Developing An Islamic Adab-Based Teacher Leadership Model to Improve Teacher Performance in Islamic Boarding Schools

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Abstract
Purpose: This study aims to overcome the problem of improving teacher performance by improving the quality of teacher leadership.

Research methodology: This development research adapts the Borg and Gall research and development model, with the research subjects being teachers. This study has five main objectives: describing the needs of teachers to develop an Islamic manners-based teacher leadership model to improve teacher performance, designing and developing a prototype of the model, evaluating the validity and practicality, and assessing the effectiveness of the teacher leadership model. Data were collected from experts and practitioners using observation methods, implementation surveys, and assessment sheets. Data analysis techniques involved quantitative and descriptive analyses.

Results: The results of the development research indicate that (1) teachers’ need for Islamic adab-based teacher leadership is very high as a guide for learning and mentoring students on a daily basis; (2) the prototype of this teacher leadership model includes a series of steps, starting from the flowchart, framework, and components, to the stages of treatment for teachers; and (3) the assessment of the feasibility of the Islamic adab-based teacher leadership model shows a very high validity category with an average score of 3.66, (4) Its practicality is assessed as practical with an average value of 3.20; (5) there is a real difference in the effect of applying the Islamic adab-based teacher leadership model at Insan Cendekia Madani High School before and after the application of the model to improve teacher performance with a survey of the impact of model implementation that reaches very high normality values of 0.529 and 0.128 > 0.05, t-test 0.000 < 0.05, and moderate N-Gain 0.60 < 0.70, with a percentage of moderately effective results at 58%.

Keywords: Teacher Leadership Model, Islamic Adab, Teacher Performance


1. Introduction
Professional teachers must be able to realize the goals of national education, namely, the development of the potential of students with the Pancasila character so that they become human beings who believe in and are devoted to God Almighty, have noble character, are independent, knowledgeable, and think critically, are diverse, work together, and are creative (RUU National Education System, 2022). Therefore, teachers have a very strategic function, role, and position and are the spearhead of the
implementation of various educational programs. The success and quality of education programs, one of which really depends on the professionalism of the teachers.

Leadership in the educational environment is not related only to school principals. However, every teacher is a leader and has leadership functions and roles that are continuous with the leadership of the school principal or what is called teacher leadership. Therefore, good teacher leadership is also expected to produce high-quality education.

The impact of the role of teachers has not been felt, so the quality of education continues to decline. Sequentially the quality of teachers and the quality of students decrease with the following data: From 2012 to 2015, as many as 1.3 million of the 1.6 million teachers who took the Teacher Competency Test (UKG) (to measure learning management competency and understanding of subjects) did not even reach the minimum score. The 2018 Program for International Student Assessment (PISA) results showed that Indonesian students' reading scores have been at their lowest points during PISA participation since 2000.

Another problem that increasingly worsens the condition of Indonesian education is the occurrence of irregularities committed by teachers, including those who are emotional and unable to control their anger in educating students. Teachers are often triggered because of small problems, such as on the merdeka.com page (2022), reporter Thomas wrote that a teacher was involved in a dispute with his student in class just because the student spilled a drink. Another case that has surfaced concerns teachers who abuse or act immorally towards their female students.

The teacher's performance is still problematic, even though it is quite evenly distributed across all competencies: Pedagogical, Personality, Social and Professional. Personality competence is the most important aspect. It is the foundation, motivation, and power of a teacher to develop the other three competencies. However, if these personality competencies are still problematic, the goals of national education will not be realized.

The quality of teacher performance in Islamic educational institutions, whether madrasas or Islamic boarding schools (traditional or modern), is no better than these other institutions, and is often tarnished by the behavior of certain individuals, which further worsens the image of Islamic Education, as in the incident above. Even though teachers at boarding schools all their behavior is exemplary because they are with students for 24 hours. Dardenne (2014), Humaerah (2020) who stated the importance of teacher capacity in implementing character education. Teachers are moral agents for students, and Yandless (2008) suggested that teachers are responsible for teaching ethical arguments about children's right and wrong actions.

The issue of quality of teacher leadership is highlighted because it is one of the keys to achieving graduate competency standards. In the teachings of Islamic religion, every individual Muslim is a leader who is responsible within the scope of leadership that has been entrusted to him. Meanwhile, in the context of education, a teacher is a leader who influences, guides, and directs or manages his students so that they want to create something to achieve learning goals.

