

Productivity Of Tsanawiyah Madrasah City Of Bandar Lampung

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Abstract

The purpose of this study was to analyze the contribution of madrasah principal leadership, supervisory competence, teacher performance, and madrasah climate to the quality and productivity of MTs in Bandar Lampung City. This research is a type of survey research using quantitative methods. The sample in this study was 243 people teachers, using a questionnaire as the main data collection tool whose results were analyzed using path analysis and multiple regression analysis. The results of the study found that: (1) There was an influence of the leadership of the madrasah head on the quality of madrasah of 66.7% (2) There was an influence of supervisory competence on the quality of madrasah of 72.5% (3) There was an influence of teacher performance on the quality of madrasah of 71.3 % (4) There is an influence of madrasah climate on madrasah quality by 90.3% (5) There is an effect of madrasah principal leadership, supervisory competence, teacher performance, and madrasah climate together on madrasah quality of 90.5% (6) There The direct influence of madrasah leadership on madrasah productivity is 49.2% (7) There is a direct influence of supervisory competence on madrasah productivity of 58% (8) There is a direct influence of teacher performance on madrasah productivity of 57.3% (9) There is the direct influence of madrasah climate on madrasah productivity is 51.2% (10) There is an effect of madrasah principal leadership, supervisory competence, teacher performance, and madrasah climate together on madrasah productivity of 59.3% (11) There is an effect of madrasah quality on madrasah productivity of 49.4% (12) There is an influence of madrasah principal leadership, supervisory competence, teacher performance, madrasah climate, and madrasah quality, simultaneously on madrasah productivity of 59.5%. The most dominant factor influencing the quality and productivity of madrasah is the madrasah climate. These findings indicate that a positive and conducive madrasah climate will have a greater influence on the quality and productivity of madrasah than the leadership, supervisory competence and teacher performance factors, especially at MTs in Bandar Lampung City. The conclusion obtained in this study is to improve the quality and productivity of madrasah, it must improve the climate of madrasah.

Keywords: productivity, quality, leadership, supervisory competence, teacher performance, climate

INTRODUCTION

The development of the quality of education in Indonesia is still categorized as low both at the world level and at the Asian level. In 2020, Asian countries with the best positions are occupied by Japan at 11th place, Singapore at 19th place, South Korea at 22nd position, and China at 24th in the world. Meanwhile, Indonesia is ranked 55th in the world. This position is up from 2019 which was in the 56th position in the world. Indonesia is above Panama, Morocco, Peru, Oman, Tunisia, Vietnam, Ecuador, and Myanmar.

In this 2020 world's best education system research, Indonesia occupies the 70th position out of a total of 93 countries ranked. The Organization for Economic Cooperation and Development (OECD) noted that Indonesia's ranking Program for International Student Assessment (PISA) based on the 2020 survey was at the bottom. PISA itself is an international assessment method that becomes an indicator to measure the competence of Indonesian students at the global level. For the value of reading competence, Indonesia is ranked 72 out of 77 countries. For Mathematics scores, it is ranked 72 out of 78 countries. While the value of Science is ranked 70 out of 78 countries. This value tends to stagnate in the last 10-15 years.

The National Accreditation Board for Schools/Madrasahh (BAN-S/M) accredits 62,365 schools or madrasahs throughout Indonesia from SD, MI, SMP, MTs, SMA, MA, SMK, SLB, SDLB, SMPLB, to SMALB levels. Of these, there are 1,416 schools that are not accredited. Of the 62,365, 15,805 were spread to rank A or with a percentage of 25.34%. Rank B was 33,827 or 54.24%. Rank C as many as 11,317. or 18.15%, and not accredited as much as 1,416 or 2.27%.

Emis data shows that of the total 22,035 MI and 10,365 MTs in Indonesia, only about 20% can be considered good. While the remaining 80% is in the opposite condition (Murtadho, 2012: 91). The quality of madrasahs, especially in MTs, especially in Bandar Lampung City, based on EMIS data for the 2019/2020 school year it is known that of the 30 MTs in Bandar Lampung City, there are 10 (ten) or 33.3% MTs that get an accreditation value of C and only 2 (two) or 6.7% of MTs that received A accreditation.

All SMP and MTs students who took the UNBK or UNKP showed that the results of the UN scores were still below the standard. Totok noted, specifically for junior high school, the average of all UN subjects was still at 52 points. Meanwhile, the standard of competency set is 55. For MTs, it is even lower, in all subjects between SMP and MTs, SMP is slightly superior to SMP between 4-5 points. The chairman of the National Education Standards Agency (BSNP), Bambang Suryadi, in Jakarta, Friday, May 10, 2019 stated that "In general, the results of the UN did increase compared to last year. But there are still many scores that are below the standard or graduation achievement criteria, namely 55 (scale 0-100)." This means, said Bambang, in general, students' academic abilities, including the ability to solve high order thinking skills (HOTS) are still low.

In line with the opinion of Tilaar (2003: 150) that the world of education in Indonesia is experiencing four main crises, namely quality, external relevance or efficiency, elitism and management. In micro-scale education, madrasahs are required to be able to meet the expectations and desires of the community regarding quality education that is able to prepare resources that can compete in an increasingly complex world arena. As an educational organization, madrasahs must seek to examine the strengths and weaknesses of madrasahs and seek ways to make continuous improvements by identifying all challenges and threats as an effort to create the expected madrasah productivity.

Based on the data above, the productivity of madrasah is very important and something that is non-negotiable. The characteristics of a productive madrasah can be seen from the form and nature of the madrasah organization that can provide opportunities in the form of increasing the number and quality of abilities possessed by students after participating in learning. Mulyasa (2011: 92) reveals "Productivity in education is related to the whole process of structuring and using resources to achieve educational goals effectively and efficiently". Meirawan (2011: 112) explains that the criteria for productive schools which are the school's mission include high achievement and a pleasant atmosphere. Achievements can be seen from the perspective of many graduates, high quality, and relevant to the needs of the community. Based on this explanation, it is understood that the productivity of madrasah is a very important thing to be considered and always maintained and leveled continuously by every madrasah educational institution, so that madrasah graduates have superior quality and are able to meet the needs of the community.

The results of preliminary research on the productivity of MTs in Bandar Lampung City, based on observations, obtained initial information that the number of graduates who were successfully graduated each year always increased, however, there were still many scores that were below the standard or graduation achievement criteria, namely 55 (scale 0-100). In addition, the non-academic achievements of MTs compared to junior high school students are not far behind, but there are still many students who are less able to achieve the expected non-academic achievements. There are still many MTs graduates who do not meet the expectations of parents of students, because many MTs graduates have difficulty competing with other junior high school graduates to enter superior high school or MA. There are also many students who graduate from MTs who show bad morals, such as smoking, fighting, being impolite with older people, and other bad morals. The initial data shows that the productivity of MTs in Bandar Lampung City is still low and needs to be improved. The data obtained on the quality of MTs in Bandar Lampung City is seen based on madrasah accreditation from 30 madrasah tsanawiyah in Bandar Lampung City which has an A accreditation score of only 2 (two) madrasahs, namely MTs Negeri 2 Bandar Lampung and MTs Negeri 2 Bandar

Lampung. While the madrasah tsanawiyah which has an accreditation value of B are 17 madrasahs. There are 11 (eleven) madrasah tsanawiyah that have an accreditation value of C.

