkungan Kerja Terhadap Motivasi Kerja Dan Kinerja Guru Smk Negeri 1 Tambelangan Sampang," *Jmm* 17 5, no. 02 (2019), <https://doi.org/10.30996/jmm17.v5i02.1947>.

²⁰ Sanusi Anwar, *Metodologi Penelitian Bisnis* (Jakarta: Salemba Empat, 2011).

that is, the entire population has the opportunity to be selected as a sample, using the census method, namely taking the entire population of 86 people.²¹

This research variable can be classified into 2 variables, namely exogenous and endogenous variables. The exogenous variables are Islamic boarding school leadership (X1) and work environment (X2) which have indicators of school facilities, job security, and teacher relationships. while the endogenous variable or what is measured in this research is teacher performance (Y) with indicators of learning planning, learning process, and learning output. The instrument for measuring the indicators of this questionnaire uses a 1-5 Likert scale²². With the lowest score being 1 for a strongly disagree answer and the highest score being 5 for an agree answer. The questionnaire given to respondents has gone through a validity test using the correlation coefficient.²³ This validity test aims to measure the validity of question items or statements. Apart from the validity test, a reliability test was also carried out which was used to test the consistency of the questionnaire items by looking at the Cronbach alpha value.²⁴

The data that has been obtained will then be analyzed to test the truth of the hypothesis in this research. Before testing the hypothesis, a classical assumption test is proposed, consisting of normality, linearity, multicollinearity, and heteroscedasticity tests.²⁵ After carrying out the normality test, the next step is to test the hypothesis using the multiple linear regression test, coefficient of determination test, partial test (F test), and simultaneous test (F test). multiple linear regression analysis using the formula $Y = a + \beta_1X_1 + \beta_2X_2 + e$. with the description Y is teacher performance, a is a constant, β_1 β_2 , is a multiple regression coefficients.²⁶

RESULTS AND DISCUSSION

Result

According to the research results, the overall Islamic boarding school leadership variable, which consists of 42 question items, was declared valid because the calculated r value was greater than the r table value of 0.2096; the overall work environment variable, which consists of 13 questions, was also declared valid because the calculated r value was greater than the table r value; and the teacher performance variable, which consists of an r table value of 0.2096. while the reliability test results are shown in Table 1 below.

²¹ Daniel Stockemer, *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata*, *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata*, 2018, <https://doi.org/10.1007/978-3-319-99118-4>.

²² Ankur Joshi et al., "Likert Scale: Explored and Explained," *British Journal of Applied Science & Technology* 7, no. 4 (2015): 396–403, <https://doi.org/10.9734/bjast/2015/14975>.

²³ Jason Osborne, *Best Practices in Quantitative Methods*, *Best Practices in Quantitative Methods*, 2011, <https://doi.org/10.4135/9781412995627>; Ismawati Umi, Narimawati., Sri Dewi, Anggadini., Linna, *Penulisan Karya Ilmiah*, Pertama (Bekasi: Genesis, 2011).

²⁴ Reed M. Reynolds, *Factor Analysis: Exploratory and Confirmatory*, *The International Encyclopedia of Media Psychology*, 2020, <https://doi.org/10.1002/9781119011071.iemp0018>.

²⁵ Dyah Nirmala Arum Janir, *Statistik Deskriptif & Regresi Linier Berganda Dengan Spss*, Semarang University Press, 2012.

²⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. (Bandung: Alfabeta, 2017); Osborne, *Best Practices in Quantitative Methods*.

Table 1 Result Reliability Test

No	Variable	Cronbach's Alpha	Information
1	Islamic Boarding School Leadership (X1)	0,803	Reliabel
2	Work environment (X2)	0,767	Reliabel
3	Teacher Performance (Y)	0,735	Reliabel

As shown in Table 1 regarding the results of the reliability test, each variable has a Cronbach's Alpha coefficient that is greater than 0.60, so it can be concluded that the metrics used for each variable in this study are valid and can be used. Test the classical assumption using the Kolmogorov-Smirnov technique. Table 2 shows this.