Islamic educational institutions in particular have specific targets that are more holistic. Therefore, teachers at this institution are required to have higher professionalism in order to achieve high graduate competency standards. We can easily find and analyze the concept of teacher leadership from references written by scientists and practitioners. Among them, York, Barr, and Duke (2004), Kmet, Cook & Lee, 2004, Moher, Liberati, Tetzlaff & Altman, 2009. De Vries, Bekkers, & Tummers, 2016. Wenner and Campbell (2017), Nagtegaal, Tummers, Noordegraaf & Bekkers 2019.

The articles above do not specifically discuss teacher leadership, so teachers do not have complete Islamic guidance. Teachers need this guide, especially in Islamic boarding schools. Islamic teacher leadership is a broad concept, along with the breadth of Islamic knowledge. Therefore, researchers need to carry out specifications based on Islamic etiquette.
Research on Islamic adab-based teacher leadership to be implemented in Islamic boarding schools, especially Insan Scholar Madani High School, is very important and innovative because there are no Islamic-based guidelines for improving the leadership performance of teachers. Teacher leadership guidelines are mostly written in terms of professional teacher improvement, and not in a religious framework. It is hoped that this new guideline can reveal Islamic treasures that are in line with current developments in every aspect, in this case, the progress of education. An approach based on Islamic etiquette is in accordance with the vision and mission of Islamic boarding schools. Thus, it can be a clear guide for teachers in improving their performance and being able to improve institutional performance in improving the quality of graduates as future leaders of a civilized nation.

2. Literature Review

2.1. Teacher Leadership

Leadership comes from the word lead. According to Yukl in I Made (2020), leadership is "the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no correct definition" (p. 35). Therefore, leadership does not have a definite definition. However, there are at least three dimensions that can be used as a basis for identifying and developing leadership, namely, Leadership as Influence: Many definitions of leadership are associated with the existence of a process of influence, which involves social influence where intentional influence is exerted by a person (or group) on other people in an organization. Leadership as Values: in this case leadership is understood as "influence" but the interpretation This is neutral in the sense that there is no explanation or recommendation about what goals are to be achieved through the influence process. According to Day, Harris, and Hadfield (2001, cited by Bush, 2003), as a result of their research in 12 effective schools in England and Wales, "good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purpose for the school." This means that school leadership can communicate the personal and educational values that represent the moral purpose of the school. Leadership and Vision: An essential component of leadership is a vision that is characterized by extraordinary leadership, a vision that binds the organization and is communicated by the leader. Communication requires communication of meaning and a focus on institutionalizing the vision to lead successfully (pp. 35-36).

Newstrom and Davis (2012) stated that leadership influences and enthusiastically supports the achievement of organizational goals. This is confirmed by Germain (2012), who states that leadership is a complex phenomenon because it is very specific to environmental settings and has a universal reach. Thus, teacher leadership is the behavior of a teacher in directing, motivating, inspiring, influencing, and negotiating students to achieve good changes to achieve school goals.

Azizah (2014) states that teachers are the main actors and determinants of the success of the learning process because teachers design and select materials, determine strategies, learning resources, learning media, and reflection and evaluation. Teachers are role models for students. Therefore, teachers must have a noble character within themselves that becomes part of their life, because what they do well has a positive influence on students. Supardi (2013); S. Suharto (2020) states that good teacher leadership can improve effectiveness and efficiency.

2.2. Islamic Manners

Ardiansyah (2020b) quotes Abdul-Rahman and Asari that the word adab has been known since pre-Islamic times. According to Gabrieli, an Orientalist from Italy, the meaning of adab evolved over the course of Arab cultural history. The oldest meaning of the word adab refers to a habitual norm of behavior that is considered praiseworthy and is passed down from generation to generation. Only the standard of good values refers to the tribal realities and social lives of Arab society at that time.

Ardiansyah (2020a) stated that after Islam came, the word adab was one of the words that experienced the Islamization of the Arabic language. Initially, this meant education (al-tahdzib) and character (al-khuluq). Then its meaning increased during the Umayyad era, namely teaching (al-ta'lim), and during
the Abbasid era it meant education as well as teaching (al-tahdzib wa al-ta'lim ma'an), until then adab became known as a literary disciplines.

The meaning of adab is broader than politeness towards others. However, knowledge and charity must always be inherent to humans throughout their lives, anywhere, anytime, and under any circumstances. He must be fair and place everything with various differences in its proper place.

Al-Attas (2007), states that education is a process of instilling and cultivating adab (ta'dib) within oneself. In fact, the loss of manners among leaders at various levels of society, including among teachers, is caused by a misunderstanding of the purpose of education. As a result of this misperception, there is a loss of manners among students and society, the effect of which is the emergence of leaders who are not only unfit to lead but also do not have noble morals and sufficient intellectual and spiritual abilities, which are very necessary in Islamic leadership (Wan Mohd Nor, 2005).

