

E-ISSN : [2986-3155](https://doi.org/10.38035/gijlss.v2i1), P-ISSN : [2986-3856](https://doi.org/10.38035/gijlss.v2i1)

DOI: <https://doi.org/10.38035/gijlss.v2i1>

Received: April 13<sup>th</sup>, 2024, Revised: April 28<sup>th</sup>, 2024, Publish: May 10<sup>th</sup>, 2024

<https://creativecommons.org/licenses/by/4.0/>



## Correlation Between Madrasah Principal Behavior, Work Ethics and Empowerment of Madrasah Principals and Career Growth of State Aliyah Madrasah Teachers in Jambi Province

Ahmadi<sup>1</sup>, Mukhtar<sup>2</sup>, Risnita<sup>3</sup>

<sup>1</sup>Postgraduate Doctoral Student, UIN Sulthan Thaha Saifuddin, Jambi, Indonesia, email: [ahmadiafnan10@gmail.com](mailto:ahmadiafnan10@gmail.com)

<sup>2</sup>Dosen Pascasarjana, Universitas Islam Negeri Sulthan Thaha Jambi, email: [proflatif261@gmail.com](mailto:proflatif261@gmail.com)

<sup>3</sup>Dosen Pascasarjana, Universitas Islam Negeri Sulthan Thaha Jambi, email: [risnita@uinjambi.ac.id](mailto:risnita@uinjambi.ac.id)

Corresponding Author: [ahmadiafnan10@gmail.com](mailto:ahmadiafnan10@gmail.com)<sup>1</sup>

**Abstract:** This article discusses and analyzes about. Correlation between Madrasah Culture, Leadership Style and Work Ethics of Madrasah Heads and Career Growth of State Madrasah Aliyah Teachers in Jambi Province. This literature review article writing method uses library research methods sourced from online media such as Google Scholar, Mendeley and/or other academic online media. The results of this article are: a). The relationship between the behavior of madrasah principals (X1) and teacher career growth (Y). B). The relationship between empowerment of madrasa heads (X2) and teacher career growth (Y). c). The relationship between the Madrasah Head's Work Ethics (X3) and teacher career growth (Y). d). The relationship between the behavior of the madrasah head (X1), the empowerment of the madrasah head (X2) and the work ethics of the madrasah head (X3) together with teacher career growth (Y).

**Keywords:** Madrasah Principal Behavior, Work Ethics, Empowerment, Teacher Career Growth

### INTRODUCTION

The madrasa head must be able to carry out his main duties and functions as a leader who coordinates teachers and education staff in carrying out some of the affairs at the madrasa, providing guidance and guidance. However, in reality, the phenomena in the field show that what is happening at Madrasah Aliyah Negeri, hereinafter abbreviated as MAN, in

Jambi Province, especially at the 3 MANs which are the sampling areas, still needs attention from the head of the madrasah. It is characterized by the low level of teacher career growth.

Principal is a career position that a person obtains after a long career as a teacher. A person who is trusted to be a school principal must meet the required criteria. According to Davis GA and Thomas MA in their book Wahyudi, they argue that an effective school principal has the following characteristics: (1) has a leadership spirit and is able to manage or lead the school, (2) has the ability to solve problems, (3) has social skills, (4) professional and competent in their field of duties.<sup>1</sup>

A school principal who is competent in his or her field of work is a principal who has the competencies described in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, concerning School/Madrasah Principal Standards, namely that the principal's competency includes personality, managerial, entrepreneurial, supervisory and social competencies. From these competencies, it is hoped that the school principal can improve the quality of education in the school..

School principals have an important role in improving the quality of education and are responsible for organizing educational activities, school administration, developing educational staff, and utilizing and maintaining facilities and infrastructure.<sup>2</sup> Seeing the role of the principal, the principal has the challenge of being able to carry out education in the school so that it is directed, planned and sustainable by establishing policies and providing ideas that can improve the quality of education.

Preliminary study on teacher career growth in district/city State Madrasah Aliyah in teacher career growth, to 30 (thirty) teachers in Jambi City State Madrasah Aliyah, Merangin Regency and West Tanjung Jabung Regency, which has been carried out by distributing questionnaires, interviews and observations . Data from the distribution of questionnaires were obtained as follows:

Table 1.1  
Results of Distribution of Questionnaires for Teacher Career Growth Variables at Madrasah Aliyah Negeri I Tanjabbar in 2023

No	Indikator	Evaluation					Amount
		SS	S	RR	TS	STS	
1.	Organizational Policy	10%	47%	15%	13%	15%	100%
2.	Work performance	30%	46%	14%	5%	5%	100%
3.	Educational background	35%	42%	13%	5%	5%	100%
4.	Training	30%	45%	10%	10%	5%	100%