Table 2 Normality Test

		Unstandardized Residual
N		88
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.18150121
Most Extreme Differences	Absolute	.085
	Positive	.069
	Negative	-.085
Test Statistic		.085
Asymp. Sig. (2-tailed)		.188 ^c

By using the Kolmogorov-Smirnov method, researchers found that the data in this study was normally distributed. The normality test results show a significance value of 0.186, which is greater than the significance level of 0.05 ($0.186 > 0.05$). Based on these results, the researchers concluded that the data was normally distributed. The next assumption test is the linearity test. This is very helpful to find out whether the independent and dependent variables have a linear relationship. Table 3 below shows the results of the linearity test.

Table 3 Linierity test result

Variable	Deviation From Linearity	Keterangan
(X1) (Y1)	0,10	Linear
(X2) (Y1)	0,30	Linear

Variable (X1) (Y1) with a Deviation From Linearity of 0.103, meaning that these results show that the relationship between variables X1 and X2 has a linear tendency or in other words, changes in X1 have a relatively constant impact on Y1. This is following the model or pattern of linear relationship between these two variables. The variable (X2) (Y1) with a Deviation From Linearity of 0.301 has the same meaning as before. This result shows that the relationship between variables X2 and Y1 has a linear tendency. Changes in X2 have a relatively constant impact on Y1, which is under the model or pattern of linear relationship between these two variables. After carrying out the classical assumption test, carry out hypothesis testing through

multiple linear regression tests, coefficient of determination tests, partial T-tests, and simultaneous F tests. The results of the multiple linear regression test can be seen in Table 4 below:

Table 4 Multiple Linear Regression Results

Coefficients a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31.821	7.152		4.390	.000
X ₁	.141	.081	.345	3.706	.000
X ₂	.282	.117	.216	2.169	.039

The test results can be seen in table 4 above. The regression equation for the influence of Islamic boarding school leadership (X1) has a value of 0.141. In this situation, we can anticipate an increase in teacher performance (Teacher Performance) of 0.141 units if there is a one-unit increase in Islamic Boarding School Leadership (X1). This applies if the work environment factor (X2) and other components remain constant. and a value of 0.282 for the work environment, with a constant value of 31.821. In this situation, we can anticipate an increase in teacher performance (Teacher Performance) of 0.282 units if the Work Environment (X2) increases by one unit. This can happen if the Islamic boarding school leadership factor (X1) and other factors do not change, we can anticipate this increase.

The multiple linear regression equation is as follows: $Teacher\ Performance = 31.821 + 0.141 + 0.282 + e$. The coefficient of determination test is used to determine the influence of Islamic boarding school leadership (X1) and work environment (X2) on teacher performance (Y). The calculation results can be seen by summarizing using SPSS 22, especially the R Square (R²) figure. The following is a table of coefficient of determination test results

Table 5 Coefficient Of Determination Test Results

Model	R	Rsquare	Adjusted R Square	Std. Error of The Estimate
1	.507	.277	.240	4.210

The value of R Square (R²), namely 0.277, can be seen in Table 4.18 Model Summary. This value can be used to see the magnitude of the influence of Islamic boarding school leadership (X1), and work environment (X2) on teacher performance (Y), namely 0.277 (27.7%), In other words, around 27.7% of changes in teacher performance can be attributed to

variables that exist in this model, while around 72.30% of the remainder is influenced by other factors that are not in this model.