The low productivity of MTs in Bandar Lampung City, based on the results of preliminary research, is indicated because the leadership of the madrasah principal is still not good, supervisors are less competent, teacher performance is not optimal, and the madrasah climate is not conducive. For this reason, this study was conducted with the aim of analyzing the contribution of madrasahh principal leadership, supervisory competence, teacher performance, and madrasah climate to the quality and productivity of madrasah tsanawiyah in Bandar Lampung City. So it is hoped that strategic concepts can be obtained to increase the productivity of MTs in Bandar Lampung City to be more optimal.

METHODOLOGY

This study uses quantitative research methods. Quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses (Sugiyono, 2011: 8).

This research was conducted in Madrasah Tsanawiyah Bandar Lampung City, with information that 2 (two) MTs were public and 28 MTs were private, a total of 30 MTs. The population in this study were all Madrasah Tsanawiyah teachers in Bandar Lampung City for the 2020/2021 academic year, totaling 790 teachers. The number of samples in this study uses the method developed by Isaac and Michael using a formula with a margin of error of 5%. Based on these calculations, then from 790 Madrasah Tsanawiyah teachers in Bandar Lampung City at a significance level of 5%, it is known that a sample of 243 people teacher of Madrasahh Tsanawiyah in Bandar Lampung City.

The variables in this study were four independent variables, one dependent variable and one intervening variable. The independent variables in this study were Madrasah Principal Leadership (X_1), Supervisory Competence (X_2), Teacher Performance (X_3) and Madrasahh Climate (X_4). The dependent variable is Madrasahh Quality (Z) and the intervening variable of this research is Madrasahh Productivity (Y).

The data collection tool in this study was a questionnaire which had previously been tested for validity and reliability. The data analysis technique uses path analysis and multiple regression analysis.

RESULTS AND DISCUSSION

The findings obtained from the results of this study can be described in detail as follows: **The first finding**, description of madrasah principal leadership, supervisory competence, teacher performance, madrasah climate, madrasah quality, and MTs productivity in Bandar Lampung City is

generally categorized as medium or moderate. These findings indicate that there is still a need to improve the leadership of the madrasah principal, supervisor competence, teacher performance, madrasah climate, madrasah quality, and productivity of MTs in Bandar Lampung City, because the results obtained have not yet reached the optimal level. For more details, it can be seen in the following tables and figures:

Table 1 Recapitulation of MTs Profile in Bandar Lampung City

No	Variable	Category		
		High	Medium	Low
1	Madrasah productivity	15.2%	68.7%	16%
2	Madrasah quality	19.3%	64.6 %	16%
3	Principal leadership	18.1%	67.1%	14.8%
4	Supervisor competence	16%	68.3%	15.6%
5	Teacher performance	15.6%	68.3%	16%
6	Madrasah climate	17, 3%	66.3%	16.5%

Source: results of data processing through SPSS version 24.0

In table 1, it is known that in general the leadership level of madrasah principals, supervisory competencies, teacher performance, madrasah climate, madrasah quality, and productivity of MTs in Bandar City Lampung is in the medium category. This indicates that there is still a need for increased efforts from the government, madrasah heads, educators and education staff, so that the leadership of the madrasah principal, supervisor competence, teacher performance, madrasah climate, madrasah quality, and productivity of MTs in Bandar Lampung City is more optimal.

The second finding, There are several factors that affect the quality of MTs in Bandar Lampung City, namely the leadership of the madrasah principal, supervisor competence, teacher performance and madrasah climate. The influence of the madrasah principal's leadership on the quality of MTs in Bandar Lampung City is 0.667 66.7% which is categorized as having a moderate influence. As the results of Ruhayat's research (2017: 26) that simultaneously the leadership of the madrasah principal and the supervision of the madrasah supervisor has a positive and significant effect on teacher performance in realizing the quality of madrasahs in madrasahs. It is also supported by Maryatin (2013: 195) that the leadership role of the madrasah head in improving the quality of the madrasah. A school leader has a strategic role to realize the quality of school education. Muslim (2020: 149) asserts that effective principal leadership includes aspects of how to

communicate, provide motivation, leadership skills, decision making and positive power to improve the quality of madrasah at SMA Negeri 1 Indralaya Selatan.

This study also found that out of 5 (five) The indicator of the leadership of the head of MTs in Bandar Lampung City, the biggest contribution to improving the quality of madrasah is the indicator, inspirational motivation which is 23.52%. The results of this study are relevant to the opinion expressed by Syafaruddin (2002: 65) that madrasah principals who are able to succeed in school education must, among other things, be able to express awareness about the needs of the group and the needs of members, the ability to listen and communicate in constructive situations. Soegiarto's research (2016: 320) found that individualized consideration has a positive and significant influence on the performance of sales and marketing division employees. This shows that the performance of the sales and marketing division employees is much influenced by the attention and drive for achievement shown by the supervisor. Bakhtiar (2019: 38) also found that leadership individualized consideration is one of the categories of leadership that is effective in improving the quality of the organization, where he ponders, thinks, and continues to identify the needs of employees, recognize the abilities of his employees, delegate his authority, give attention, coach, guide, and train his followers specifically and personally to achieve organizational goals, provide support, encourage and provide experiences about organizational development to their followers. In addition, Ogala (2017: 163) found that leadership with individualized consideration can improve the quality of the company/organization. Based on some of the results of these studies, it can be concluded that one of the factors that can affect the quality of the madrasah is the leadership of the madrasah head. Therefore, it is necessary to improve the ability of the madrasah head to lead so that the quality of the madrasah can be achieved more optimally.

The influence of supervisory competence on the quality of MTs in Bandar Lampung City is 0.725 or it can be said that changes in the quality of MTs in Bandar Lampung City are influenced by the supervisory competence variable of 72.5% which is categorized as high/strong influence. The results of this study are supported by the results of Priatna's research (2016: 278) that the quality of work of education personnel, including primary school supervisors, is one of the determinants of the quality of madrasahs in schools. The quality of the supervisor's work depends on the competence of the supervisor, so the more competent the supervisor is, the better the performance will be, and the quality of the madrasah will increase. Nurhayati (2020: 60) also proves that there is an influence of the supervisory and managerial competence of the madrasah principal on the quality of madrasah in Madrasah Tsanawiyah throughout the Gantarang Sub-district, Bulukumba Regency. The results of Ahmad Mahyudin's research also found that the competence of supervisors would increase the professional competence of educators so that they could improve the quality of their madrasah.

Mahyudin (2017: 79) who has succeeded in proving the competence of supervisors can improve the quality of schools.

