

The Integrated Influence of Principal Leadership, Emotional Ability, and Personality on Teacher Performance in Indonesian Madrasahs

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Abstract: This study aims to test the hypothesis of the relationship between leadership style, emotional abilities and personality of the Madrasah Principal, and the performance of Madrasah Aliyah Teachers in Riau Province. This research is a quantitative study using a survey method. The sampling technique used probability sampling with a sample size of 70 MAN teachers in Indragiri Hilir Regency. Hypothesis testing used correlation analysis with a significance level of $\alpha = 0.05$. The research results data conclude that both partially and simultaneously there are: 1) a direct relationship between leadership style (X1) and teacher performance (Y) with a correlation coefficient of 0.78; 2) a direct relationship between emotional ability (X2) and teacher performance (Y) with a correlation coefficient of 0.75; 3) a direct relationship between the personality of the madrasah principal (X3) and teacher performance (Y) with a correlation coefficient of 0.76; 4) a simultaneous direct relationship between the leadership style of the madrasah principal (X1), the emotional ability of the madrasah principal (X2), and the personality of the madrasah principal (X3) and teacher performance (Y), with an F_{count} value of 245.81 and an F_{table} of 4.01 with a correlation coefficient ($R_{x1x2x3Y}$) of 0.88. The implication of this research is that, based on the analysis, it is known that teacher performance simultaneously has a higher correlation value than the partial analysis of each variable with the dependent variable, including the relationship between the principal's leadership style and teacher performance, the relationship between emotional ability and teacher performance, and the relationship between the principal's personality empowerment and teacher performance. Based on these findings, the priority for improving teacher performance can be achieved through improving the principal's leadership style, emotional ability, and personality.

Keywords: Emotional Ability and Personality, Leadership Style, Teacher Performance

A. Introduction

One of the key determinants of a leader's success is the "leadership technique," namely how a leader is able to create situations that foster awareness among subordinates to carry out what the leader expects (Ermailis et al., 2018). According to

Sedarmayanti, as cited in Azis & Suwatno (2019), teacher performance refers to the extent to which teachers successfully carry out their duties. Teacher performance is influenced by various factors, including: (1) mental attitude (work motivation, work discipline, and work ethics), (2) education, (3) skills, (4) leadership, (5) income level, (6) salary and health, (7) social security, (8) work climate, (9) facilities, (10) technology, and (11) opportunities for achievement.

Research examining the influence of leadership style on teacher performance, such as the study conducted by Fitria et al. (2017), revealed that leadership style has a direct positive effect on teacher performance. The findings indicate that leadership style is closely associated with improvements in teacher performance. In this regard, the performance of teachers is largely determined by the leadership style implemented by the school principal or madrasah head.

Furthermore, the study by Gusriani et al. (2022) reported that the effect of leadership style on teacher performance produced a p-value of 0.000, which is smaller than the predetermined alpha level of 0.05. This finding indicates that the leadership style variable has a significant influence on teacher performance. Thus, it can be concluded that an effective leadership style has a significant impact on improving teacher performance in schools or madrasahs.

Teacher performance is also influenced by the variable of emotional ability. According to Robbins (2013), ability is defined as an individual's capacity to carry out various tasks in a job. Emotional ability, often referred to as emotional ability, is the capacity of an individual to use and manage emotions, both in oneself and in interactions with others, and to apply them effectively for self-motivation, resilience under pressure, and self-control in order to achieve productive relationships (Asvio et al., 2019; Caruso et al., 2015; Elfenbein & MacCann, 2017; Krishnan & Awang, 2020; Mokuoane, 2014; Ugoani et al., 2015).

Octavia et al. (2020) demonstrated that emotional ability has a significant positive effect on performance. This was evidenced by the *t*-test results, where the calculated *t* value (2.915) was greater than the critical *t* value (1.652). The findings suggest that the higher an employee's emotional ability, the better their performance. These results support the proposed hypothesis that emotional ability positively influences performance. Similarly, Anggraini et al. (2021) reported that emotional ability had a significance value of 0.002 and a calculated *t* value of 3.476. Since the significance value (0.002) was lower than the threshold of 0.05 and the calculated *t* (3.476) exceeded the critical *t* value (2.052), it was concluded that emotional ability has a positive impact on teacher performance at SMP Negeri 13 Balikpapan.