Based on table 1.2, through the distribution of questionnaires, it can be seen that the career growth of teachers at Madrasah Aliyah Negeri I Tanjung Jabung Barat can be seen based on the following teacher career growth indicators: 1). Organizational policy 47% of respondents said Agree and 10% said they strongly Agree, this means good 2). achievement: 46% agree and 30% strongly agree, this means good, 3). Educational background 42% agree and 35% say very good, this means good, 4). training, 45% said they agreed and 30% said they strongly agreed, this means very good, this means that from the 4 existing indicators, it can be seen that 2 indicators are in the very good category, namely organizational policy and work performance, however, the percentage figure for strongly agree is still 30% so that more maximum effort is needed to provide good service to teachers.

Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the career growth of teachers at Madrasah Aliyah Negeri I Jambi City is in the good category.

Tabel 1.2  
 Hasil Penyebaran Angket Variabel Pertumbuhan Karir Guru di Madrasah Aliyah Negeri I Kabupaten Merangin Tahun 2023<sup>31</sup>

No	Indikator	Evaluation					Amount
		SS	S	RR	TS	STS	
1.	Organizational Policy	15%	44%	10%	15%	16%	100%
2.	Work performance	15%	47%	13%	15%	10%	100%
3.	Educational background	30%	40%	10%	10%	10%	100%
4.	Training	30%	45%	10%	10%	5%	100%

Based on table 1.3, through the distribution of questionnaires, it can be seen that the career growth of teachers at Madrasah Aliyah Negeri I Merangin Regency can be seen based on the following teacher career growth indicators: 1). Organizational policy: 44% of respondents said they agree and 15% said they strongly agree, this means good 2). achievement: 47% agree and 15% strongly agree, this means good, 3). Educational background 40% agree and 30% say very Very, meaning very good, 4). training, 45% said they agreed and 30% said they strongly agreed, this means very good, this means that from the 4 existing indicators, it can be seen that 2 indicators are in the very good category, namely educational background and training, however, the percentage figure strongly agrees. it is still 30% so more maximum effort is needed to provide good service to teachers. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the career growth of teachers at Madrasah Aliyah Negeri I Merangin Regency is in the good category.

Tabel 1.3  
 Hasil Penyebaran Angket Variabel Pertumbuhan Karir Guru di Madrasah Aliyah Negeri I Tanjung Jabung Barat Tahun 2023

No	Indikator	Evaluation					Amount
		SS	S	RR	TS	STS	
1.	Organizational Policy	10%	45%	15%	15%	15%	100%
2.	Work performance	10%	45%	20%	15%	10%	100%
3.	Educational background	35%	40%	10%	10%	5%	100%
4.	Training	30%	45%	10%	5%	5%	100%

Based on table 1.3, through the distribution of questionnaires, it can be seen that the career growth of teachers at Madrasah Aliyah Negeri I Tanjung Jabung Barat can be seen based on the following teacher career growth indicators: 1). Organizational policy: 45% of respondents said they agree and 10% said they strongly agree, this means good 2). achievement: 45% agree and 10% strongly agree, this means good, 3). Educational background: 40% agreed and 35% said they strongly agreed, meaning very good, 4). training, 45% said they agreed and 30% said they strongly agreed, this means very good, this means that from the 4 existing indicators, it can be seen that 2 indicators are in the very good category, namely educational background and training, however, the percentage of strongly agree is still 30% so that more maximum effort is needed to provide good service to teachers. Based on the results of filling out the questionnaire and calculated based on the scoring

guidelines, it can be understood that the career growth of teachers at Madrasah Aliyah Negeri I Tanjung Jabung Barat is in the good category.

Based on the background and identification of problems described above, there are several problems that need attention for research. However, due to the limitations of researchers in terms of costs, energy and time that can be devoted to research, the researchers limited this research to the problem: the relationship between the behavior of madrasah heads, and the work ethics of madrasah heads, and the empowerment of madrasah heads and the career growth of teachers at Madrasah Aliyah. The states in Jambi Province are as follows:

1. Is there a relationship between the behavior of madrasah heads (X1) and teacher career growth (Y)?
2. Is there a relationship between the empowerment of madrasa heads (X2) and teacher career growth (Y)?
3. Is there a relationship between the Work Ethics of Madrasah Heads (X3) and teacher career growth (Y)?
4. Is there a relationship between the behavior of the madrasah head (X1), the empowerment of the madrasah head (X2) and the Work Ethics of the Madrasah Head (X3) together with teacher career growth (Y)?

## **METHOD**

The The method of writing scientific articles is the qualitative method and literature review (Library Research). Examining theories and relationships or influences between variables from books and journals both offline in libraries and online sourced from Mendeley, Scholar Google and other online media.