This study also found that of the 6 (six) indicators of supervisory competence that have a greater percentage in improving the quality of MTs in Bandar Lampung City, managerial supervision competence and social competence are 17.8%. Thus, improving the quality of MTs in Bandar Lampung City is more influenced by managerial supervision competence and social competence possessed by MTs supervisors in Bandar Lampung City. The research findings are supported by the results of Sumiati's research (2020: 445) that academic supervision management is needed because it is very important to help teachers improve their competence in ensuring the quality of learning. Emgiek (2018: 46) also confirms that the effect of managerial supervision of school supervisors on the performance of the elementary school principal at the DIKBUD Office, Adiwerna District, Tegal Regency shows that the null hypothesis is rejected. Based on the partial test method of decision making in regression analysis, it can be concluded that the managerial supervision variable of the school supervisor has a significant effect on the performance of the principal. Likewise with the results of Nurhayati's research (2020: 60) that the results of inferential statistical calculations obtained $p\text{-value} < (0.005 < 0.05)$ so that H_0 was rejected and H_1 was accepted. This means that there is a joint influence of the supervisory and managerial competence of the madrasah principal on the quality of education in Madrasah Tsanawiyah in Gantarang Sub-district, Bulukumba Regency.

In addition, the influence of the competence of MTs supervisors in Bandar Lampung City on the quality of MTs in Bandar Lampung City is also greater in percentage on the social competence of madrasah supervisors. The research findings are supported by the results of Pristiwaluyo's research (2018: 63), that the personal and social skills of high school supervisors are in the very high and high category and the provision of academic supervision for high school supervisors is in the good category. The personality and social skills of school supervisors together have a positive effect on the practice of academic supervision, the personality and social skills of supervisors each have a positive effect on the practice of academic supervision in high school.

The second factor affecting the quality of MTs in Bandar Lampung City is the performance of madrasah teachers of 0.713 or 71.3% which is categorized as high/strong influence. Thus improving the quality of madrasahs requires teachers who have high performance. The results of the study are relevant to Mulyani's research (2012: 86) that teacher performance has a positive and significant influence on the quality of learning. The amount of teacher performance that directly contributes to the quality of learning is 47.6%. Thus, it is clear that teacher performance has a significant effect on the quality of learning. Zulnika (2017: 222) also found that the performance of teachers with the

following indicators mastering teaching materials, planning the teaching and learning process, the ability to implement and control the teaching and learning process, the ability to evaluate or evaluate implementing tutoring (improvement and enrichment) there is a significant influence. which is significant to the learning quality of State Junior High School students in Kopang District. In addition, the research results of Zahro (2017: 210) and Idris (2017: 189) are also relevant to this study that teacher performance evaluation will be able to improve the quality of madrasahh.

This study also found that of the 3 (three) indicators of teacher performance variables, the highest percentage of their influence on improving the quality of MTs in Bandar Lampung City was the indicatorthe teaching stage is 43.3%. The research findings are relevant to the results of Dewi's research (2018: 369) that teachers who are able to carry out learning professionally by utilizing various learning resources will be able to improve the quality of their learning. Likewise with the results of Hidayat's research (2019) that the performance of professional teachers in realizing learning through the use of different methods and learning environments will improve the quality of schools for the better. Based on several research results indicate that one of the factors that affect the quality of madrasahs is the level of teacher performance. If the teacher in the madrasah has high performance, then the achievement of the quality of the madrasah in the madrasah will be more effective and efficient. Therefore, the quality of the madrasah is also determined, one of which is the performance of the teachers in the madrasah.

The third factor affecting the quality of MTs in Bandar Lampung is the madrasah climate. The influence of madrasah climate on the quality of MTs in Bandar Lampung City is 0.903 or 90.3%, which is classified as very high/very strong. This finding is relevant to Susanto's research (2019) which found that school climate had a partial and significant effect on the quality of madrasahh in MTS schools in Tarawang District, Jeneponto Regency. The results showed that of the 66 respondents, more respondents who stated strongly agree responses that as many as 36 people were manifested by 54.5%, who stated agreed responses as many as 27 people manifested 40.9% and who stated less agree responses as many as 3 people were manifested by 4.5% about how the school climate in MTs schools in Tarawang District, Jeneponto Regency. Ningsih (2016) also found that school climate affects school quality in the moderate category. The results of data processing and analysis show that the R square value of school climate on school quality is 0.216, which means that there is an influence of school climate on school quality by 21.6%. This means that the higher the school climate, the higher the quality of the school. On the other hand, the lower the school climate, the lower the quality of the school. Karwati (2013: 83) states that "School quality is influenced by several factors, one of which is a conducive school climate." School climate is believed to influence the behavior of all school components, such as teachers, principals, students, staff, and

parents. A conducive climate for quality improvement will encourage citizens' behavior towards achieving high school quality, otherwise a non-conducive school climate will hinder efforts to achieve the expected school quality. Komariah (2014: 118) also states that "Creating a school climate to create healthy schools as true learning organizations is the core value of quality school management." In addition, the results of research conducted by Damayanti (2015: 129) show that "School climate has a significant and significant effect on school quality by 57.5%, thus confirming that school climate can have a significant influence on school quality."

This study also found that of the 5 (five) madrasah climate indicators, the highest percentage in influencing the quality of madrasahs was the indicator teachers, administrators and staff is 33.4%. This means that the quality of MTs in Bandar Lampung City is more influenced by the madrasah climate on the indicators of teachers, administrators and staff, who are competent, responsible, wise, and open. The findings are relevant to the research results Dagong (2019: 204) that the competence of a good teacher greatly influences the quality of learning and the quality of education. Setiawan (2018: 176) also stated that in an effort to improve the quality of education, teachers who have good competence are needed with school principals trying to empower teachers. These efforts are in order to be able to improve the quality of learning. Haq's research (2019: 93) confirms that the education quality of Suruh 01 Elementary School has been going well because of the professionalism of the teaching staff, support from the Principal, the creation of good cooperation, adequate facilities and infrastructure, good relations with parents, and activities additional time outside of study that supports Islamic religious education. While in elementary school Kedungringin 03, need to improve the professionalism of teachers, improve facilities and infrastructure, and establish good relations with the community so that the quality of Islamic education for the better ..

Therefore, if the headmaster leadership, competence supervisor, teacher performance, and climate madrasahh together affect the quality of madrasahs, this study found an increase in the quality of madrasahs by 0.905 or it can be said that changes in the quality of MTs in Bandar Lampung City were influenced by the leadership of the madrasah principal, supervisor competence, teacher performance, and madrasah climate together by 90.5 % which is categorized as very strong/very high influence. The following is a brief description of the influence of madrasah principal leadership, supervisory competence, teacher performance, and madrasah climate on the quality of MTs in Bandar Lampung City:

