



The Effects of Climate, Madrasah Principal Leadership, and Emotional Intelligence on the Performance of MI Plus Al-Islam Dagangan Madiun Teachers

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ABSTRACT

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This study aims to determine the effect of climate, the leadership of the madrasa head, and emotional intelligence on the performance of MI Plus Al-Islam Dagangan Madiun teachers. The population in this study were all teachers at MI Plus Al-Islam Dagangan Madiun, totaling 80 people with a sampling technique that is a saturated sample. This research uses a quantitative approach with the type of ex post facto. Data collection techniques are using questionnaires, documentation, observation, and interviews with data analysis techniques using simple and multiple linear regression analysis. The results of the analysis show that there is a significant effects between the leadership of the madrasah head, madrasa climate, and teachers' emotional intelligence on the performance of MI Plus Al-Islam Dagang Madiun teachers in the 2022/2023 Academic Year. This is indicated by the calculated F value (31, 090) \geq F table (3.96). The percentage of effect is 55.1%, while 44.9% is affected by other factors that are not included in the regression model.

KEYWORDS:

Climate, Madrasah Principal Leadership, Emotional Intelligence, Teacher Performance

INTRODUCTION

Background

Teacher performance describes a situation that shows the competence of educators when carrying out their work in a madrasa and is responsible for the actions shown by the teacher while carrying out learning activities (Supardi, 2013). Performance is said to be successful if it has achieved the goals that have been determined. As the word of Allah SWT. in the Al-Qur'an (Departemen Agama RI, 2011) in Surah Al-Hasyr (59:18) that:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ
إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: "O you who believe, fear Allah and let each person pay attention to what he has done for tomorrow (hereafter); and fear Allah, Verily Allah is Aware of what you do."

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The verse emphasizes that performance is the result of work carried out by a person (teacher) based on the duties and responsibilities of what he is carrying. The

quality of teacher teaching will greatly determine the quality of educational outcomes because the teacher is someone who has direct contact between educational institutions or foundations and students in the education and learning process (Fajriani et al., 2013). This is what makes teacher performance play an important role in education.

In Islamic educational literature, a teacher can be referred to as a *mudarris*. The word *Mudarris* means erased, formed, and studied. Referring to this explanation, the role of educators is to cultivate and educate students based on their abilities and preferences (Muhaimin, 2004).

In the old paradigm, in the teaching and learning process in madrasah, there are still teachers who feel powerful and dominate students. So that it appears among students the 4 phenomenon (Come, Sit, Listen, Silent). Based on this phenomenon, eventually, students become bound by an unpleasant learning climate. Therefore, teachers must try to carry out their rights and obligations in harmony and balance with predetermined educational goals (Suparlan, 2005).

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The problem of low teacher performance is still separated in the practice of administering education. Such is the case at MI Plus Al-Islam Dagangan Madiun. MI Plus Al-Islam Dagangan has the highest number of students in Madiun Regency and excels in various fields, both academic, non-academic, and *tahfidz*. However, this title is still contradictory to the facts in the field, namely that there are educators who do not yet have adequate performance in carrying out their obligations and responsibilities in school. Evidenced by the lack of sensitivity and commitment of teachers to students when the teaching and learning process takes place.

The lack of teacher sensitivity and commitment is shown through several teachers who have not fully prepared lesson plans properly, teachers who are more dominating and less involved in students in learning, and the teacher is merely a conveyor of content not as a guide or facilitator (Mustapa & Miskon, 2023).

The school environment is another element that influences teacher performance. According to Litwin and Stringer, the teaching effectiveness of a teacher is influenced by the school climate. Hoy and Miskell demonstrated that interactions between students, teachers, and administrators working to create a balance between organizational (school) and personal dimensions are the end product of school climate (Hadiyanto, 2016). This mutual good interaction between school members can create a conducive and comfortable school climate which in the end will also have an impact on teacher performance in the institution concerned.

The informal leadership style of a boss and other urgent environmental components can influence decisions, trust, and organizational capacity to encourage all employees to work, and can have a subjective impact on school climate (Saondi & Suherman, 2015). Principal leadership is one of the components that can affect teacher performance. The success of an educational institution requires a capable and tough leader. This individual is known as the principal of the school.