Discussion

Islamic Boarding School Leadership and Work Environment on Teacher Performance

Based on research results, Islamic boarding school leadership and the work environment have a simultaneous and partial influence, this is described as follows. Leadership is a person's ability to influence other people in an organization.²⁷ The effectiveness of a leader also depends on the leadership style applied.²⁸ Pesantren Leadership reflects the roles and responsibilities of the pesantren leadership or management in managing the daily operations of the pesantren. Pesantren leadership is responsible for forming the pesantren's vision, mission, and strategy and ensuring effective implementation. Islamic boarding school context, the Islamic boarding school environment has unique characteristics²⁹. These are often places of religious education, with a focus on Islamic religious instruction. Therefore, planning learning activity programs in the context of Islamic boarding schools often have different nuances and objectives compared to conventional schools. The Importance of Planning in the Leadership Context: This statement underlines the importance of planning learning activity programs as one of the key elements in Islamic boarding school leadership.³⁰ In this context, Islamic boarding school leadership plays an important role in ensuring that learning planning runs effectively and efficiently. In other words, Islamic boarding school leadership needs to understand that good learning planning is the foundation of quality teaching in Islamic boarding schools.³¹ They must ensure that teachers have a solid understanding of how to plan learning well, and that they can also provide the guidance, support, and resources necessary to achieve the goals of Islamic boarding school education.

To achieve this, Islamic boarding school leadership can adopt an inclusive approach, encourage teacher collaboration, and provide guidance or training on lesson planning. In

²⁷ Nanda Saputra, Syamsul Arifin, and Ari Kartiko, "The Influence of The Head of Madrasah and Infrastructure Facilities on The Quality of Education Through Teacher Competence" 4, no. 2 (2023): 274–88; Ali Idrus et al., "Increasing Student Learning Achievement Through Madrasah Head Strategy Management" 4, no. 2 (2023): 351–62.

²⁸ Nur Khusniyah Indrawati, "Management by Inspiration: Implementation of Transformational Leadership on Business at Pondok Pesantren*) Sunan Drajat," *Procedia - Social and Behavioral Sciences* 115, no. Iicies 2013 (2014): 79–90, <https://doi.org/10.1016/j.sbspro.2014.02.417>.

²⁹ Chatia Hastasari, Benni Setiawan, and Suranto Aw, "Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta," *Heliyon* 8, no. 1 (2022): e08824, <https://doi.org/10.1016/j.heliyon.2022.e08824>; Yusuf Hanafi et al., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19," *Heliyon* 7, no. 3 (2021), <https://doi.org/10.1016/j.heliyon.2021.e06549>.

³⁰ Nur Chanifah et al., "Designing a Spirituality-Based Islamic Education Framework for Young Muslim Generations: A Case Study from Two Indonesian Universities," *Higher Education Pedagogies* 6, no. 1 (January 1, 2021): 195–211, <https://doi.org/10.1080/23752696.2021.1960879>; Choirul Mahfud et al., "Islamic Education for Disabilities: New Model for Developing Islamic Parenting in Integrated Blind Orphanage of Aisyiyah," *Indonesian Journal of Islam and Muslim Societies* 13, no. 1 (June 5, 2023): 115–42, <https://doi.org/10.18326/ijjms.v13i1.115-142>.

³¹ Ibnu Siregar Halomoan, Isnarmi Moeis, and Abubakar Yakubu, "An Overview of the Strength of Implementing Democratic Values in an Islamic Boarding School Atmosphere," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (March 9, 2023): 190–206, <https://doi.org/10.31538/nzh.v6i2.2865>; Ani Aryati and A. Suradi, "The Implementation of Religious Tolerance: Study on Pesantren Bali Bina Insani with Bali Hindus Communities," *Jurnal Ilmiah Peuradeun* 10, no. 2 (May 30, 2022): 471–90, <https://doi.org/10.26811/peuradeun.v10i2.646>.

addition, they must regularly monitor and assess planned learning activity programs to ensure that they run according to established standards and contribute to achieving the educational goals of the pesantren. By understanding the importance of learning planning in the context of Islamic boarding school leadership, Islamic boarding schools can improve the quality of education they offer and produce skilled and knowledgeable graduates.³²

If a skilled teacher only has abilities in terms of vision, motivation, understanding, and practice, then he or she will still lack the ability to learn from experience, and thus, the ability for purposeful change. planning learning activity programs based on the results of observations made by researchers, this has been done by creating teaching modules, however, some teachers do not just create modules and directly carry out teaching activities according to the material in learning resources or books. The researcher concluded that the teachers prepared the learning material well which can be seen from how the teacher delivered the material and also created an interactive and conducive classroom atmosphere.