The quality of education will improve when this concept is applied. It is far from being confined to education in schools, campuses, or Islamic boarding schools, but in every place, time, and situation. Thus, it can realize the goal of Islamic education, namely, to give birth to civilized humans (insan adabi). Adab will be practiced not just as a habit but also because of faith in Allah s.w.t.. If someone puts something out of place, it implies injustice.

The meaning of education in the Al-Qur’an and Hadith will be perfect when it can be formulated, conceptualized and implemented in real education or institutions. This becomes necessary when education loses its orientation and goals. The concept of Islamic education has a huge influence on the formation of the young generation of Muslims, who will become leaders in the future.

2.3. Teacher Performance

Performance in the Big Indonesian Dictionary (1994), “per.for.ma n 1 thing to do; organizing matters; 2 things to play (dl drama, music, and dance); 3 appearances” (p. 754). Job performance is the most important output factor in every organization and is used as one of the components in determining a person's career. Putrawan (2020) states that performance is also defined as values and a set of employee behaviors that make a positive or negative contribution to achieving organizational goals (Colquitt et al., 2014, p.33).

Smith in Mulyasa (2020) states that performance is the output drive from processes, humans, or otherwise. The achievement or performance is the result or output of a process. Furthermore, Mulyasa stated that performance can be interpreted as work performance, implementation, achievements, and results. Wahyuni, Christiananta, and Eliyana (2014) stated that teacher performance is the result of work that is closely related to the implementation of duties as a professional teacher.

Hameed and Waheed (2011) emphasize that performance refers to employee productivity and output as a result of employee development. Performance ultimately affects organizational effectiveness. As confirmed by Harahap (2014), good performance reflects the ability to contribute through work, leading to the achievement of behavior that is in line with the goals of the company or organization.

Robbins in Supardi (2013) has another opinion regarding their performance. Performance is a function of the interaction between ability (basic ability) and motivation. This theory shows that people with high basic ability but low motivation will produce low performance; likewise, if people have high motivation but low ability, it will produce low performance.

Teachers need to continue to improve themselves professionally to keep up with the latest educational trends, teaching approaches, and technology in the field of education. Staying up-to-date and relevant is key to meeting students’ learning needs to the fullest extent and helping them reach their full potential successfully (D. N. Suharto, 2020; Syarif & Riza, 2022; Yahya & Yani, 2023).
2.4. Relevant Research

The relevant research on this problem is as follows:


   This article has main references other than the two books of al-Ghazali; Ihya Ulum al-Din, and al-Iqtishad fi al-I'tiqad, are as follows:

   This article reveals al-Ghazali from the aspects of al-Ghazali's background until he became a great scholar. In addition, it reveals al-Ghazali's thoughts regarding the nature and characteristics of a teacher in Islam, namely, being fair, deliberative, firm, communicating with students, parents, and the community, motivating students to progress, helping students with problems, teaching effectively, guiding students to make decisions, and linking students' responsibilities as khalifatullah. Apart from that, this article reveals al-Ghazali’s view that ta'dib should be the goal of education and teachers as leaders (murshid) by means of ta'lim, tarbiyyah and riyaadhah.

   This article reveals more about al-Ghazali's idealism in terms of education and teachers. This author himself admitted at the beginning of his writing that there is no theoretical system of teacher leadership according to al-Ghazali, because al-Ghazali did not specifically discuss “teacher leadership” but discussed the general nature of a teacher in Islam.


   This article reveals more about ta'dib in terms of its definition, content, characteristics of civilized scientists, and characteristics of education based on adab. Therefore, this study does not discuss teachers from the perspective of their leadership in managing learning and daily assistance. This article uses al-Attas' thoughts as the main reference as well as Wan Mohd Nor Wan Daud as a student of al-Attas.


   This article reveals the principal's leadership through a prophetic leadership style, which is inspired by the prophet's leadership. This means that Rasulullah is positioned as a role model in all aspects of his life, especially those concerning education, namely sidiq, amanah, fathonah, and tabligh. This article explains the concept of prophetic leadership in its role in school-based management (MBS) of finances, infrastructure, human resources, and so on.


   This article explains the concept of adab from the perspective of the Syed Naquib al-Attas. It is explained in great detail, starting from the meaning, history, philosophy, and actualization of a Malaya higher education institution called ISTAC. Ardiansyah also explained the views of the ulama towards adab with all its advantages and disadvantages.

   Ardiansyah explained al-Attas's views on the concept of adab applied in higher education, from a philosophical-historical basis, as well as aspects of its unique curriculum, taken from the thoughts of al-Ghazali and other scholars.