Leadership is the main determinant of educational dynamics and leadership effectiveness. This is necessary to build and encourage the achievement of quality education. Visionary leaders are needed and have a very significant role in bringing about big changes and progress in the future of education. Visionary leaders can influence and invite all elements of the organization, especially a teacher, to jointly develop and realize the vision (Rofiq et al., 2023). According to Veithzal Rivai, in management research, leadership plays an important role in achieving organizational goals. In other words, the leader is the basis for determining the success or failure of an organization, one of which is through improving teacher performance (Subaidi, 2020).

Furthermore, another factor that influences teacher performance from a psychological aspect is the teacher's emotional intelligence. Emotional intelligence according to Daniel Goleman is the ability to keep oneself motivated and avoid despair; control and refrain from overreacting to excitement; regulate emotions and prevent the burden of stress that paralyzes the mind; and have the zeal and desire to pray (Goleman, 2018). These abilities should be possessed by an educator to build good interactions with students in the learning process and build good relationships with student parents.

Seeing the importance of the leadership of the madrasah head, madrasah climate, and emotional intelligence on the quality of teacher performance, the researchers decided to discuss this issue by taking the title of research on the effect of climate, madrasah leadership, and emotional intelligence on the performance of MI plus Al-Islam Dagangan Madiun.

Identification of Problems

Based on the background that has been stated, the subject matter of this research can be formulated as follows:

1. Does the leadership of the Madrasah Principal significantly affect the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year?
2. Does the madrasa climate have a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year?
3. Does the teacher's emotional intelligence have a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year?
4. Do the Madrasah Principal's leadership, Madrasah climate, and teacher's emotional intelligence significantly effect the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year?

Research Purposes

Based on the formulation of the problem above, the objectives of the study to be achieved are:

1. To determine the significance of the effect of the Madrasah Principal's leadership on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
2. To find out the significance of the effect of the madrasa climate on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
3. To find out the significance of the teacher's Emotional Intelligence effect on the performance of MI Plus Al-

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Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.

4. To determine the significance of the effect of the leadership of the Madrasah Head, Madrasa climate, and teacher Emotional Intelligence on the performance of MI Plus Al-Islam Dagangan Madiun teachers in the 2022/2023 Academic Year.

Research Usability

The results of this study are expected to contribute, including:

1. The results of this study are expected to be used as information for the development of science, especially in proving theories related to factors that influence teacher performance.
2. As a consideration, the principal should pay more attention to teacher performance and the factors that influence it.
3. As a reference for teachers so they can improve their quality in professional development and the quality of learning.
4. As a reference for future researchers, so that the results of this research can be more in-depth and contribute more to the world of education, especially the management of Islamic education.

THEORETICAL REVIEW

Understanding and Teacher Performance Factors

Performance is one form of individual or group success in achieving goals. The performance of a teacher is determined by the quality and quantity of work that can be produced and can do the job as much as possible (Fitriani & Ali, 2022). Teachers can gain this experience both in college and in apprenticeships (Kalimaposso et al., 2023).

Good teacher performance is a teacher who implements a predetermined plan. A teacher who implements this strategy must be accountable, professional, enthusiastic, and responsible enough to achieve the goals set (Fitriani & Ali, 2022). According to Suparlan, for the teacher to perform optimally the teacher must master skills including; skills of the subjects being taught, methods and study materials, activate students in the learning process, develop students' personalities, and can prepare lesson plans well (Africa, 2014).

Teachers are also encouraged to be able to integrate technology in teaching in the classroom (Basar & Ada, 2023). In this technological era, teachers are required to be able to master ICT (Information and Communication Technology) to improve the level of modern learning in the classroom (Kennedy, 2023).

According to Gibson in Supardi (Supardi, 2013), the factors that influence teacher performance are:

1. Individual variables; include abilities, skills, mental and physical, family background, and social level.

2. Organizational variables; including resources, leadership, rewards, and job design structures.
3. Psychological variables; include perceptions, emotions, personality, learning, motivation, and work climate.

Madrasa Principal Leadership

The definition of school leadership according to Smith & Piele (Smith & Piele, 2006) is the activity of mobilizing and empowering others to serve the academic and related needs of students with utmost skill and integrity. School leadership is carried out by the school principal, who is responsible for managing all resources (teachers and students) to work together to improve the quality of education.