The urgency of a plan for a learning activity program in the context of Islamic boarding school leadership illustrates how learning planning is a key element in the effectiveness of education in the Islamic boarding school environment. To provide a more comprehensive explanation, let's break down the statement into several key elements including Learning Activity Program Planning: This refers to the process in which teachers plan every aspect of the learning they will provide to students. This includes material selection, teaching methods, learning objectives, and assessment. Good planning is the foundation of effective teaching.³³

The second indicator, namely the implementation of learning activities, teaching methods, learning materials, teacher-student interactions, and other factors are several factors that contribute to the quality of implementing learning activities that can be used to measure this indicator. These results indicate that both respondents and research subjects felt that these elements worked well in that place. If the indicator for implementing learning activities receives a high score, this is a positive indication that the learning in that environment is of high quality. However, it is important to examine and understand the statements used in these measurements to gain a better understanding of which specific elements have been assessed well and where there is room for improvement.³⁴ These results can also be a basis for educational institutions or related parties to continue to improve the quality of learning activities.

The teacher's statement seeks to increase knowledge to improve the learning process. Based on observations made by researchers, quite a few teachers are undertaking professional teacher training, conducting seminars, deepening the material by reading other learning sources, and also continuing their education to a higher level. This statement indicates that teachers in this environment are very active in efforts to improve their knowledge.³⁵ Actions such as teacher

³² Roger Ellis and Elaine Hogard, *Handbook of Quality Assurance for University Teaching* (Routledge, 2018).

³³ Ismail Hussein Amzat, ed., *Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers* (London: Routledge, 2022), <https://doi.org/10.4324/9781003193432>.

³⁴ Rosijanih Arbie et al., "Student's Understanding of Islamic Religion Course Material With a Basic Semiotics Approach to Improve Reading Skills," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (June 13, 2023): 224–40, <https://doi.org/10.31538/tijie.v4i2.362>.

³⁵ Abdin Chande, "Global Politics of Knowledge Production: The Challenges of Islamization of Knowledge in The Light of Tradition Vs Secular Modernity Debate," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (June 8, 2023): 271–89, <https://doi.org/10.31538/nzh.v6i2.3502>.

professional training, seminars, deepening the material by reading other learning sources, and pursuing higher education are examples of the efforts they make. This is a positive thing because it shows the teacher's commitment to improving the quality of the learning process. The finding of awareness of Continuous learning shows that many teachers are aware of the importance of continuous learning. They not only rely on the knowledge they already have, but they are also willing to continue learning and developing themselves, which can have a positive impact on the quality of education they provide to students.

The third indicator is evaluation or learning assessment, namely "teachers are open to receiving suggestions regarding the learning process," indicating that respondents feel that teachers in the context of this research have an open attitude toward input and suggestions given regarding the learning process. This is a positive thing because it indicates that teachers are willing to develop and improve their teaching methods based on input from students or other parties involved in the learning process. Based on observations made by researchers, all existing stakeholders, including teachers, are very open to receiving suggestions because they are seen as a means of improving the quality of carrying out their work. This information was also obtained when interviewing several teachers when administering this research questionnaire.