This is in line with Colquitt et al. (2015), who stated that emotional ability consists of: (1) the ability to recognize one's own emotions in order to understand personal strengths and weaknesses; (2) the ability to manage those emotions; (3) the ability to

motivate oneself and foster self-encouragement for progress; (4) the ability to recognize the emotions and personalities of others; and (5) the ability to build and maintain positive relationships with others. Teacher performance is also influenced by the variable of work stress. Work stress is a state of tension that affects an individual's emotions, thoughts, and physical condition (Oemar & Gangga, 2017). According to Ovsiannikova et al. (2024), stress is an internal condition that may arise from physical or environmental demands as well as social situations that are potentially harmful and uncontrollable.

Teacher performance is also influenced by the variable of work stress. Work stress is a state of tension that affects an individual's emotions, thoughts, and physical condition (Oemar & Gangga, 2017). According to Ovsiannikova et al. (2024), stress is an internal state that may be caused by physical or environmental demands, as well as social situations that are potentially harmful and uncontrollable.

Based on the findings of Hidayat (2016), it can be concluded that work stress has a significant effect on teacher performance, as indicated by a calculated t value of 2.183 with a significance level of 0.047. Using a 5% significance threshold ($\alpha = 0.05$), the critical t value was ± 2.040 . Since the calculated t value (2.183) was greater than the critical t value (2.040), the results indicate that work stress has a negative influence on teacher performance. In other words, when work stress increases, teacher performance decreases; conversely, when work stress decreases, teacher performance improves.

Preliminary observations by the researcher indicated that teacher performance at State Islamic Senior High Schools (*Madrasah Aliyah Negeri*) in Riau Province remains suboptimal. This was reflected in several conditions, such as limited communication between teachers and school principals, teachers performing their duties merely as obligations without providing moral guidance to students, frequent lateness among teachers, lack of preparation before teaching, and cases where teachers were assigned to teach subjects outside their educational background. In addition, work stress was also found to be a barrier preventing teachers from performing at their best.

Based on the various issues outlined above, it is necessary to conduct an in-depth study on teacher performance and the factors that influence it. The researcher assumes that leadership style, emotional ability, and work stress are key variables that warrant greater attention, as they may significantly affect teacher performance. Therefore, this study seeks to examine the influence of leadership style, emotional ability, and work stress on teacher performance. The findings of this research are expected to contribute to the development of Islamic educational institutions, particularly madrasahs, in achieving their goals.

B. Methods

This study employed a quantitative approach with a survey design. A survey research design is a quantitative procedure in which the researcher administers a survey to a sample or the entire population in order to describe the attitudes, opinions, behaviors, or characteristics of that population. Survey research typically uses questionnaires as the primary research instrument. A questionnaire is a structured sheet containing a series of standardized questions (Kusumastuti et al., 2021).

The subjects of this study were education administrators, consisting of school principals and teachers, as they are directly related to teacher performance. Accordingly, the unit of analysis in this study combines both the individual level and the institutional level of the madrasah.

A sample constitutes a subset of a population that represents the characteristics of the population under study. Based on the population described above, the research sample was drawn from three geographical areas: the urban area, represented by Pekanbaru City; the southern region, represented by Indragiri Hulu Regency; and the northern region, represented by Rokan Hulu Regency. Accordingly, the schools selected as research sites were state Islamic senior high schools (*Madrasah Aliyah Negeri*) with “A” accreditation, representing each area, namely MAN 1 Pekanbaru, MAN 1 Indragiri Hilir, and MAN 1 Rokan Hulu. The research sample consisted of 100 civil servant teachers (PNS) from these schools. As noted by Roscoe, as cited by Sugiyono, an appropriate sample size for research generally ranges from 30 to 500 respondents (Sugiyono, 2023).

Table 1. Sampling

No	District/City	School Name	Number of Teachers Details
1	Pekanbaru	MAN 1 Pekanbaru	45
2	Indragiri Hulu Regency	MAN 1 Indragiri Hulu	30
3	Rokan Hulu Regency	MAN 1 Rokan Hulu	25
Total			100

From the total sample, 30 individuals were designated as the trial sample, while 70 individuals were used as the research sample.