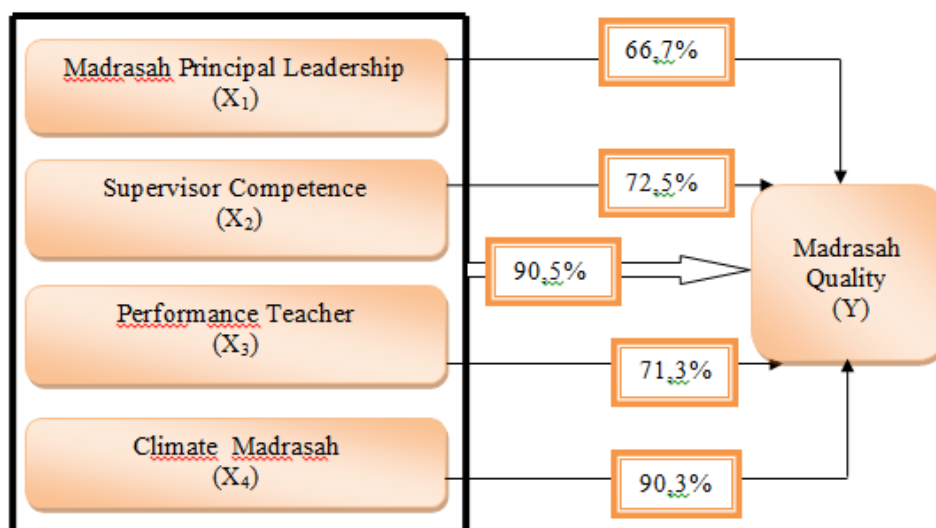


Figure 1. Factors Affecting the Quality of MTs in Bandar Lampung

The third finding in the study is that there are several factors that affect productivity MTs in Bandar Lampung City are the leadership of the madrasahh principal, supervisor competence, teacher performance, climate and quality of the madrasah. The influence of the madrasah principal's leadership on the productivity of MTs in Bandar Lampung City was 0.492 or 49.2% categorized as moderate. The results of this study are related to the results of research by Muzdalifah (2010: 1) on the transformative leadership of school principals by always establishing harmonious relationships with all personnel in the school causing teachers and all staff to produce effective educational interactions so that the achievement of school productivity is effective and efficient. Suhardan (2006) also found that the performance of school principals as leaders had an influence on the work productivity of SMP teachers in Cluster 08 in Bandung Regency. The data shows that in order to increase the work productivity of junior high school teachers in cluster 08 in Bandung Regency, school principals must be able to carry out their roles as leaders or in other words, to increase teacher work productivity, they must also improve the performance of school principals in carrying out their roles as leaders. Safaria (2017: 1) also proves that there is an influence of school leadership (X1) on school productivity (Y) of 22.40%. Prasasti (2016: 1) found that there was a significant positive effect between the principal's leadership on school productivity simultaneously or partially.

This study also found that of the 5 (five) indicators of leadership of MTs principals in Bandar Lampung City, the biggest contribution to increasing madrasahh productivity was the indicator, individualized consideration namely 23.52%, namely the leadership of the madrasah principal who focused on the individual and his personal needs. The results of this study are relevant to the opinion expressed by Syafaruddin (2002: 65) that madrasah principals who are able to succeed in

school education must, among other things, be able to express awareness about the needs of the group and the needs of members, the ability to listen and communicate in constructive situations. It is also relevant to the findings of Chebon's research (2019: 11) that the effect of individualized consideration on employee performance, this study found that there was employee recognition of better productivity, teaching and staff coaching. Furthermore, supervisors respect and celebrate individual contributions and provide opportunities to identify the needs and abilities of others. Hui Li (2019: 1) also found that in order to increase employees' innovative and productive work behavior, leaders in organizations should try to apply individualized consideration by involving them effectively in their work by gaining their trust, which can help them participate in creative activities so that be more productive. Awan (2015: 329) also found that the level of productivity can be increased through the development of a conducive work environment in the organization. It was observed that factors such as supervisor support, relationship with co-workers, training and development, attractive and prompt incentives and recognition plans, adequate workload in the workplace are helpful in developing a work environment that has a positive impact on the productivity level of employees in the organization. Mensah (2018: 14) asserts that the transformational leadership style by applying the leadership style individualized consideration can improve employee communication and productivity. Based on some of these studies, it was concluded that in order to increase the productivity of madrasahs, it was necessary to improve the ability of madrasah heads in carrying out their leadership functions and duties properly. Thus, the more effective the leadership of the madrasah principal, the more optimal the productivity of the madrasah will be achieved.

Another factor that affects the productivity of MTs in Bandar Lampung is the competence of supervisors. The influence of supervisory competence on the productivity of MTs in Bandar Lampung City is 0.580 or 58% which is categorized as moderate/sufficient. The results of this study are related to the results of Winaryo's (2018: 114) research on management competencies as school supervisors that affect school productivity. Pristiwaluyo (2018: 63) asserts that the personality competencies and social competencies of supervisors have an influence on the implementation of academic supervision carried out by supervisors, so as to increase teacher and school productivity. Sofyan (2020: 10) found that the competence of the supervisor will increase the work productivity of nurses by increasing the work motivation of the nurse so that they will try to work better. The same thing is also found by Selamat (2014: 73) that the competencies possessed by school supervisors, namely managerial supervision competencies and academic supervision competencies, will increase the work productivity of State Junior High School teachers in Banjar City. Uliyani (2020: 1) found that supervisor competence would increase the teaching ability of teachers in the field of Economics at

SMA in Katingan Regency, so that the productivity of the school increased with the increase in the teacher's teaching ability.

This study also found that of the 6 (six) indicators of supervisory competence that have a greater percentage in increasing the productivity of MTs in Bandar Lampung City, managerial supervision competence and social competence are 17.8%. The research findings are supported by research results Selamet (2014: 73) that the supervisor's competence has an influence on teacher performance. Likewise, the results of Rohmatika's research (2016: 1) that the role of supervisors is very strategic in carrying out the function of managerial supervision in schools/madrasahs.

In addition, the influence of the competence of MTs supervisors in Bandar Lampung City on the productivity of MTs in Bandar Lampung City is also greater in social competence, namely (1) Cooperating with various parties in order to improve self-quality to be able to carry out their duties and responsibilities, and (2) Active in the activities of the association of education unit supervisors. Thus, social competence is one of the competencies that greatly contributes to improving the quality of MTs in Bandar Lampung City. The research findings are supported by the results of Legawati's research (2014: 1) that the supervision carried out by superiors has a very significant effect on the work productivity of factory employees at PT. Pelita Agung Agrindustri Duri, this is evident from the results of the calculation of the regression coefficient that $t = 5.757 > 2.013$ which means it is accepted. Nasruddin (2020: 179) also found that supervision carried out by superiors had a very significant effect on work productivity. Based on some of the results of these studies prove that the competence of supervisors can increase school productivity, especially in increasing teacher productivity at work. Competent supervisors will certainly be able to provide good guidance and direction to teachers, so that teacher work productivity will also increase.

Another factor that affects the productivity of MTs in Bandar Lampung is teacher performance. The effect of madrasah teacher performance on the productivity of MTs in Bandar Lampung City is 0.573 or 57.3% in the medium/moderate category. The research findings are relevant to the results of Putra's research (2017: 14) that there is a positive and significant effect of Teacher Performance on Certified Teachers on Student Achievement in MIN in Sambas Regency which is indicated by a value of 0.393 or 39.3%. Asmawati (2017: 44) found that (1) teacher performance affects the increase in students' mathematics learning outcomes scores (2) The greater the teacher's effort in planning, implementing, and evaluating learning aspects, the greater the opportunity for teachers to improve student learning outcomes (3) Teacher's teaching experience also contributes to improve student learning outcomes. Safaria (2017: 1) also finds that there is a significant effect of teacher performance on school productivity by 60.40%, it can be interpreted that there is a significant influence between teacher performance on school productivity. Teacher

performance is very important for increasing school productivity. Komariah (2014: 118) also proves that there is a positive and significant influence on teacher teaching performance on school productivity.