Work environment problems include working conditions, and physical and psychological conditions. These conditions are problems that are always highlighted as factors causing poor teacher performance in delivering learning and involving students in learning³⁶. The work environment consisting of school facilities, job security, and teacher relationships can have a significant impact on teacher performance because these factors create a work environment that influences teacher well-being and motivation. School facilities consist of good physical comfort, such as comfortable classrooms, complete libraries, and good laboratories, which can create a conducive environment for learning and teaching.³⁷ Teachers who have adequate facilities will find it easier to carry out their duties. Modern learning facilities such as computers, projectors and other technological devices can help teachers deliver learning material more effectively. This can improve the quality of teaching and overall teacher performance.

Job security consisting of physical and psychological safety influences teacher performance because teachers who feel safe in the work environment can focus more on their teaching work. Good physical and psychological safety can help teachers feel calmer and more productive in improving performance. Job stability has an impact on performance because in this environment teachers feel that they often receive appreciation or appreciation and tend to be more dedicated and want to remain part of this profession for a long time. Job security can help prevent teacher fluctuation, which often harms the quality of education.

³⁶ Tri Kuncoro and Ahmad Dardiri, "Teacher Performance and Work Environment in the Instructional Process in Vocational School," *AIP Conference Proceedings* 1887, no. October 2016 (2017), <https://doi.org/10.1063/1.5003526>; Monika L. Louws et al., "Exploring the Relation between Teachers' Perceptions of Workplace Conditions and Their Professional Learning Goals," *Professional Development in Education* 43, no. 5 (2017): 770–88, <https://doi.org/10.1080/19415257.2016.1251486>.

³⁷ Amanda Davis et al., "Evaluation of a Model of Online, Facilitated, Peer Group Supervision for Dietitians Working in Eating Disorders," *Journal of Eating Disorders* 10, no. 1 (July 4, 2022): 93, <https://doi.org/10.1186/s40337-022-00617-7>; Wenchao Shi et al., "Analytic Evaluation of Facilities Performance from the User Perspective: Case Study on a Badminton Hall," *Facilities* 39, no. 13/14 (January 1, 2021): 888–910, <https://doi.org/10.1108/F-10-2020-0119>.

Good relationships with teachers are formed through collaboration, emotional support, and providing feedback. Collaboration realized by good relationships between teachers can encourage better collaboration in curriculum development, teaching methods, and sharing experiences. This can improve the overall quality of teaching. Emotional support: teachers who have support from their colleagues will be better able to overcome challenges and stress in their work. Social support from fellow teachers can have a positive impact on their mental and emotional well-being. Finally, providing feedback has an impact because an open relationship between teachers and school management or the principal can enable the provision of constructive feedback. This helps teachers to continuously improve the quality of their teaching. The results of this research are in line with those conducted by Munifah et al, that leadership and culture improve teacher performance in the digital era.³⁸ Other results showing that the work environment partially influences teacher performance were also revealed by Rachman et al.³⁹

Analysis of Dominant Variables on Teacher Performance

To see the dominance of variables on performance, the standardization coefficient (Beta) is the most important because it shows how much each variable contributes to performance variations in standard deviation units. "Islamic boarding school leadership" (X1) has a Beta value of 0.345, while "work environment" (X2) has a Beta value of 0.216. The higher Beta value of Islamic boarding school leadership (X1) indicates that, statistically, this variable has a greater influence on performance compared to the work environment (X2). Note that these two variables are also statistically significant (p). However, it is important to remember that this impact is only seen within the framework of the regression model used. Other factors not included in the analysis may also influence it.

In the context of Islamic boarding school education, leaders (such as Islamic boarding school leadership) often have a very strong role in designing educational policies, determining educational vision and goals, and providing clear direction to teachers and staff. Effective leaders can motivate, inspire, and guide teachers to achieve better educational outcomes. Therefore, this leadership role naturally has a significant impact on teacher performance.⁴⁰

Effective leaders can motivate teachers by providing inspiration and clear goals. They can create an organizational culture that supports and encourages improved performance. As a result, teachers may feel more motivated to perform better when they have a strong and inspiring leader. In addition, Islamic boarding school leaders often have control over educational policies and plans. These decisions can influence curriculum structure, teaching methods, and the resources available to teachers. An effective leader can ensure that these policies are designed to support the achievement of higher education goals. Furthermore, leadership in Islamic boarding schools is more effective because leaders can also facilitate

³⁸ Munifah Munifah and Septiana Purwaningrum, "Leadership Strategy: Developing School Culture through Digital Turats Learning," *Cypriot Journal of Educational Sciences* 17, no. 1 (2022): 68–80, <https://doi.org/10.18844/cjes.v17i1.6682>.