Busher & Barker stated Leaders are mediators of the social and curriculum contexts of schools for staff, students, and parents to make teaching and learning relevant and appropriately differentiate (Busher, 2006). The principal is in charge of leading the school organization and is tasked with using his expertise as a catalyst and communicator to build a higher-quality institution (Syaeba, 2017). The meaning of leadership is being able to influence subordinates in seeking optimal participation in achieving goals (Sodiq et al., 2023). In line with the leadership of the madrasa head in providing efforts to influence and improve teacher performance. The following are indicators of the supportive leadership of the madrasah head according to Wahjosumijo (Wahjosumijo, 2010):

1. The principal of the madrasa gives encouragement and appreciation for the efforts of others.
2. Trust others with a delegation of responsibility.
3. Demonstrates friendliness and ability to approach.
4. Increase enthusiasm for subordinates to achieve organizational goals.

Madrasa Climate

The climate is an environmental characteristic that is continuously experienced by teachers that influences behavior and is based on collective perceptions of the behavior of madrasa residents. Following are indicators of school climate according to Hadiyanto (Hadiyanto, 2016):

1. Relationships and Personal Growth
 - a. Student support
 - b. Affiliation
 - c. Professional Interests
 - d. Freedom staff
2. System Maintenance and Change
 - a. Innovations
 - b. Participatory Decision Making
 - c. Work Pressure
 - d. Resource Adequacy

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Emotional Intelligence Teacher

Emotional intelligence according to Daniel Goleman is the ability to keep yourself motivated and avoid despair, control and refrain from overreacting to joy, regulate emotions and prevent stress from paralyzing the mind, and have the enthusiasm and desire to pray. (Goleman, 2018).

As for indicators of emotional intelligence according to Daniel Goleman (Goleman, 2018) are as follows:

1. Self-awareness, namely someone who can have emotional awareness, self-assessment, and self-confidence.
2. Self-regulation, namely someone who can have self-control, can be trusted, can adapt to the environment, and has innovation.
3. Motivation, namely someone who can have the drive to excel and be optimistic.
4. Empathy, namely someone who can understand other people, develop the competence of others and be able to overcome the diversity around him.
5. Social skills, namely someone who can communicate and influence others, can lead and be a catalyst for change, and can build a team.

The Effect of the Principal's Leadership on Teacher Performance

According to Romadhon and Zulela MS (Romadhon & MS, 2021). The leadership of the Principal of the Madrasah influences teacher performance. As a leader, the Head of Madrasah has the power to mobilize all madrasah residents to achieve the goals of the institution that have been determined. One of them is convincing teachers to work as much as possible in carrying out their duties as educators.

The Effect of Madrasah Climate on Teacher Performance

According to research by Dongoran and Batubara (Dongoran & Batubara, 2021) madrasah climate influences teacher performance. This is because the madrasa climate is a reflection of the madrasa atmosphere experienced by teachers in their daily teaching activities. The better the madrasah climate, the better the teacher's performance.

The Effect of Teacher Emotional Intelligence on Teacher Performance

Emotional intelligence teachers affect the performance of the teacher itself. According to Satriyono and Vitasmoro in their research (Satriyono & Vitasmoro, 2018) this is because, when a teacher teaches, it is certainly influenced by the management of emotions from within the teacher himself. The better a teacher manages his emotions, the better his performance in carrying out his duties as an educator. Teachers who succeed in conveying positive

emotions to students will help students behave more positively and prevent themselves from bad things around them (Mphande et al., 2023).

The Effect of the Madrasah Principal's Leadership, Madrasah Climate, and Teacher's Emotional Intelligence on Teacher Performance

In line with Gibson's opinion in Supardi (Supardi, 2013) A teacher's performance is influenced by several factors, both from within the teacher himself and from the school environment. Seeing this, the principal's leadership, school climate, and teacher's Emotional Intelligence have a role in influencing teacher performance.

METHODOLOGY

Research Design

The quantitative approach is used in this research. Statistics is a data analysis tool in quantitative research. This study uses ex post facto statistical methods. The ex post facto method is a study that examines events that have occurred and then returns to find out what caused them (Joseph, 2013). The data collection method using questionnaires or questionnaires, observation, documentation, and interviews.

Population

In some studies with a large number of subjects and a large area, the population provides the data source. The population is the area for generalization and consists of objects or individuals that the researcher chooses to study and from these data a researcher can make conclusions (Sugiyono, 2015). The population in this study were all teaching staff at MI Plus Al-Islam Dagangan Madiun, totaling 80 teachers.

Sample

The sample chosen by the researcher in this study is the saturated sampling technique. The saturated sampling technique is a sampling technique when all members of the population are used as samples. Through this sampling technique, all individual members of the population will become members of the sample in this study. Thus, the sample in this study was all teaching staff at MI Plus Al-Islam Dagangan, totaling 80 teachers.