This study also found that of the 3 (three) indicators of teacher performance variables, the highest percentage of their influence on increasing the productivity of MTs in Bandar Lampung City was the indicator the teaching stage is 43.3%. namely, control, delivery, knowledge, use of verbal and non-verbal behaviors, feedback, application of psychological principles, diagnosis of learning difficulties, support and assessment services. The results of this study are related to the results of Wahyuni's research (2019: 725) finding that teachers who are creative in carrying out activities at the learning stage will be able to increase the productivity of the teacher's work. There is a significant positive relationship between teacher creativity and teacher work productivity with a correlation coefficient of $r^2 = 0.1942$. Thus, to increase teacher work productivity, it can be done through improving teacher creativity. Hamdani (2017: 61) who found that teachers who are creative in carrying out activities at the learning stage will be able to increase the productivity of the teacher's work. Based on the results of these studies, it can be concluded that the productivity of madrasahs can be increased by increasing the performance of madrasah teachers. Thus, one of the factors that can increase the productivity of madrasahs is teacher performance. The higher the teacher's performance, the better the productivity of the madrasah.

Another factor that affects the productivity of MTs in Bandar Lampung is the madrasah climate. The influence of madrasah climate on the productivity of MTs in Bandar Lampung City is 0.512 or 51.2% which is categorized as moderate/fair. The research findings are supported by the findings of Komariah (2014: 118) which proves in her research that there is a positive and significant direct influence of school climate on school productivity. The results of this study are in accordance with the opinion expressed by Rois (2008: 10) that one of the factors that can reduce productivity is the school organizational climate that is not yet conducive. Saparudin (2012: 16) concludes the results of his research that school climate contributes significantly to school productivity. Rahmat's research results (2012: 272) also conclude that school culture has a significant effect on the quality of academic services.

This study also found that of the 5 (five) madrasah climate indicators, the highest percentage in influencing madrasah productivity was the indicator teachers, administrators and staff is 33.4%. This means that the productivity of MTs in Bandar Lampung City is more influenced by the madrasah climate on the indicators of teachers, administrators and staff, who are competent, responsible, wise, and open. The findings are relevant to the research results Komara (2014: 55) concluded several things as follows: 1) The implementation of educational innovation has a positive effect on

school productivity. This means that the better the implementation of educational innovations, the better the school productivity; 2) Teacher competence has a positive effect on school productivity. This means that the better the competence of teachers, the better the productivity of the school; and 3) The implementation of educational innovation and teacher competence has a positive effect on school productivity. This means that the better the implementation of educational innovation and teacher competence, the better the school's productivity. In accordance with some of the results of these studies, it can be concluded that the climate factor of the madrasah can affect the productivity of the madrasah. Teachers and students will carry out teaching and learning activities comfortably and safely if the madrasah climate supports their activities. Therefore, to increase the productivity of madrasahs, it is necessary to improve the madrasah climate so that it becomes positive and conducive.

Another factor that affects the productivity of MTs in Bandar Lampung is the quality of madrasahs. The effect of madrasah quality on the productivity of MTs in Bandar Lampung City is 0.494 or 49.4% which is categorized as moderate/sufficient. The quality of madrasahs in madrasahs also affects the productivity of madrasahs. The more quality the implementation of education in the madrasah, the more optimal the productivity of the madrasah will be achieved. As the results of research by Thomas (2013: 55) that the quality of the process significantly influences school productivity. The contribution of the process quality variable to school productivity is 0.64 in a positive direction, meaning that the better the quality of the process, the better the school productivity. The process quality regression coefficient has the highest value on school productivity. Sudrajat (2016: 168) also proves that madrasah quality management partially has a positive and significant effect on organizational productivity. The partial contribution of the implementation of the quality management system to the productivity of the Ministry of Education and Culture's PPPPTK is 33.87%. Kuntarto (2004) also proves that the quality of work life affects employee productivity. Alfatha's findings (2018) also find that there is a positive and significant influence on the quality of information on employee productivity.

The influence of madrasah quality on the productivity of MTs in Bandar Lampung City, from 8 (eight) indicators, it turns out that the indicator of graduate competency standards has a greater contribution with a percentage of 20%. This means that the productivity of MTs in Bandar Lampung City is more influenced by the quality of madrasahs on the indicators of graduate competency standards, namely (1) Intelligent, knowledgeable, personality, noble, and ready to live independently and take further education (2) Faith and fear of God Almighty and have a noble character, (3) Have a sense of nationality and love for the homeland, (4) Think logically and analytically, (5) Have a sense of art and understand culture, and (6) Physically and spiritually healthy and sportsmanship. The

findings of this study are relevant to the opinion expressed by Thomas (1971: 12), that school productivity is indicated by academic and non-academic achievements and the increase in added value is indicated by the acquisition of students after the completion of the program. Steers (1999: 46) also states that productivity is seen from one of the quality of products or services produced by the organization. Komariah and Triatna (2008: 8) emphasize that high productivity is seen from the large and high quality output. Furthermore, Coster (2020) suggests that schools at the micro level are studies of school productivity that look at input, process, and output factors or school outcomes as a whole and how the relationship between inputs and processes with school outputs or outcomes. Thomas in Mulyasa (2011: 93) suggests that school productivity in terms of behavior change, by looking at the values obtained by students as a description of the academic achievements they have achieved in a certain period of study at school.

Based on some of the results of these studies, it is understood that in order to increase the productivity of madrasahs, it is necessary to improve the quality of madrasahs in these madrasahs. If the quality of the madrasah in the madrasah is of high quality, the productivity of the madrasah produced will increase both in quality and quantity. For this reason, the quality of the madrasah is one of the factors determining the productivity of the madrasah.

Thus, there are several factors that can increase madrasah productivity, namely the leadership of the madrasah principal, supervisor competence, teacher performance, and the madrasah climate. If these four variables have an effect on the productivity of the madrasah together, it will have an effect of 0.593 or it can be said that changes in the productivity of MTs in Bandar Lampung City are influenced by the leadership of the madrasah principal, supervisor competence, teacher performance, and madrasah climate together of 59.3% categorized as moderate/sufficient influence.

If the quality of madrasahs also has an influence on madrasah productivity, then the influence of madrasah principal leadership, supervisor competence, teacher performance, madrasah climate, and madrasah quality, simultaneously on the productivity of MTs in Bandar Lampung City is 0.595 or it can be said that changes in MTs productivity in Bandar City Lampung is influenced by the leadership of the madrasah principal, supervisor competence, teacher performance, madrasah climate, and madrasah quality, simultaneously by 59.5% which is categorized as moderate/sufficient influence. The following is a brief description of the influence of madrasah principal leadership, supervisory competence, teacher performance, madrasah climate, and madrasah quality, on the productivity of MTs in Bandar Lampung City:

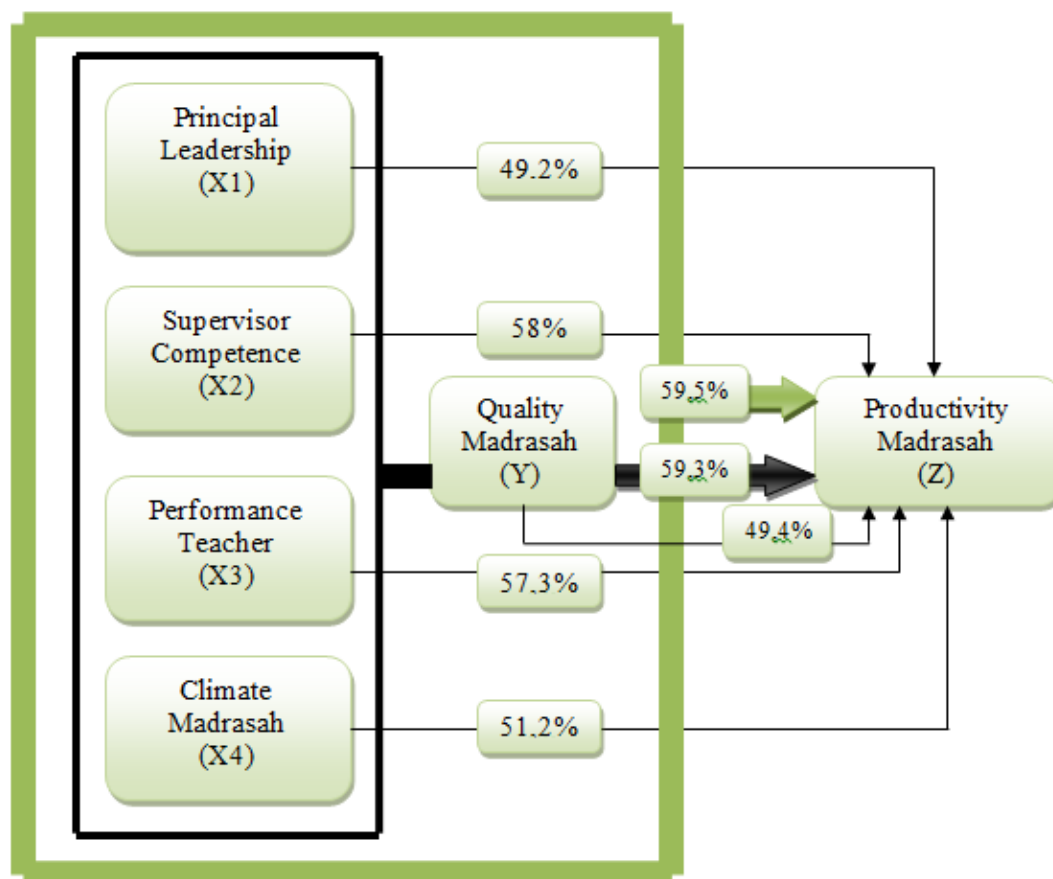


Figure 2. Factors influencing madrasah productivity

These findings make it clear that MTs productivity in Bandar Lampung City will be better if the leadership level of the madrasah principal, supervisor competence, teacher performance, madrasah climate, and madrasah quality increase. For more details, following the findings of the overall study of hypothesis testing that can be seen in the following figure:

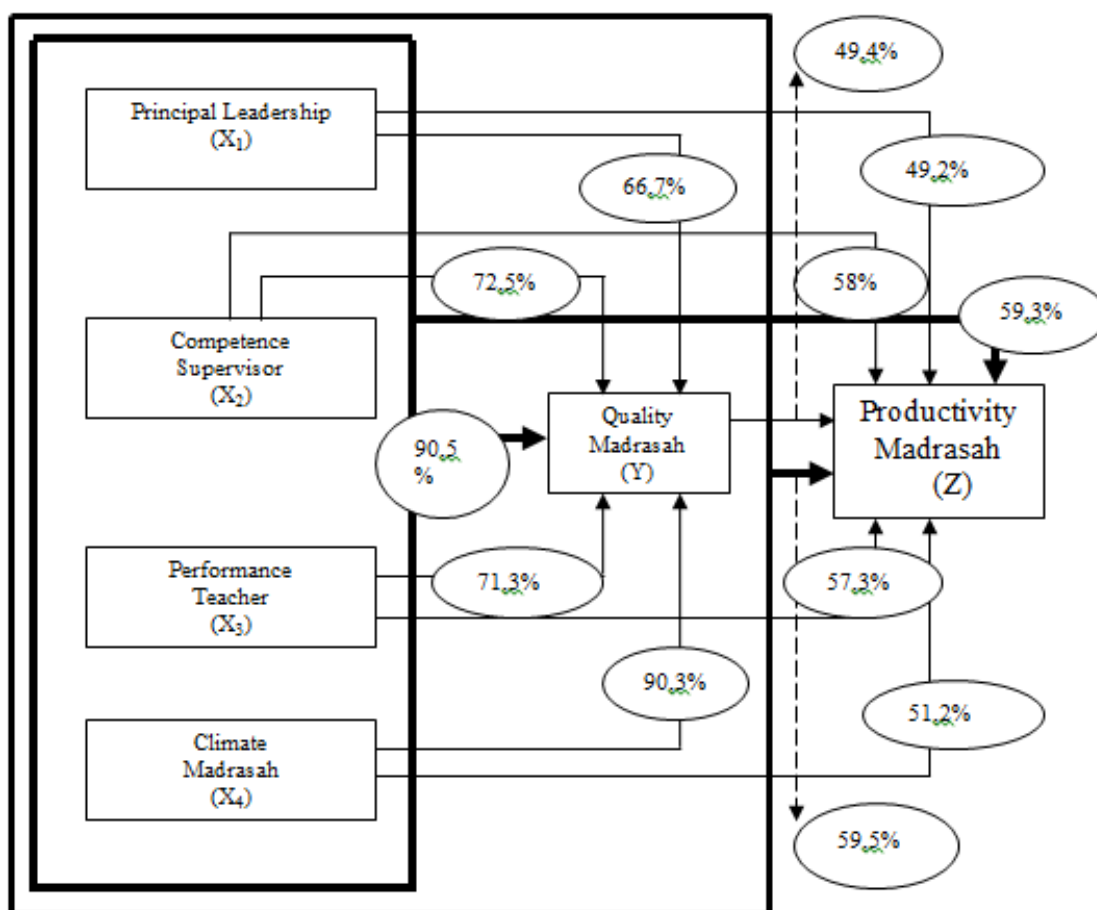


Figure 3. Effect of inter Variables

Based on these findings it is known that four variable X namely leadership headmaster (X1), the competence of inspectors (X2), the performance of teachers (X3), and madrasah climate (X4), the biggest contribution to improving the quality of MTs in Bandar Lampung City is the madrasah climate, which is 90.3% which is categorized as very high or very strong. These results indicate that a conducive madrasah climate can further improve the quality of MTs in Bandar Lampung City. To that end, Crof also explained that a conducive madrasahh climate can inspire and rejuvenate employees and satisfy institutional members. Burhanudin (2017: 275) also states that a high madrasah climate will increase productivity. Happy employees are also productive employees.

Hidayat (2014: 196), found work relations as the best factor in forming a conducive organizational climate so that employee performance remains good then leadership style factors are still lacking in creating a conducive organizational climate and uncertainty factors, namely employee development factors are factors that can reduce employee performance. Sobandi and Saud (2016: 544) who found that

school climate had a positive and significant effect on students' academic productivity. These results indicate that a conducive and conducive medressa climate can further improve the quality of MTs in Bandar Lampung City. To that end, Crof also explained that a conducive medresse climate can inspire and rejuvenate employees and satisfy institutional members. Burhanudin also stated that a high madrasah climate would increase productivity. Happy employees are also productive employees.