   The four articles mentioned above provide much information regarding the concept of adab in Islam. The concept of adab was put forward by al-Ghazali, Ibn Taymiyah, al-Attas and other scholars. Thus, the articles above have succeeded in proving that the Islamic religion has paid great attention to aspects of education, whether in terms of its foundation, resources, or system and curriculum. At the same time, it has convinced us of the greatness of Islamic law, which is enough for us to make it the main basis
before other references such as the views of John C. Maxwell, Jennifer York-Barr and Karen Duke, Clark, Schoeppeach, Hong and the thoughts of other educational experts.

Many classical Islamic scholars have written adabs about various aspects of life. Al-Bukhari wrote the book al-Adab al-Mufrad which contains hadiths about the life of the Prophet in providing adab education as well as being a role model in matters of etiquette. Then, al-Mawardi wrote a book entitled Adab al-Dunya wa al-Din, in which there is a discussion of the adab of knowledge (adab al-ilm), spiritual adab (adab al-din), world adab (adab al-dunya), and individual (adab al-nafs). Al-Ghazali in the book Ihya 'Ulumiddin contains a treatise on adab entitled adab fi al-Din. Ardiansyah stated that in the book there are seventy-four adab which cover various areas of life. Then, Abdul Qadir al-Jilani in his work entitled al-Gunyah li Talib Thariq al-Haq also wrote about adab which touches on broader aspects of human life including issues of cleanliness, eating, dressing, amr ma'ruf nahi munkar and others. These methods are explained in the book of al-Adab. In addition to classical Islamic scientists, contemporary Islamic scientists, especially in Indonesia, also discuss adabs very clearly. One of them is KH Hasyim Asy'ari who compiled the book Adab al-'Alim wa al-Muta'allim Fima Yahtaju Ilayhi al-Muta'allim fi Ahwali Ta'allumu wa Ma Yatawaqqafu 'Alayhi al-Mu'allimu fi Maqamati Ta'limi. This book includes a discussion of etiquette, which must be understood and practiced by students and teachers.

The writings above have not specifically discussed teacher leadership in Islamic scientific concepts or teacher leadership based on Islamic etiquette. Thus, from the research that researchers have collected, there has been no research that specifically discusses the discussion raised by researchers in this research, namely, Islamic adab-based teacher leadership to be implemented in Islamic boarding schools.

2.5 Framework of Thought
This model is based on the theory and problems faced in the field related to Islamic adab-based teacher leadership. The process of developing this model begins with needs analysis. Because this is a process of developing teacher leadership based on Islamic adabs, the analysis of teacher leadership needs based on Islamic adabs includes the availability of models in the field, the need for models in the field, and the concept of teacher leadership models.

The conceptual design that will become a teacher leadership model is based on Islamic etiquette for Islamic boarding schools, especially at Insan Scholar Madani High School, so that it becomes a means to improve their performance at work.

In the process of creating an Islamic adab-based teacher leadership model, there are three things that really need to be considered: the prototype/content, and the user himself, both in terms of the method and benefits of using the model.

3. Research Methodology
3.1 Research Design
This research is a type of Research and Development method or research and development (R&D) that aims to develop products whose quality will be tested. According to Borg and Gall (1989, p.624), educational R&D is a process used to develop and validate educational products. Educational development research can also be interpreted as a process used to develop and validate educational products. The results of development research include not only the development of an existing product, but also finding knowledge or answers to practical problems. Research and development methods are also defined as research methods used to produce certain products and test their effectiveness (Sugiyono, 2019).

In this D research, a product will be produced in the form of guidelines for leaders and managers of Islamic boarding schools to realize Islamic adab-based teacher leadership.
### 3.2 Research Instruments

#### 3.2.1 Teacher leadership

Putrawan (2020), the next step was to develop indicators. The indicators are in accordance with the conceptual and operational definitions above in the form of a grid table. Anastasi (2002) calls the "table of specification" as follows:

Table 1. Grid for Measuring Leadership

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Indicator</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idealized influence</strong></td>
<td>Show pride in the school</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Show pride in the school</td>
<td>3, 4</td>
</tr>
<tr>
<td></td>
<td>Gain trust from students</td>
<td>5, 6</td>
</tr>
<tr>
<td><strong>Inspirational motivation</strong></td>
<td>Motivate students</td>
<td>7, 8</td>
</tr>
<tr>
<td></td>
<td>Respect for student achievement</td>
<td>9, 10</td>
</tr>
<tr>
<td></td>
<td>Inspire other teachers to improve the quality of learning</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Building creative ideas in developing learning methods in the classroom</td>
<td>13, 14</td>
</tr>
<tr>
<td><strong>Intellectual stimulation</strong></td>
<td>Stimulate students to think</td>
<td>15, 16</td>
</tr>
<tr>
<td></td>
<td>Train students to debate scientifically</td>
<td>17, 18</td>
</tr>
<tr>
<td></td>
<td>Stimulate students' creative thinking</td>
<td>19, 20</td>
</tr>
<tr>
<td></td>
<td>Make students challenged to complete assignments</td>
<td>21, 22</td>
</tr>
<tr>
<td><strong>Individual consideration</strong></td>
<td>Pay attention to students' psychological conditions</td>
<td>23, 24</td>
</tr>
<tr>
<td></td>
<td>Consult students and parents</td>
<td>25, 26</td>
</tr>
<tr>
<td></td>
<td>Sharing with other teachers related to classroom learning</td>
<td>27, 28</td>
</tr>
<tr>
<td><strong>Contingent reward</strong></td>
<td>Give rewards</td>
<td>29, 30</td>
</tr>
<tr>
<td></td>
<td>Appreciate student achievement</td>
<td>31, 32</td>
</tr>
<tr>
<td><strong>Management by exception (active)</strong></td>
<td>Controlling the learning process</td>
<td>33, 34</td>
</tr>
<tr>
<td></td>
<td>Controlling student learning progress</td>
<td>35, 36</td>
</tr>
<tr>
<td></td>
<td>Take corrective action against students</td>
<td>37, 38</td>
</tr>
<tr>
<td></td>
<td>Look for deviations from the rules committed by students</td>
<td>39, 40</td>
</tr>
<tr>
<td><strong>Management by exception (passive)</strong></td>
<td>Give a warning</td>
<td>41, 42</td>
</tr>
<tr>
<td></td>
<td>Provide correction</td>
<td>43, 44</td>
</tr>
<tr>
<td><strong>Laissez-faire</strong></td>
<td>Let students look for their own problems to uncover scientific facts</td>
<td>45, 46</td>
</tr>
<tr>
<td></td>
<td>Trust that students always do their assignments well independently</td>
<td>47, 48</td>
</tr>
</tbody>
</table>

In the grid table above, teacher leadership measurement items can be developed that can be distributed to students to obtain information about how students assess (perception) teacher leadership styles both inside and outside of class. Putrawan (2020) states that this method needs to be carried out by every teacher as a professional teacher in order to become a Continuous Professional Development (CPD) in accordance with the law. Here are some examples of these items.

**MY TEACHER**

1) Motivated to engage in commendable behavior.  
   A. Always; B. Often; C. Sometimes, D. Rare and E. Never.
2) Invite critical thinking.  
   A. Always; B. Often; C Sometimes; D. Rare; E. Never
3) Give praise to students who do good things.  
   A. Always; B. Often; C. Sometimes; D. Rare; E. Never
4) Until then, there were 20-30 items according to the number of indicators.

These items were adjusted to the indicators in the grid table, and the results of this measurement can be used as a reflection by each teacher to determine whether the teacher has a transformational or transactional leadership style when acting as a leader in front of the class.

3.2.2 Performance
a. Concept Definition
Performance is the value of a set of a person's behavior that has a positive or negative contribution to achieving organizational goals effectively, based on the dimensions of task performance, citizenship behavior (CB), and counterproductive behavior.

b. Operational definition
Performance (citizenship behavior) is the value of a set of teacher behaviors that make a positive contribution to the effective achievement of organizational goals as assessed by two superiors as raters using a performance scale with scoring 5-4-3-2-1, namely always = 5, often = 4, sometimes = 3, rarely = 2, and never = 1 (for positive statements), covering sub-dimensions (a) interpersonal, with sub-sub-dimensions such as help, courtesy, sportsmanship, and (b) organizational, with sub-sub-dimensions such as civic, voice, and boosterism, each of which has several indicators, while counterproductive behavior is not measured because it is negative. The grid in question is as follows:
1) Interpersonal
   a. Helping
      i. Helping other people's work
      ii. Replace a colleague who is absent
      iii. Discuss and share with new partners
   b. Courtesy
      i. Respect the rights and privacy of colleagues
      ii. Avoid disputes between colleagues
      iii. Behave politely
   c. Sportmanship
      i. Don't escalate problems at work
      ii. Accept every policy and SOP that has been set
      iii. Enthusiastic in work
      iv. Accept the conditions and facilities that exist in the workplace

2) Organisasional
   a. Voice
      i. Provide suggestions for organizational progress
      ii. Provide criticism
   b. Civic virtue
      i. Participate in organizational activities
      ii. Caring about organizational development
   c. Boosterism
      i. Behave well when outside the organization
      ii. Building a good image of the school

3.3 Data Analysis Techniques
The general formula for the Paired T-Test is as follows:
\[ t = \frac{D}{SD/\sqrt{N}} \]
Information:
t: t-statistic value.
D: The average of the differences between pairs of data (in this context, pre-test and post-test).
SD: standard deviation of the difference between pairs of data.
N: number of data pairs.