Research Instruments

Test the validity of the questionnaire in this study using Aiken's V by going through the validity of the content is assessed using professional assessment techniques. The expert judgment in this study consisted of 7 experts. After testing the validity, the researcher continued with the readability test. Furthermore, based on the results of the questionnaire answers, the researcher conducted a reliability test and a classic assumption test as a condition for carrying out a regression analysis test. While the data

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analysis technique uses simple and multiple linear regression analysis.

Paradigma Penelitian

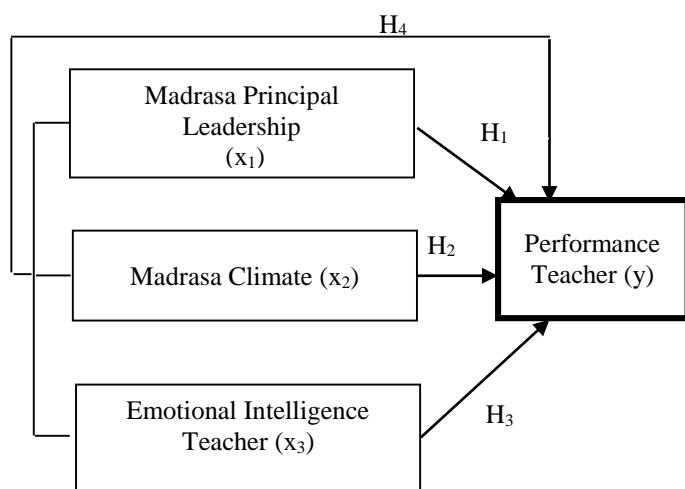


Figure 1
Research Paradigm

Keterangan:

- H₁: The Effect of Madrasah Principal Leadership (X₁) on Teacher Performance (Y)
 H₂: Effect of Madrasah Climate (X₂) on Teacher Performance (Y)
 H₃: Effect of teacher's Emotional Intelligence (X₃) on Teacher Performance (Y)
 H₄: Effect of Madrasah Principal Leadership (X₁) on Teacher Performance (Y), Madrasah Climate (X₂) on Teacher Performance (Y), and Teacher Emotional Intelligence (X₃) on Teacher Performance (Y)

Hypothesis

The hypothesis is a temporary answer whose truth must still be tested or is a temporary answer to a research question. The hypothesis proposed in this study are:

- H_{0.1}: The Madrasah Principal's leadership has no significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
 H_{1.1}: The Madrasah Principal's leadership has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
- H_{0.2}: The madrasah climate has no significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
 H_{1.2}: The madrasah climate has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers for the 2022/2023 Academic Year.
- H_{0.3}: Teachers' Emotional Intelligence has no significant effect on the performance of MI Plus Al-

Islam Dagangan Madiun teachers in the 2022/2023 Academic Year.

H_{1.3}: Teachers' Emotional Intelligence has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers in the 2022/2023 Academic Year.

- H_{0.4}: The leadership of the Madrasah Principal, the climate of the madrasah, and the teacher's Emotional Intelligence have no significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers in the 2022/2023 Academic Year.

H_{1.4}: The leadership of the Madrasah Principal, the climate of the madrasah, and the teacher's Emotional Intelligence have a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers in the 2022/2023 Academic Year.

DATA ANALYSIS AND DISCUSSION

The results of the instrument validity test after distributing the questionnaires are as follows:

- The madrasah head leadership variable consists of 36 items with 32 items declared valid and 4 items declared invalid.
- The madrasah climate variable consists of 20 items with 17 items declared valid and 3 items declared invalid.
- The teacher's Emotional Intelligence variable consists of 30 items with 29 items declared valid and 1 item declared invalid.
- The teacher performance variable consists of 20 items with 17 items declared valid and 3 items declared invalid.

As for the reliability test results, it can be explained as follows:

- The Madrasah Principal Leadership Instrument has a reliability value of 0.896 > 0.60. Thus, the instrument is declared reliable with a very high reliability category.
- The Madrasah Climate Instrument has a reliability value of 0.765 > 0.60. Thus, the instrument is declared reliable with a high reliability category.
- The teacher's Emotional Intelligence instrument has a reliability value of 0.903 > 0.60. Thus, the instrument is declared reliable with a very high reliability category.
- The Teacher Performance Instrument has a reliability value of 0.820 > 0.60. Thus, the instrument is declared reliable with a very high reliability category.