Therefore, it is necessary to make various efforts to improve a conducive madrasah climate. As Burhanudin (2017: 280) said, several studies that can be done to improve the media climate are as follows (1) realizing and meeting personal and business needs, (2) information on the position and duties of each member of the organization, (3) applying transactional and democratic leadership, (4) offering effective supervision and guidance to members of the school organization, (5) evaluation to improve, promote, and develop optimally the work program of school staff. Based on these views, it can be understood that organizational leaders must always pay attention to the needs of their employees and fulfill their needs properly so that the madrasah climate becomes conducive, especially those related to the implementation of their work. Managers who always pay attention to the needs of their employees make employees feel valued and cared for.

In addition, the head of state and government must be open, collaborative and democratic in improving the madrasah climate. Management must be polite in carrying out their duties, so that employees feel comfortable at work and do not feel pressured or afraid. In fact, the Qur'an states that it must be based on love and tenderness also in dealing with your superiors, to listen to all kinds of orders and calls and wholeheartedly support the existence of your superiors. As explained in verse 159 of Surah Ali Imran that "It is because of the mercy of Allah that you are gentle with them. If you are hard-hearted and harsh-hearted, they will certainly distance themselves from those around you. therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Verily Allah loves those who put their trust in Him.

As for the productivity of MTs in Bandar Lampung City, among the four X variables, namely the leadership of the madrasah principal (X1), supervisor competence (X2), teacher performance (X3), and madrasah climate (X4), and the quality of learning (Y), the largest its influence on the productivity of MTs in Bandar Lampung City is the competence of supervisors. This finding confirms that the role of supervisors is very important in determining the level of madrasah productivity. The more competent a supervisor is in carrying out his duties and responsibilities, the more productive the madrasah will be. Therefore, according to Ismail (2018: 115) improving the competence of supervisors through supervision education is very important. Educational supervision is one of the most important supports for the education system and the professional development of educators.

This paper tries to highlight the importance of the role of education supervisors in the digital era. There are three significant factors for the efficiency of educational supervision in higher education, namely Teaching & Learning, Ethics and Digital Training and Professional Development. Education is no longer limited to considering human needs and the needs of the present, but seeks to address and reflect the development of human skills and capacities, and future needs. The digital age requires educators to undertake a lifetime, improve, review their own professional learning and adopt continuous professional development. To help students gain independent access to information and practice digital ethics, educators in the digital age need new approaches to teaching including those emphasizing higher order thinking skills, constructivist approaches to learning and understanding, cooperative learning strategies, multiple intelligences, and use. computer-based and other related technologies. At this stage, the most suitable training for the right people at the right time is required and a Training Needs Analysis (TNA) is necessary. CUDBAS is one of TNA's approaches to developing training needs. The quality of education cannot be improved simply by adding more resources to the system. It also requires effective management of these resources at the school level, ensuring effective systems of professional supervision, and preventing the breakdown of critical support structures for educators. Through quality collaboration, educators can move on from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a cooperative problem solving process an important concept in the professional development of educators.

According to Haris (2018: 366), school supervisors whose functions are to increase school productivity are (1) Encouraging schools to conduct dialogue with school committees and the community. School supervisors can play a role in facilitating school quality improvement programs within their network, eg. with the Head of the District Education Office, the Head of the District Education Office, the industry and entrepreneurs, regional libraries, and museums. They not only monitor the relationship between the school and the community passively but also provide assistance to support the relationship; (2) Assisting schools in curriculum development; (3) Assist schools in developing relationships with scientific and professional organizations, e.g. Higher education institutions and other International institutions are known as Coalition Schools. This collaboration is intended for professional institutions to provide opportunities for students to interact and become sources of information; (4) Assist schools in developing institutional relationships between school levels in the field of supervision. This means schools can exchange information about their respective school conditions and policies, ie kindergartens can exchange information with primary schools; elementary school with junior high school; junior high school with high school. This collaboration is very helpful to accommodate students' interest in continuing their

studies; (5) Helping schools improve local content teaching and learning. School supervisors not only monitor but also accelerate the improvement of the quality of local content curriculum. Therefore, collaboration between school supervisors across districts/cities is needed to make local content curriculum successful; (6) Helping schools carry out joint activities, eg. exhibitions, inter-school sports and arts fairs, intelligence contests, student exchanges, leadership training between OSIS ("Intra-School Student Organizations", student unions) as well as tryouts and empowerment of Olympic participants. This activity is an instrument in developing cooperation with relevant stakeholders to be involved in improving the quality of education in the region; (7) Helping schools promote successful teachers, students, and other academic aspects; (8) Helping schools find funding for teacher training and research, e.g. classroom action research through collaboration with universities, empowerment of MGMP and KKG or delivery of information on grant funds; and (9) Helping schools develop relationships with entrepreneurial actors if schools want to establish school cooperation, improve teacher welfare, and other relevant efforts.

Ozdemir (2015: 56) in his research found that; Supervision is needed to improve the quality of education, to sustain the development of education personnel, to determine and eliminate deficiencies that may occur, to ensure that developments in the education system are not left behind, and to collaborate within schools. It has been determined that the supervising agent must have professional competence, must be able to establish effective communication, must be able to devote sufficient time to supervision and follow the principle of equality. In addition, the importance of effective and adequate guidance and parental participation is highlighted. In the changes to the Turkish education system in 2014, the authority and responsibility for supervision was given to the principal. Since it would reduce the psychological stress that supervision puts on education workers, and allow for a positive atmosphere of communication over a long period of time, this change is believed to be beneficial overall. According to another point of view, because school principals lack professional competence in educational supervision and do not follow the principle of equality, this change is believed to be unprofitable.

Another study also found that Nigerian secondary schools are faced with supervisory problems. In this study, the aim was to assess the general role of school supervisors in improving the quality of teaching and the effectiveness of school supervision. Actually this study intends to examine several issues related to supervision in the Nigerian context, emphasizing the profile and role of professionals in the education system, particularly in improving the quality of secondary schools and also highlighting the concepts of supervision, the difference between supervision and inspection, quality assurance/quality management and quality. in the teaching and learning process. Therefore, it is suggested that the supervisor as a catalyst should facilitate the implementation of

various sets of roles that will improve the teaching and learning situation in the input process. it is directed towards an effective, appropriate, vibrant and qualitative education system. Therefore, supervisors must seek sincere cooperation and attention, positive and acceptable dispositions among teachers and their subordinates (Kotirde, 2014: 53).