1. N-Gain Test
The data analysis technique used in this research was the N-Gain score, which aims to determine the effectiveness of using a particular method or treatment in a study. The N-gain score test was performed by calculating the difference between the pre- and post-tests. By calculating the difference between the pre-test and post-test, we can find out whether the use or application of research methods can be said to be effective or not. The N-gain formula defined by Hake (2002) is as follows:

\[ N \text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}} \]

<table>
<thead>
<tr>
<th>Gain value normalized</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 (\leq g \leq 0.30)</td>
<td>Low</td>
</tr>
<tr>
<td>0.30 (&lt; g \leq 0.70)</td>
<td>Currently</td>
</tr>
<tr>
<td>0.70 (&lt; g \leq 1.00)</td>
<td>Tall</td>
</tr>
</tbody>
</table>

The division of N-gain acquisition categories in percentage form can be found in the table below.

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
<td>Ineffective</td>
</tr>
<tr>
<td>40 – 55</td>
<td>Less effective</td>
</tr>
<tr>
<td>56 – 75</td>
<td>Effective enough</td>
</tr>
<tr>
<td>&gt;76</td>
<td>Effective</td>
</tr>
</tbody>
</table>

### 4. Results and Discussions

#### 4.1. Description of the Effectiveness of the Teacher Leadership Model Based on Islamic Adab to Improve Teacher Performance
Before the treatment, as explained in the previous discussion, teacher performance was in the medium category: high, 9%; medium, 77%; and low, 14%. Researchers argue that teachers’ performance must continue to be improved, and the main way to improve it is by improving their own leadership. The quality of teacher leadership from the observation results was in the medium category with details: high 0%, medium 75%, and low 25%. This shows that the majority of the teachers were in the medium and low categories. Therefore, it is necessary to increase teachers’ ability to improve their performance.

Researchers have conducted research on developing a teacher leadership model based on Islamic etiquette to improve teachers’ performance. The following stages were used:

a. Observation of teacher performance  
b. Observation of teacher leadership  
c. Treatment of Islamic adab-based teacher leadership models; training and implementation  
d. Islamic adab-based teacher leadership survey  
e. Observation of teacher performance

This user response was carried out using a survey completed by 22 Insan Scholar Madani High School teachers. The survey used a Likert scale to determine teachers’ views on the implementation of Islamic adab-based teacher leadership, with 20 questions that specifically measured the implementation of the four frameworks above. Each dimension consists of five questions.

Researchers used descriptive statistics with IBM SPSS Statistics 24 to group respondents' assessments, which showed the minimum, maximum, mean, and standard deviation scores. To interpret the data in relation to this framework, the researcher used Ferdinand's (2014) formulation in the following way:
a. The respondent's answer numbers start from 1 – 5, so that the categorization of answers uses the range \( \overline{\delta} = 5.00 – 1.00 \) (highest average score minus lowest average score) = 4.

b. If we use the 5 box criteria (five-box method) or \((k) = 5\), we obtain the class interval \((p) = r/k = 4/5 = 0.8\).

c. This range is used as a basis for determining the average categorization of respondents' assessments of the variables used in this research, as shown in the table below.

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 – 1.80</td>
<td>Very low</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>Low</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>Enough</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>Tall</td>
</tr>
<tr>
<td>4.21 – 5.00</td>
<td>Very high</td>
</tr>
</tbody>
</table>

The results of calculating the four dimensions of Islamic adab-based teacher leadership were as follows.

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Ta'dib1</td>
</tr>
<tr>
<td>Ta'dib2</td>
</tr>
<tr>
<td>Ta'dib3</td>
</tr>
<tr>
<td>Ta'dib4</td>
</tr>
<tr>
<td>Ta'dib5</td>
</tr>
<tr>
<td>Akhlak Terpuji1</td>
</tr>
<tr>
<td>Akhlak Terpuji2</td>
</tr>
<tr>
<td>Akhlak Terpuji3</td>
</tr>
<tr>
<td>Akhlak Terpuji4</td>
</tr>
<tr>
<td>Akhlak Terpuji5</td>
</tr>
<tr>
<td>Amanah1</td>
</tr>
<tr>
<td>Amanah2</td>
</tr>
<tr>
<td>Amanah3</td>
</tr>
<tr>
<td>Amanah4</td>
</tr>
<tr>
<td>Amanah5</td>
</tr>
<tr>
<td>Al-Quwwah1</td>
</tr>
<tr>
<td>Al-Quwwah2</td>
</tr>
<tr>
<td>Al-Quwwah3</td>
</tr>
<tr>
<td>Al-Quwwah4</td>
</tr>
<tr>
<td>Al-Quwwah5</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
</tr>
</tbody>
</table>