This study was conducted in line with its objectives, namely to examine the extent of both direct and indirect effects of the variables of madrasah principals’ leadership style, emotional ability, and work stress on teacher performance in State Islamic Senior High Schools (*Madrasah Aliyah Negeri*) in Riau Province, where each variable is assumed to influence one another. The data analysis technique employed in this study was path analysis (Garson, 2013; Streiner, 2005). This technique is used to analyze patterns of relationships among variables, with the aim of determining

whether a set of exogenous variables has direct or indirect effects on endogenous variables (Hult et al., 2018; Li & Liu, 2005).

Path analysis is an analytical technique used to examine causal relationships between independent and dependent variables (Duncan, 2017; Keane, 1994). The causal relationships are organized into a hypothetical model that is grounded in scholarly substance, namely theoretical foundations and prior research findings (Console & Torasso, 1990; Kadir, 2016; Lucas & Griffiths, 2010).

C. Results and Discussion

1. There is a significant direct relationship between the madrasah principal's leadership style (X1) and teacher performance (X4)

An appropriate leadership style can enhance teacher performance in various aspects, ranging from lesson planning and instructional implementation to the evaluation of learning outcomes. An adaptive school principal, who is able to adjust their leadership style to the situation, the needs of teachers, and the challenges faced by the school, is more likely to succeed in improving teachers' motivation, discipline, creativity, and innovation. The contribution value between the madrasah principal's behavior and teachers' career development was found to be 60.84%.

The relationship between leadership style and teacher performance carries significant implications for school managerial practice. A school principal with an appropriate leadership style can create a conducive work climate, enhance teacher motivation, and foster a collaborative work culture within the school environment. Transformational leadership, for instance, encourages teachers to be more innovative, committed to their tasks, and open to curriculum changes and instructional strategies. This, in turn, has a direct impact on improving the quality of the teaching and learning process, the achievement of learning objectives, and student satisfaction.

In addition, a participative leadership style provides teachers with opportunities to contribute to decision-making, thereby fostering a sense of belonging toward the school. This sense of involvement increases teachers' responsibility in carrying out their duties and achieving performance targets. Conversely, an overly authoritarian leadership style may diminish teachers' work enthusiasm, generate resistance, and negatively affect performance.

Another implication is the need for continuous development of school principals' leadership capacity, as teacher performance is closely linked to the quality of leadership. Therefore, education policy should accommodate leadership training programs, academic supervision, and managerial development for school principals. A strong relationship between effective leadership style and teacher performance

will ultimately lead to improved educational quality as an output, the production of higher-quality graduates as an outcome, and, in the long run, an increase in the nation's competitiveness.

2. There is a significant direct relationship between emotional ability (X2) and teacher performance (X4)

Emotional ability is an important determinant in improving teacher performance. The higher a teacher's emotional ability, the more optimal their performance, as they are able to maintain psychological balance, communicate effectively, and build interpersonal relationships that support the achievement of educational goals. The correlation coefficient between work ethics and teachers' career development was found to be 56.25%.

Teachers' emotional ability has highly important implications for their performance in carrying out professional duties. Teachers with high emotional ability are able to manage their own emotions, understand the feelings of others, and respond appropriately to classroom situations. This contributes to the creation of a positive, conducive, and empathetic classroom climate, which in turn motivates students to learn.

In practical terms, teachers with strong emotional ability tend to be more patient in dealing with students from diverse backgrounds, characters, and abilities. They are able to avoid unproductive conflicts, build healthy communication, and provide motivation to students in a proportional manner. In turn, this enhances the effectiveness of the learning process and supports the achievement of teacher performance targets in lesson planning, instructional implementation, and learning evaluation.

In addition, emotionally competent teachers are better able to establish positive relationships with colleagues, school principals, and students' parents. Such harmonious collaboration strengthens a positive work culture within the school, enhances professionalism, and accelerates the achievement of the vision and mission of the educational institution.

A key policy implication is the need for support from educational institutions and the government in developing emotional ability training programs for teachers. Such programs should not only focus on enhancing academic competence but also on stress management, the cultivation of empathy, and the ability to build healthy social relationships. In this way, teachers will not only excel cognitively but also be able to maintain emotional stability, which ultimately leads to overall improvements in performance.