Furthermore, in the classical assumption test using SPSS.16.0 the results show:

- The normality test obtained a P-value for the regression model of 0.581. Then reject H₀, meaning that the data is normally distributed because the Significance value is ≥ 0.05.

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2. Linearity Test
 - a. The linearity between variables X_1 and Y obtained a P-value for the regression model of $0.318 \geq 0.05$. Then reject H_0 , meaning that there is a significant linear relationship between the leadership variable of the Madrasah head on teacher performance.
 - b. For linearity between variables X_2 and Y , the P-value for the regression model is $0.081 \geq 0.05$. Then reject H_0 , meaning that there is a significant linear relationship between the Madrasah climate variable on teacher performance.
 - c. For the linearity between variables X_3 and Y , the P-value for the regression model is $0.057 \geq 0.05$. Then reject H_0 , meaning that there is a significant linear relationship between the teacher's Emotional Intelligence variable on teacher performance.
3. Multicollinearity test, VIF values were obtained from 3 variables of 1.625 (X_1), 1.776 (X_2), and 1.376 (X_3). It can be concluded that accept H_0 , which means that there is no multicollinearity between X variables.
4. The heteroscedasticity test, with the Glejser method obtained Sig. Madrasah head leadership of $0.873 > 0.05$; madrasah climate of $0.856 > 0.05$; and teacher's Emotional Intelligence of $0.245 > 0.05$. Thus it can be concluded that accept H_0 which means that the data in this study did not occur heteroscedasticity.

The Effect of the Principal's Leadership on Teacher Performance

In this study, the test statistics performed were calculated from the p-value indicated by the Sig value in the calculated results table, with the magnitude of the α value being 0.05. The basis for decision making is rejecting H_0 if the p-value $\geq \alpha$, which means that the Madrasah Principal's Leadership has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers.

The equation of a simple linear regression line between variables X_1 and Y in this study based on test results using the SPSS 16.0 program is as follows:

Table 1. Results of the value of b_0 and b_1 variabel X_1 to Y Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 33.874 | 4.753 | | 7.127 | .000 |
| X1 | .214 | .046 | .464 | 4.620 | .000 |

1. Dependent Variable: Y

Based on the table above, it can be seen that in column B, the value of b_0 is obtained 33.874 and b_1 is obtained with a value of 0.214. Thus, based on the table of simple linear regression data processing results of the effect of the leadership of the madrasah head (X_1) on teacher performance (Y), a simple linear regression model can be created through the equation:

$$y' = b_0 + b_1x_1$$

$$y' = 33,874 + 0,214x_1$$

Based on this equation model, it can be seen that teacher performance (Y) will increase if the leadership of the madrasa head (X_1) is increased and vice versa. Furthermore, to prove the significance of the model, it is necessary to test the hypothesis. The results of the 1st hypothesis test in this study are:

Table. 2 Results of Fcount X_1 against Y ANOVA^b

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 283.800 | 1 | 283.800 | 21.342 | .000 ^a |
| Residual | 1037.200 | 78 | 13.297 | | |
| Total | 1321.000 | 79 | | | |

1. Predictors: (Constant), X1
2. Dependent Variable: Y

Based on this table, the Fcount value is 21.342. The Ftable in this study was 3.96. So, by comparing the value of Fcount with Ftable, it can be concluded that reject H_0 , meaning that the Madrasah Principal's Leadership has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers (Fcount > Ftable).

Table 3. Results of the Coefficient of Determination X_1 againts Y

| Model Summary ^b | | | | |
|-------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .464 ^a | .215 | .205 | 3.647 |
| a. Predictors: (Constant), X1 | | | | |
| b. Dependent Variable: Y | | | | |

Referring to the table above, it can be seen that the coefficient of determination (R_2) is 0.215. This value illustrates that the principal's leadership (X_1) has an effect of 21.5% on teacher performance (Y) and 78.5% is influenced by other factors not included in the model.

Based on the results of this study, the leadership style of the madrasa head can influence the performance of the teacher himself. If the principal has a good leadership attitude, then this will be an example for teachers in the institution concerned. Conversely, if the madrasa principal

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shows an indifferent attitude towards the teacher's performance, then the teacher himself will also not be optimal in carrying out his duties and responsibilities. This is in line with Wahyusumijo's statement (Wahjosumijo, 2010), that the principal plays a major role in driving the entire life of the school.