Based on the findings and results of the study, it can be concluded that there are several factors that affect the productivity of the madrasah, namely the leadership of the madrasah principal, supervisory competence, teacher performance, climate and quality of the madrasah. Thus, to increase the productivity of MTs in Bandar Lampung City, it is necessary to improve the quality of their madrasahs, especially in the competency standards of graduates. In order for the quality of madrasahh to increase, so that the productivity of MTs in Bandar Lampung City is also increasing, it is necessary to increase the leadership of the madrasah principal, especially in the aspect of individualized consideration, namely the guidance of the madrasah principal who focuses on the individual and his personal needs. In addition, it also improves the competence of MTs supervisors in Bandar Lampung City, especially on indicatorsmanagerial supervision competence and social competence. Also improve the performance of MTs teachers in Bandar Lampung City, especially the teaching stage, namely management, control, giving, knowledge, use of verbal and non-verbal behavior, feedback, application of psychological principles, diagnosis of learning difficulties, offers of assistance and evaluation. Finally, by improving the climate of MTs in Bandar Lampung City, especially on indicatorscompetent, responsible, wise and open teachers, administrators and staff. Based on the findings of the study, the concept of a model for increasing madrasah productivity, especially in MTs Bandar Lampung City, can be seen in the following concept map:

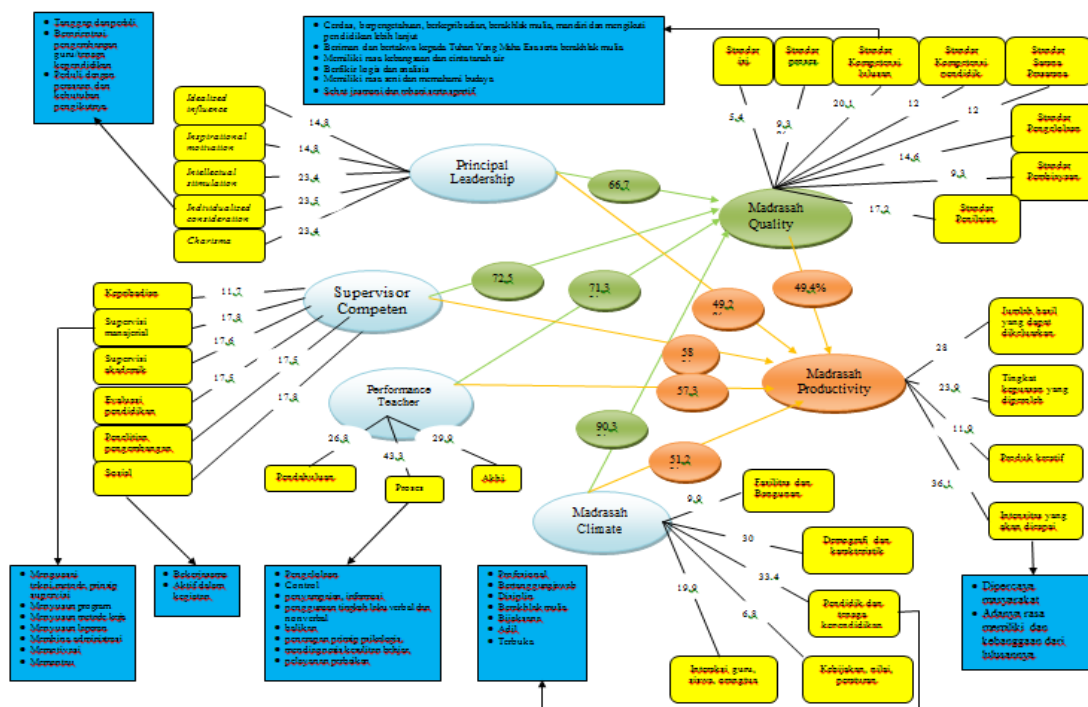


Figure 4. Model Concept for Increasing Madrasah Productivity

Based on the concept of the model for increasing the productivity of MTs in Bandar Lampung City, then The implications of the research results are as follows. The productivity of MTs in Bandar Lampung City is influenced by the leadership of the madrasah principal who is able to focus attention on teachers, administrative staff, and students and their personal needs, which include: such as: leadership that cares and is sensitive to the interests of its members, for the professional development of teachers and staff, leadership that cares about the feelings and needs of followers. Such leadership attitude of the head of MTs in Bandar Lampung City was able to increase the productivity of MTs in Bandar Lampung City.

The productivity of MTs in Bandar Lampung City is more influenced by managerial supervision competence and social competence possessed by MTs supervisors in Bandar Lampung City. The influence of supervisory competence on the productivity of MTs in Bandar Lampung City is more influenced by managerial supervision competence, namely (1) Mastering the methods, techniques and principles of supervision in order to improve the quality of madrasahs in similar secondary schools (2) Developing a supervisory program based on the vision-mission- objectives and similar high school education programs (3) Develop work methods and instruments needed to carry out the main tasks and supervisory functions in similar secondary schools (4) Prepare reports on the results of supervision and follow up on the improvement of subsequent supervision programs in secondary schools that (5) Fostering principals in the management and administration of educational

units based on the management of improving the quality of madrasahs in similar secondary schools (6) Fostering principals and teachers in implementing counseling guidance in similar secondary schools, (7) Encouraging teachers and principals in mer reflect on the results achieved to find strengths and weaknesses in carrying out their main tasks in similar secondary schools, and (8) Monitor the implementation of national education standards and use the results to assist school principals in preparing for accreditation of similar secondary schools. In addition, the influence of the competence of MTs supervisors in Bandar Lampung City on the productivity of MTs in Bandar Lampung City is also greater in social competence, namely (1) Cooperating with various parties in order to improve self-quality to be able to carry out their duties and responsibilities, and (2) Active in the activities of the association of education unit supervisors. Thus, social competence is one of the competencies that greatly contributes to improving the quality of MTs in Bandar Lampung City.

The productivity of MTs in Bandar Lampung City is more influenced by the learning stage, namely the existence of good learning management, supervision of the implementation of learning, activities providing material, interactions between teachers and students both verbally and non-verbally, paying attention to the psychological development of students, providing remedial and enrichment activities, as well as assessing learning processes and outcomes. In addition, the productivity of MTs in Bandar Lampung City is more influenced by the madrasah climate on the indicators of teachers, administrators and staff, who are competent, responsible, wise, and open.

CONCLUSION

Based on the results of the presentation and analysis of the data, in accordance with the formulation of the problem proposed in this study, the following conclusions were obtained: (1) There is an influence of madrasahh leadership on the quality of MTs in Bandar Lampung City by 66.7% with moderate criteria. (2) There is an influence of supervisory competence on the quality of MTs in Bandar Lampung City by 72.5% with high criteria. (3) There is an effect of teacher performance on the quality of MTs in Bandar Lampung City by 71.3% with high criteria. (4) There is an influence of madrasah climate on the quality of MTs in Bandar Lampung City by 90.3% with very high criteria. (5) There is an effect of the leadership of the madrasah principal, supervisor competence, teacher performance, and madrasah climate on the quality of MTs in Bandar Lampung City by 90.5% with very high criteria. (6) There is a direct influence of madrasahh leadership on the productivity of MTs in Bandar Lampung City by 49.2% with moderate criteria. (7) There is a direct influence of supervisory competence on the productivity of MTs in Bandar Lampung City by 58% with moderate criteria. (8) There is a direct effect of teacher performance on the productivity of MTs in Bandar Lampung City by 57.3% with moderate criteria. (9) There is a direct influence of madrasah climate on the productivity of MTs in Bandar Lampung City by 51.2% with moderate criteria. (10) There is a

combined effect of madrasah principal leadership, supervisory competence, teacher performance, and madrasah climate on the productivity of MTs in Bandar Lampung City by 59.3% with moderate criteria. (11) There is an effect of madrasah quality on the productivity of MTs in Bandar Lampung City by 49.4% with moderate criteria. (12) There is an influence of madrasah principal leadership, supervisory competence, teacher performance, madrasah climate, and madrasah quality, simultaneously on the productivity of MTs in Bandar Lampung City by 59.5% with moderate criteria.

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