Ultimately, the strong relationship between emotional ability and teacher

performance has implications for improving the quality of learning, achieving educational goals, and fostering a generation of students who are more well-rounded in character, independent, and competitive.

3. There is a significant direct relationship between the madrasah principal's personality (X3) and teacher performance (X4)

The relationship between the school principal's personality and teacher performance is both close and significant. A principal with a good personality influences teachers' attitudes, motivation, and behavior, which in turn contributes to improving the quality of instruction and student achievement. A principal with a positive personality is able to create a conducive work climate, foster teacher loyalty, and encourage the optimal attainment of educational goals. The correlation coefficient between madrasah principals' empowerment and teachers' career development was found to be 57.76%.

The personality of the school principal has significant implications for teacher performance in carrying out their duties. A principal with a good personality – such as being a person of integrity, fairness, decisiveness, humility, and exemplary conduct – creates a positive and conducive work atmosphere. Teachers feel valued, supported, and motivated to perform at their best, thereby improving their overall performance. The practical implication is that teachers are more enthusiastic in preparing lesson plans, delivering instruction, and conducting evaluations responsibly when led by a principal with an inspiring personality. Moreover, a principal who is open and communicative is better able to foster harmonious interpersonal relationships, making teachers feel comfortable in sharing ideas and addressing challenges they face.

In addition, the principal's personality has implications for the organizational culture of the school. A principal who consistently demonstrates honesty, discipline, and respect for diversity fosters a healthy and democratic work climate. This environment indirectly motivates teachers to continuously enhance their professionalism, creativity, and innovation in teaching and learning.

The policy implication of this relationship is the importance of recruitment, selection, and development processes for school principals that emphasize not only managerial and administrative aspects but also personality as a key factor. Government agencies or education offices may design programs for principal personality development through leadership training that emphasizes integrity, ethics, and interpersonal communication.

Overall, a principal's positive personality enhances teachers' loyalty, motivation, and dedication. This, in turn, leads to an overall improvement in teacher performance, which ultimately contributes to the achievement of educational goals

and the improvement of school quality.

4. There is a significant direct relationship between the madrasah principal's leadership style (X1), emotional ability (X2), and personality (X3) simultaneously and teacher performance (X4)

Leadership style, emotional ability, and the principal's personality collectively have a strong influence on teacher performance. Leadership style provides direction, motivation, and clear work strategies. Emotional ability fosters a harmonious and supportive work climate. The principal's personality serves as a moral and ethical role model that inspires teachers. The synergy of these three factors enhances teachers' motivation, discipline, loyalty, and professionalism in carrying out their instructional duties, thereby contributing to improved educational quality. Therefore, strengthening principals' capacity in leadership, emotional ability, and personality should be a key focus of development in order to continuously improve teacher performance. The simultaneous correlation coefficient between madrasah principals' behavior, empowerment, and work ethics with teachers' career development was found to be 77.44%.

The simultaneous relationship between leadership style, emotional ability, and the principal's personality has strong implications for teacher performance in schools. These three aspects complement one another in shaping a leadership pattern that is not only structurally effective but also humane and inspirational.

- a. An appropriate leadership style—whether democratic, transformational, or situational—has implications for the creation of a clear work system, proportional task distribution, and well-measured policy direction. As a result, teachers become more guided in carrying out their core duties and responsibilities.
- b. The principal's emotional ability—such as the ability to manage emotions, demonstrate empathy, and build interpersonal communication skills—has implications for the creation of a harmonious work climate. Teachers feel valued, understood, and motivated to improve the quality of instruction without feeling pressured.
- c. The principal's personality—characterized by integrity, discipline, honesty, humility, and consistency in providing moral example—has implications for the development of a positive work culture in the school. Teachers are likely to emulate such behavior and channel positive energy into carrying out their professional duties.

Taken together, these three factors have implications for enhancing both teachers' intrinsic and extrinsic motivation, which in turn drives improvements in their performance. Teachers become more enthusiastic in preparing lesson plans, delivering instruction innovatively, conducting objective evaluations, and actively engaging in professional development activities.

From the institutional perspective, the implication is the creation of a healthy, participatory, and quality-oriented school culture. The work environment becomes more conducive, conflicts can be minimized, and teacher productivity increases. This has a direct impact on the quality of student learning outcomes as well as the school's reputation.