The leadership of the madrasa head can influence the teacher's performance, supported by the research results of Syarbaini Saleh and Muhammad Rifa'I (Syarbaini & Rifai, 2022) which states that the leadership of the madrasa head influences the performance of teachers at MTs Al Manar Tembung by 40.6%. Thus, it can be understood that the leadership style of the madrasa head applied in an educational institution will have an impact on the performance of the teacher himself.

Effect of Madrasah Climate on Teacher Performance

In this study, the test statistics performed were calculated from the p-value indicated by the Sig value in the calculated results table, with the magnitude of the α value being 0.05. The basis for decision making is rejecting H_0 if the p-value $\geq \alpha$, which means that the Madrasah climate has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers.

The simple linear regression line equation in this study based on test results using the SPSS 16.0 program is as follows:

Table 4. Results of the value of b_0 and b_2 variable X_2 terhadap Y Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 33.051 | 4.548 | | 7.267 | .000 |
| X_2 | .430 | .086 | .493 | 5.011 | .000 |

1. Dependent Variable: Y

Based on the table above, it can be seen in column B, the value b_0 is obtained 33.051 and b_2 is obtained at a value of 0.430. Thus based on the table of simple linear regression data processing results of the influence of the madrasa climate (X_2) on teacher performance (Y), then the linear regression model can be made simple through the equation:

$$\hat{y} = b_0 + b_2x_2$$

$$\hat{y} = 33,051 + 0,430x_2$$

Based on the model equation, it can be seen that teacher performance (Y) will increase if the madrasah climate (X_2) is improved and vice versa. Furthermore, to prove the significance of the model, it is necessary to test the hypothesis. The results of the 2nd hypothesis test in this study are:

Table 5. The results of the Fcount value of X_2 against Y ANOVA^b

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 321.665 | 1 | 321.665 | 25.107 | .000 ^a |
| Residual | 999.335 | 78 | 12.812 | | |
| Total | 1321.000 | 79 | | | |

1. Predictors: (Constant), X_2
2. Dependent Variable: Y

Based on the table, the Fcount value is 25.107. The F_{table} in this study was 3.96. So, by comparing the value of Fcount with F_{table} , it can be concluded that reject H_0 , meaning that the Madrasah Climate has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers (Fcount > F_{table}).

Table 6. Results of the Coefficient of Determination X_2 against Y

| Model Summary ^b | | | | |
|-------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .493 ^a | .244 | .234 | 3.579 |
| Predictors: (Constant), X_2 | | | | |
| Dependent Variable: Y | | | | |

Referring to the table above, it can be seen that the coefficient of determination (R_2) is 0.244. This value illustrates that the madrasah climate (X_2) has a 24.4% effect on teacher performance (Y) and 75.6% is influenced by other factors not included in the model.

Based on the results of this study, the climate in an educational institution can influence the performance of the teacher concerned. If the madrasa climate is good and supportive, the teacher's performance will also be good. Conversely, if the madrasah climate is not supportive, the performance of a teacher will also be disrupted. This is done to achieve a balance between the organizational (school) dimension and the individual dimension (Hadiyanto, 2016). In addition, a teacher must also try to adjust the climate in an educational institution itself. Thus, teachers can work as well as possible to carry out their duties and responsibilities as teachers by adapting to the madrasa environment. A conducive climate in schools contributes to creating effective schools (Istiqomah & Rohmah, 2022).

This is in line with research conducted by Khomarunizar et.al. (Khomarunizar et al., 2022). The results of this study indicate that school climate has a significant effect on teacher performance at SMP IT Nurul Falah by 47.9%. Thus, it can be understood that for

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teacher performance in an educational institution to increase, the madrasah climate must also be improved.

The Influence of Emotional Intelligence on Teacher Performance

In this study, the test statistics performed were calculated from the p-value indicated by the Sig value in the calculated results table, with the magnitude of the α value being 0.05. The basis for decision making is to reject H_0 if the $p\text{-value} \geq \alpha$, which means that the teacher's Emotional Intelligence has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers.