This study uses the library research method, namely; this type of qualitative research. In general, in every research discussion obtained in the literature and sources, and or the latest findings regarding the role of leadership in the organization of Islamic educational institutions. Second, analyze everything findings from various readings, relating to the shortcomings of each source, the strengths or relationships of each about the discourse discussed in it. According to Kaelan, in library research sometimes has descriptive and also has historical characteristics (Kaelan, 2010).

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory in nature, (Ali, H., & Limakrisna, 2013).

For this reason, in library research, collecting books must be done in stages, because to get all the needs mentioned above, they can be produced through libraries, books, articles, or journals related to the discussion to be studied, using data from various sources. These references are collected by reading (text reading), reviewing, studying, and recording literature that is related to the issues discussed in this paper. Data collection techniques, in this case the author will identify discourse from books, papers, or articles, magazines, journals, the web (internet), or other information related to writing titles to look for things or variables in the form of notes, transcripts, books, newspapers, magazines and so on related to the study of the role of leadership in the organization of Islamic educational institutions. Meanwhile, as a data analysis model, this study uses a descriptive analysis model.

## **RESULTS AND DISCUSSION**

### **There is a relationship between Madrasah Principal Behavior (X1) and teacher career growth (Y)**

Madrasah principal behavior is the style and strategy of a madrasah principal in carrying out leadership duties as a madrasah principal. Madrasah teacher career growth is an

effort by madrasah teachers to improve teachers' technical, theoretical, conceptual and moral abilities in accordance with job/position requirements through education and training. Based on synthesis It is suspected that the behavior of madrasa heads has a significant relationship with the formation of teacher careers. Thus, the better the behavior of the madrasa head, the better the teacher's career growth will be.

**There is a relationship between Madrasa head empowerment (X2) and teacher career growth (Y)**

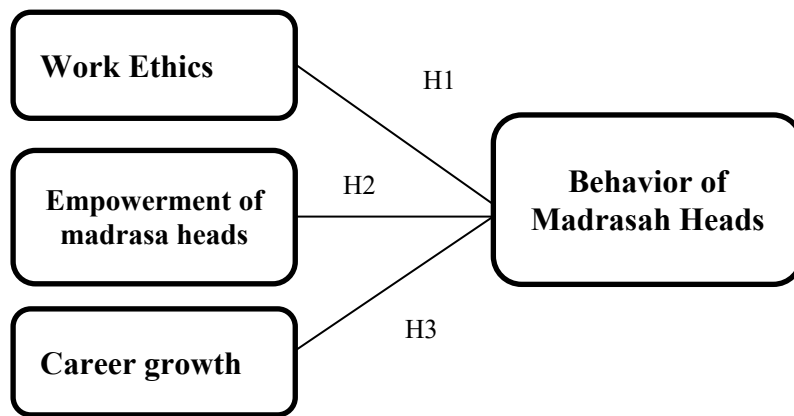
Empowerment of madrasah heads is the strength, energy and potential that can move their subordinates such as teachers, staff and students to be more empowered than before in terms of authority, responsibility and ability. Madrasah teacher career growth is an effort by madrasa teachers to improve teachers' technical, theoretical, conceptual and moral abilities in accordance with job/position requirements through education and training. Based on the synthesis, it is suspected that the empowerment of madrasa heads has a significant relationship with teacher career growth. Thus, the better the empowerment of madrasah principals, the better the teacher's career growth will be.

**There is a relationship between Madrasah Head Work Ethics (X3) and teacher career growth (Y)**

The madrasa head's work ethics are the character or morals of the madrasa head in carrying out his leadership duties at the madrasa. Madrasah teacher career growth is an effort by madrasa teachers to improve teachers' technical, theoretical, conceptual and moral abilities in accordance with job/position requirements through education and training. Based on the synthesis, it is suspected that the ethics of madrasah heads have a significant relationship with teacher career growth. Thus, the better the ethics of the madrasa head, the better the teacher's career growth will be.

**There is a relationship between Madrasah Principal Behavior (X1), Madrasah Principal Empowerment (X2), Madrasah Principal Work Ethics (X3) together with teacher career growth (Y)**

The behavior of a madrasah head is the style and strategy of a madrasah head in carrying out his leadership duties as a madrasah head. Empowerment of a madrasah head is the strength, energy and potential that can move his subordinates such as teachers, staff and students to be more empowered than before in terms of authority, responsibility and ability. The madrasa head's work ethics are the character or morals of the madrasa head in carrying out his leadership duties at the madrasa. The career growth of madrasa teachers in this research is an effort by madrasa teachers to improve teachers' technical, theoretical, conceptual and moral abilities in accordance with job/position requirements through education and training. Based on the synthesis, it is suspected that the behavior of madrasah heads, the empowerment of madrasah heads, and the work ethics of madrasah heads, have a significant relationship with teacher career growth. Thus, the better the behavior of the madrasa head, the empowerment of the madrasa head, and the work ethics of the madrasa head, the better the teacher's career growth will be.