³⁹ Azhariah Rachman et al., "Lingkungan Kerja Terhadap Kinerja Guru" 5, no. 4 (2022): 501–13.

⁴⁰ Badrudin Badrudin et al., "The Implementation of Pesantren Financing Based on Agribusiness Social Entrepreneurs," *Jurnal Ilmiah Peuradeun* 9, no. 1 (January 30, 2021): 17–38, <https://doi.org/10.26811/peuradeun.v9i1.504>.

collaboration between teachers and staff, which can increase the effectiveness of teaching and learning.⁴¹ They can create a work environment that supports the exchange of ideas and best practices between teachers, which in turn can improve overall performance. Effective leaders can form a positive and performance-oriented organizational culture. They can set values, norms, and high expectations for performance, which can encourage teachers to reach higher standards.

Leadership theory in the context of Islamic boarding school education focuses on the important role of a leader (such as Islamic boarding school leadership) in terms of creating a vision, providing direction, and providing the support needed to improve the quality of education.⁴² Effective leaders can inspire and motivate teachers to achieve higher educational goals. Statistical analysis shows that Islamic boarding school leadership has a significant Beta coefficient (0.345) and a low p-value, indicating a dominant influence in improving teacher performance.

Theories about the work environment in education highlight the importance of factors such as adequate physical facilities, support from coworkers, and available educational resources. A positive work environment can create conditions that support collaboration, innovation, and quality learning. Even though it has a smaller Beta coefficient compared to Islamic boarding school leadership, statistical analysis shows that the work environment also has a significant Beta coefficient (0.216). This result shows how important the work environment is for improving teacher performance.

CONCLUSION

This research is not only consistent with statistical results but also relates to theoretical concepts about how leadership and the work environment matter for education. Although the variable "Islamic boarding school leadership" seems to have a greater influence, the variable "work environment" is also important and has a large effect on teacher performance. This research makes a specific contribution to providing an understanding of Islamic boarding school education. Islamic boarding schools have unique contexts and characteristics, and this research shows that concepts such as Islamic boarding school leadership and work environment are also relevant in this context.

This research enriches the literature on Islamic boarding school education and provides a deeper understanding of the factors that influence the quality of education in Islamic boarding schools. This research has limitations such as the research results may only apply to certain contexts and periods. Changes in conditions, educational policies, or external factors can influence the relationships between the variables studied. Therefore, these results must be updated and verified in different contexts or at different times. Apart from that, several variables

⁴¹ Irwan Fathurrochman, Dina Hajja Ristianti, and Mohamad Aziz Shah bin Mohamed Arif, "Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia," *Jurnal Pendidikan Islam* 8, no. 2 (2019): 239–58, <https://doi.org/10.14421/jpi.2019.82.239-258>.

⁴² Christopher Day, Pam Sammons, and Kristine Gorgen, *Successful School Leadership*, Education Development Trust (Education Development Trust, 2020), <https://eric.ed.gov/?id=ED614324>; Melanie C. Brooks and Miriam D. Ezzani, "Islamic School Leadership: Advancing a Framework for Critical Spirituality," *International Journal of Qualitative Studies in Education* 35, no. 3 (March 16, 2022): 319–36, <https://doi.org/10.1080/09518398.2021.1930265>.

in this research, such as teacher performance, can be measured subjectively. Subjective views or judgments can be influenced by various factors, such as individual perception, bias, or other factors that are difficult to measure objectively.

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