From a policy perspective, this simultaneous relationship highlights the importance of comprehensive leadership development programs for school principals. Such programs should not only refine managerial skills but also strengthen emotional ability and foster positive personality traits. In this way, efforts to improve the quality of education can be better ensured.

Overall, when combined, a strong leadership style, emotional ability, and the principal's personality have tangible implications for improving teacher performance, strengthening school quality, and achieving national educational goals.

Based on the findings of this study, the researcher recommends a teacher performance (Y) research model that incorporates the relationships with the variables of leadership style (X1), emotional ability (X2), and the school principal's personality (X3), as follows:

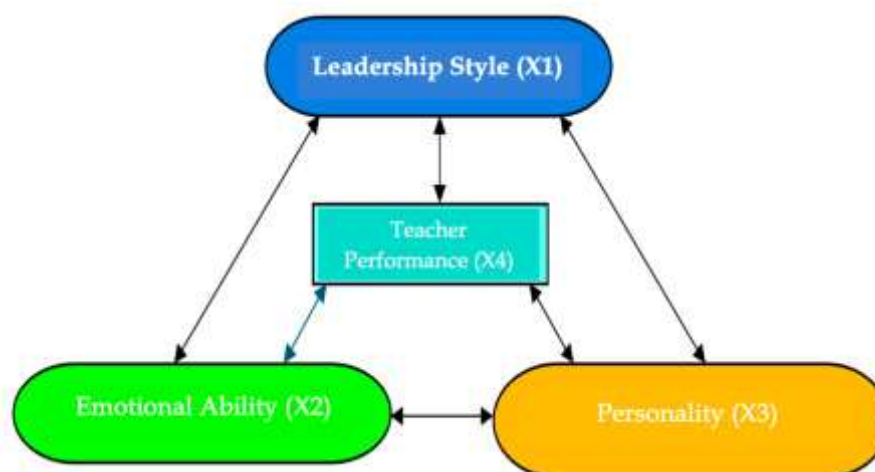


Figure 1. Novelty Framework of Teacher Performance

The study entitled *"The Relationship Between Leadership Style, Emotional Ability, and the Principal's Personality in Relation to Teacher Performance"* presents novelty in the integration of three key variables of educational leadership that have previously been examined mostly in isolation. Many prior studies have discussed the influence of leadership style on teacher performance, or analyzed emotional ability and the principal's personality separately. However, this study offers a new perspective by integrating these three factors into a single comprehensive analytical framework.

The novelty of this study lies in:

1. Simultaneous approach: Leadership style, emotional ability, and the principal's personality are analyzed together to examine their collective contribution to improving teacher performance.
2. Psychological and managerial dimensions: This study not only emphasizes the managerial aspects of school principals but also considers psychological (emotional) and personal (personality) factors, which are rarely combined in a single study.
3. Broader practical implications: The findings provide the basis for a holistic model of school leadership development, in which teacher performance is enhanced not only through structural instructions but also through emotional support and exemplary personality traits.

Thus, the novelty of this study lies in presenting an integrative analysis that connects leadership, emotional ability, and the principal's personality as a unified whole in influencing teacher performance.

D. Conclusions

This study concludes that both partially and simultaneously there are: (1) a direct relationship between leadership style (X1) and teacher performance (Y) with a correlation coefficient of 0.78; (2) a direct relationship between emotional ability (X2) and teacher performance (Y) with a correlation coefficient of 0.75; (3) a direct relationship between the principal's personality (X3) and teacher performance (Y) with a correlation coefficient of 0.76; and (4) a simultaneous direct relationship between the madrasah principal's leadership style (X1), emotional ability (X2), and personality (X3) and teacher performance (Y), with an F-value of 245.81 compared to an F-table value of 4.01, and a multiple correlation coefficient ($R_{x1x2x3Y}$) of 0.88. The implication of this study is that, based on the analysis, teacher performance simultaneously demonstrates a higher correlation value compared to the partial analysis of each independent variable with the dependent variable—whether leadership style, emotional ability, or the principal's personality. Based on these findings, the priority for improving teacher performance can be pursued through strengthening principals' leadership style, emotional ability, and personality.

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