The simple linear regression line equation in this study based on test results using the SPSS 16.0 program is as follows:

Table 7. Results of the value of b_0 and b_3 variable X_3 on Y Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1(Constant) | 20.558 | 3.889 | | 5.286 | .000 |
| X_3 | .386 | .043 | .717 | 9.079 | .000 |

1. Dependent Variable: Y

Based on the table above, it can be seen that in column B, the value of b_0 is obtained 20, 558 and b_3 is obtained with a value of 0.386. Thus, based on the table of simple linear regression data processing results, the influence of teacher Emotional Intelligence (X_3) on teacher performance (Y), then a simple linear regression model can be made through the equation:

$$y' = b_0 + b_3x_3$$

$$y' = 20, 558 + 0, 386x_3$$

Based on the model equation, it can be seen that the teacher's performance (y) will increase if the teacher's Emotional Intelligence (x_3) is increased and vice versa.

Furthermore, to prove the significance of the model, it is necessary to test the hypothesis. The results of the 3rd hypothesis test in this study are:

Table 8. Results of Fcount X_3 against Y ANOVA^b

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 678.747 | 1 | 678.747 | 82.432 | .000 ^a |
| Residual | 642.253 | 78 | 8.234 | | |
| Total | 1321.000 | 79 | | | |

1. Predictors: (Constant), X_3
2. Dependent Variable: Y

Based on this table, the Fcount value is 82.432. The Ftable in this study was 3.96. So, by comparing the value of Fcount with Ftable, it can be concluded that reject H_0 , meaning that the teacher's Emotional Intelligence has a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers (Fcount > Ftable).

As for finding the value of the coefficient of determination (R_2) can be seen in the table of simple linear regression data processing results in the Summary Model section, namely the value of Rsquare. Here is the table:

Table 9. Results of the Coefficient of Determination X_3 against Y

| Model Summary ^b | | | | |
|-------------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .717 ^a | .514 | .508 | 2.869 |
| Predictors: (Constant), X_3 | | | | |
| Dependent Variable: Y | | | | |

Referring to the table above, it can be seen that the coefficient of determination (R_2) is 0.514. This value illustrates that the teacher's Emotional Intelligence (X_3) has an effect of 51.4% on teacher performance (Y) and 48.6% is influenced by other factors not included in the model.

Based on the results of this study, it can be understood that teachers' Emotional Intelligence can affect teacher performance in an educational institution. This is because, a teacher who is unable to manage his emotions properly when teaching and is carried away by these emotions, will reduce his performance in carrying out his duties and responsibilities as a teacher, especially in teaching. Thus, the goals to be achieved in the teaching and learning process will be difficult to achieve. Conversely, if a teacher can manage his emotions well, it will be easier for the teacher to carry out his duties and responsibilities as a teacher more easily and optimally. According to Karisma Nisa Sibghotalloh, et al (Sibghotalloh et al., 2022) in his research emotional intelligence affects the performance of teachers in SMA Tamansiswa Bandung with a contribution of 35.4%. Thus, it can be understood that teachers must try to manage their Emotional Intelligence, so they can have good performance.

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The Effect of Madrasah Principal Leadership, Madrasah Climate, and Emotional Intelligence on Teacher Performance

In this study, the test statistics performed were calculated from the p-value indicated by the Sig value in the calculated results table, with the magnitude of the α value being 0.05. The basis for decision making is to reject H_0 if the p-value $\geq \alpha$, which means that the leadership of the Madrasah Head, the climate of the madrasa, and the teacher's Emotional Intelligence have a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers. The equation of the multiple linear regression lines in this study based on test results using the SPSS 16.0 program is as follows:

Table 10. Results of values b_0 , b_1 , b_2 , and b_3 Coefficients^a

| Model | Unstandardized Coefficients | | Standardize d Coefficients | T | Sig. |
|-------------|-----------------------------|------------|----------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1(Constant) | 14.500 | 4.491 | | 3.228 | .002 |
| X1 | .067 | .045 | .144 | 1.474 | .145 |
| X2 | .091 | .089 | .105 | 1.023 | .310 |
| X3 | .325 | .049 | .603 | 6.690 | .000 |

1. Dependent Variable: Y

Based on the table above, it can be seen that in column B, the value of b_0 is 14,500; b_1 value obtained value 0, 067; b_2 value obtained value 0, 091; and the value of b_3 obtained value of 0.325. Thus based on the results table of multiple linear regression data processing the influence of Madrasah Principal Leadership (X_1), Madrasah climate (X_2), and teacher Emotional Intelligence (X_3) have a significant effect on teacher performance (Y), then the multiple linear regression model can be made through the equation:

$$\hat{y} = b_0 + b_1x_1 + b_2x_2 + b_3x_3$$

$$\hat{y} = 14,500 + 0,067x_1 + 0,091x_2 + 0,325x_3$$

Based on the model equation, it can be seen that teacher performance (y) will increase if the leadership of the madrasa head (x_1), madrasa climate (x_2), and teacher Emotional Intelligence (x_3) are improved and vice versa. Furthermore, to prove the significance of the model, it is necessary to test the hypothesis. The results of the 4th hypothesis test in this study are:

Table 11. Results of Fcount X_1 , X_2 , dan X_3 against Y ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 727.891 | 3 | 242.630 | 31.090 | .000 ^a |
| Residual | 593.109 | 76 | 7.804 | | |
| Total | 1321.000 | 79 | | | |

1. Predictors: (Constant), X_3 , X_1 , X_2
2. Dependent Variable: Y

Based on this table, the Fcount value is 31.090. The Ftable in this study was 3.96. So, by comparing the value of Fcount with Ftable, it can be concluded that reject H_0 , meaning that the Madrasah Leadership, Madrasah climate, and teacher Emotional Intelligence have a significant effect on the performance of MI Plus Al-Islam Dagangan Madiun teachers (Fcount > Ftable).

As for finding the value of the coefficient of determination (R_2) can be seen in the table of results of multiple linear regression data processing in the Summary Model section, namely the value of Rsquare. Here is the table:

Table 12. Results of the Coefficient of Determination X_1 , X_2 , and X_3 against Y

| Model Summary ^b | | | | |
|---|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .742 ^a | .551 | .533 | 2.794 |
| Predictors: (Constant), X_3 , X_2 , X_1 | | | | |
| Dependent Variable: Y | | | | |

Referring to the table above, it can be seen that the coefficient of determination (R_2) is 0.551. This value illustrates that the Madrasah Principal Leadership (X_1), Madrasah climate (X_2), and teacher Emotional Intelligence (X_3) have an effect of 55.1% on teacher performance (Y), and 44.9% are influenced by other factors not included in the model.

Based on the results of this study, they shows that the leadership of the madrasa head, the madrasa climate, and the teacher's Emotional Intelligence can simultaneously influence teacher performance in an educational institution. This is because teachers who work in an educational institution will reflect on the leadership style of the madrasa head and the climate of the madrasa. If the madrasa head is concerned and attentive to the problems that arise in the madrasa and monitors the performance of the teacher himself, then over time the teacher will also improve his performance. Furthermore, related to the madrasa climate, the performance of a teacher will depend on the existing madrasa climate. If the madrasa climate that emerges is a less supportive climate, such as less harmonious relationships among teachers, and does not support facilities and infrastructure in madrasah, then the teacher concerned will feel uncomfortable in the madrasa. So, in the end it will affect its performance.

Then, the discussion regarding Emotional Intelligence can affect teacher performance, this is because the emotions experienced by the teacher and the teacher

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concerned are not able to manage them properly, it will have an impact on their performance. In addition, according to Ary Ginanjar a person's emotional intelligence is related to consistency (*istiqamah*), humility (*tawadhu*), effort and submission (*tawakkal*), honesty (sincerity), totality (*kaffah*), balance (*tawazun*), integrity, and perfection related to emotional and spiritual abilities (modesty) (Agustian, 2001). If a teacher can apply these things in his daily life, then he will be able to manage his emotions well which will ultimately have an impact on increasing his performance as a teacher. Thus, based on the discussion above, it can be understood that the leadership of the madrasah head, the climate of the madrasa, and the teacher's Emotional Intelligence can influence their performance in carrying out their duties and responsibilities as a teacher.

CONCLUSION

The leadership of the Madrasah Head, the climate of the madrasa, and the teacher's Emotional Intelligence jointly affect the performance of MI Plus Al-Islam Dagang Madiun teachers in the 2022/2023 Academic Year with a percentage of influence of 55.1%, while 44.9% is influenced by other factors that not included in the regression model. Referring to these results, it is hoped that the Madrasah Principal will be able to adapt the leadership style to the character of the school community being led, especially the teacher. By showing good leadership and performance, over time the teacher's performance will also increase.

Furthermore, the madrasa climate and Emotional Intelligence affect the performance of the teacher itself. Therefore, it is hoped that teachers can continue to strive to adapt well to the madrasa climate and be able to manage the emotions that exist within themselves when teaching and interacting with students, parents of students, and fellow teachers. So that in that way, a teacher has good performance and ultimately has an impact on the success of the teaching and learning process of students in madrasah.

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