**Figure 1: Conceptual Framework**

## CONCLUSIONS

Based on the analysis of research results and the discussion described in the previous section, this research produces the following conclusions: 1. The behavior of madrasa heads has a direct positive and significant correlation with teacher career growth. This shows that the higher or better the behavior of the madrasa head, the higher the teacher's career growth will be. The correlation coefficient value between the behavior of madrasa heads and teacher career growth was obtained at 0.75. 2. Empowerment of madrasa heads has a direct positive and significant correlation with teacher career growth. In other words, the better the madrasa head's empowerment, the higher the teacher's career growth. The correlation coefficient value between the empowerment of madrasa heads and teacher career growth was obtained at 0.72. 3. Work ethic has a direct positive and significant correlation with teacher career growth. In other words, the higher the work ethic, the higher the teacher's career growth. The correlation coefficient value between work ethics and teacher career growth was obtained at 0.76. 4. The behavior of madrasa heads, empowerment of madrasa heads, and work ethics simultaneously correlate with teacher career growth. In other words, the better the behavior of the madrasa head, the empowerment of the madrasa head, and work ethics, the higher the teacher's career growth will be. The simultaneous correlation coefficient value between madrasa head behavior, madrasa head empowerment, and work ethics with teacher career growth was obtained with a value of 0.819.

## BIBLIOGRAPHY

- Abd Rahman BP. 2022. "Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur-Unsur Pendidikan". Al Urwatul Wutsqa. Volume 2 (01).
- Ali, H., & Limakrisna, N. 2013. *Metodologi Penelitian (Petunjuk Praktis Untuk Pemecahan Masalah Bisnis, Penyusunan Skripsi (Doctoral dissertation, Tesis, dan Disertasi)*. In Deepublish: Yogyakarta.
- Jarwanto. 2015. *Pengantar Manajemen (3 IN 1)*. Mediatara: Yogyakarta.
- John W. Slocum, Jr. 2015 Don Hellriegel, *Principles of Organizational Behavior*. Cengage Learning: Canada,. pp. 10.
- Malayu Hasibuan. 2022. *Manajemen Sumber Daya Manusia*. PT Bumi Aksara : Jakarta. pp. 88.
- Ngalim Purwanto. 2017. *Administrasi dan Supervisi Pendidikan*. Remaja Rosdakarya Bandung.
- Sutarto Hp. 2015. *Manajemen Mutu Terpadu (MMT-TQM) Teori dan Penerapan Di Lembaga Pendidikan*. UNY Press: Yogyakarta.
- Yun Iswanto. 2014. *Manajemen Sumber Daya Manusia*. Universitas Terbuka: Tangerang pp. 63.

- Mukhtar dkk. 2016. *Pengembangan Karir Tenaga Pendidik: Teori dan Aplikasi*: Magnum Pustaka Utama: Yogyakarta. pp. 26-27.
- Imron Fauzi, 2019 “*Problematika Kebijakan Linierisasi dan Mutasi Guru di Kabupaten Jember*”, Jurnal Pendidikan Islam, Vol. 12 (01), pp: 8.
- Haryanto, 2012: dalam artikel “pengertian pendidikan menurut para ahli <http://belajarpikologi.com/pengertianpendidikan-menurut-ahli/> diakses pada, [Desember 24, 2017
- Gary Dessler, *A Framework For Human Resource Management*, (Prentice Hall Inc. 2015), 332
- Mathis, R. L., & Jackson, J. H. (2011). *Human Resource Management* (13th ed.). Boston, MA: West-South.
- Soekidjo Notoatmodjo 2017, *Pengembangan sumber daya manusia /*, Jakarta : Rineka Cipta, 2017, hal 187
- Veithzal Rivai dan Dedy Mulyadi. *Kepemimpinan dan Perilaku Organisasi* (Jakarta: Rajawali Pers, 2008), hal. 2
- Jonathan Charteris, *The Communication Of Leadership* (New York: Routledge, 200), hal. 2
- Salim, Op.Cit. hal. 135.
- Imam Wahyudi, *Pengembangan Pendidikan (Strategi Inovatif dan Kreatif dalam Mengelola Pendidikan Secara Komprehensif)*, Jakarta: PT. Prestasi Pustakarya, 2012, hal. 25- 26
- Surisno Agoes dan I CenikArdana, *Etika Bisnis dan Profesi*, (Jakarta: Salemba Empat, 2019), hal . 25