The table above shows that the average gain in the ta'dib dimension is 4.05 (High) with a value range from 3.72 to 4.27. The dimension of commendable morals is 4.11 (High), with values range from 4.00 to 4.31. The trustworthiness dimension was 3.88 (High), with a value range from 3.40 to 4.22. Meanwhile, the al-Quwwah dimension is 4.03 (High), with a value range from 3.86 to 4.22. This can be observed in the bar graph, as follows:
The above scores indicate that the Islamic adab-based teacher leadership framework has a positive impact on the high category. This means that the Islamic adab basis provides a different perspective in carrying out the duties and functions of teachers in their leadership abilities.

These touches are: 1) Efforts to influence, which are an important element in the ability to lead, are directed at influencing by applying Islamic ethical values inside and outside the classroom with the teacher's profile as a role model. 2) Building a culture of collaboration with the principles of commendable morals to resolve differences of opinion, creating a harmonious work environment, and collaborating with fellow teachers to improve learning and school culture. 3) Teacher efficiency in being responsible for completing daily tasks and fulfilling their mandates as educators. 4) Initiative to create positive changes and improve the quality of learning, as well as being authoritative in motivating students and fellow teachers.

After the treatment has been carried out through training for the teachers, it is then necessary to carry out post-test testing on the teacher's performance, previously after carrying out pre-test measurements, the teacher's performance had a low score. The test in question was a t test.

The t-test is a statistical method that can be used to compare the average of two groups of data to measure the effectiveness of Islamic adab-based teacher leadership training by comparing pretest and post-test teacher performance; thus, significant differences in teacher performance after implementation can be identified. Islamic manners in their leadership. Researchers use a paired t-test because they have two sets of data that are related or paired. The general formula for the Paired T-Test is as follows:  
\[ t = \frac{D}{SD/\sqrt{N}} \]

Information:
\( t \): t-statistic value.  
\( D \): The average of the differences between pairs of data (in this context, pre-test and post-test).  
\( SD \): standard deviation of the difference between pairs of data.  
\( N \): number of data pairs.

a. Pretest dan Post-test
Based on the pretest results, the average teacher score was 2.8. Meanwhile, in the post-test, an average figure of 3.5 was obtained.
In the graph, the average respondent looks like the following image:
Before performing a paired t-test, it was necessary to perform a normality test on the measurement data before and after treatment to ensure that the data were normally distributed. If the data meets the assumption of normality, the paired t-test can be continued.

The measurement results using SPSS were as follows:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Performa Guru</td>
<td>.163</td>
<td>.962</td>
<td>.529</td>
</tr>
<tr>
<td>Post-test Performa Guru</td>
<td>.223</td>
<td>.931</td>
<td>.128</td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the analysis using SPSS show that the pretest significance value is 0.529, while the posttest significance value is 0.128. Both data are greater than 0.05, so it can be concluded that the data are normally distributed so that they meet the requirements for using parametric hypothesis testing.

After ensuring that the data are normally distributed, we will proceed to the paired t-test (Paired Sample T-Test). The calculation results using IBM SPSS Statistics 24 were obtained as follows.

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td><strong>Std. Deviation</strong></td>
</tr>
<tr>
<td>PAIRED DIFFERENCES</td>
<td></td>
</tr>
</tbody>
</table>

2024 | Journal of Multidisciplinary Academic and Practice Studies/ Vol 2 No 1, 9-26
Figure 5. Results of spss t-test measurements.

Sig value. (2-tailed) is 0.000 < 0.05, so it can be concluded that there is a real difference between teacher performance in the pretest and posttest data.

To provide a more complete understanding of the impact of treatment, researchers conducted an N-gain test. N-Gain is used to measure the difference between two measurement times, and provides a relative measure of the change in scores between the pre-test and post-test.

The N-gain is calculated as follows:

Table 6. N-Gain Calculation Table.

<table>
<thead>
<tr>
<th>Responden</th>
<th>Pretest</th>
<th>Postest</th>
<th>N-Gain</th>
<th>Prosentase N-Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2,6</td>
<td>3,2</td>
<td>0,4</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>2,7</td>
<td>3,4</td>
<td>0,5</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>2,3</td>
<td>3,3</td>
<td>0,6</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>2,8</td>
<td>3,4</td>
<td>0,5</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>2,5</td>
<td>3,3</td>
<td>0,5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>2,8</td>
<td>3,6</td>
<td>0,7</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>2,8</td>
<td>3,6</td>
<td>0,7</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>2,6</td>
<td>3,4</td>
<td>0,6</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>3,4</td>
<td>3,8</td>
<td>0,7</td>
<td>70</td>
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<tr>
<td>10</td>
<td>2,5</td>
<td>3,1</td>
<td>0,4</td>
<td>38</td>
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<tr>
<td>11</td>
<td>2,8</td>
<td>3,4</td>
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<td>12</td>
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<td>48</td>
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<tr>
<td>13</td>
<td>2,9</td>
<td>3,6</td>
<td>0,6</td>
<td>59</td>
</tr>
<tr>
<td>14</td>
<td>3,3</td>
<td>3,7</td>
<td>0,5</td>
<td>55</td>
</tr>
<tr>
<td>15</td>
<td>3,1</td>
<td>3,6</td>
<td>0,6</td>
<td>57</td>
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<td>16</td>
<td>2,7</td>
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<td>17</td>
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<td>52</td>
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<tr>
<td>18</td>
<td>2,9</td>
<td>3,7</td>
<td>0,7</td>
<td>72</td>
</tr>
<tr>
<td>19</td>
<td>3,1</td>
<td>3,7</td>
<td>0,6</td>
<td>64</td>
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<tr>
<td>20</td>
<td>3,2</td>
<td>3,8</td>
<td>0,7</td>
<td>69</td>
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<tr>
<td>21</td>
<td>2,9</td>
<td>3,7</td>
<td>0,7</td>
<td>71</td>
</tr>
<tr>
<td>22</td>
<td>2,8</td>
<td>3,6</td>
<td>0,6</td>
<td>63</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.81</strong></td>
<td><strong>3.49</strong></td>
<td><strong>0.6</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>
The N-Gain calculation above shows that the mean N-Gain is 0.60 based on the gain score category which is in the medium category with a value range of g < 0.7 in the medium category. The percentage value was 58%, and the N-gain percentage was in the effective category with a range of <76%.

For clarity in the graphic display, the N gain for each respondent was as follows:

![Graph of respondents' average N-Gain](image)

From the various calculations above, it can be concluded that the use of a teacher leadership model based on Islamic adabs is very effective in improving the performance of Madani Scholar Insan High School teachers.

5. Conclusion

5.1 Conclusion

This research aims to develop a teacher leadership model based on Islamic etiquette and analyze its implementation in improving teacher performance at the Insan Scholar Madani High School. Through in-depth analysis and testing, the findings and conclusions have significant implications for the development of Islamic education in boarding schools. Based on the results of research, development, and discussion, the following conclusions can be drawn:

1. The quality of performance, which needs to be improved with the quality of teacher leadership, is the main need for developing a teacher leadership model based on Islamic etiquette. Moreover, in Islamic boarding schools like ICM, teachers are with the students 24 hours a day, as second parents for them, who are emulated because they have good behavior, as well as because there is no specific teacher leadership model that can be implemented in everyday life. In this case, etiquette is the basis for the behavior.

2. The prototype of a teacher leadership model based on Islamic etiquette includes the following aspects: rationale, objectives, benefits, essence, advantages, limitations, syntax management, framework, principles, practice, and conclusions. The principles of teacher leadership have principles; Ta'dib, good morals, trustworthiness, and al-Quwwah (strength of authority). Apart from that, the instillation and habitation of Islamic etiquette in teacher leadership can be achieved if it goes through the stages; Ma'rifah, Tazkiyyatunnafs, Riyadhah and Mujaahadah. Prof. Syed Naquib al-Attas divided it into two categories: recognition and acknowledgment.

3. The Islamic adab-based teacher leadership model has high validity in this category. Validation of the model guidelines was 3.66, and validation of the observation sheets was 3.67. The validity of this model was strengthened by the support of experts in education, Islamic adabs, and Islamic leadership. The evaluation process by competent parties ensures that this model has a strong theoretical basis and is relevant to the educational context of Insan Scholar Madani High School.

4. The Islamic adab-based teacher leadership model is practical in the practical category (3.20). Implementation trials show that this model is not only conceptually appropriate, but also practical in the daily reality of schools. With full support from teachers and school leaders, the
implementation of this model can be effectively integrated into educational activities at Insan Scholar Madani High School.

5. The Islamic adab-based teacher leadership model is effective in improving teacher performance at Insan Scholar Madani High School. It can be seen from the survey results given to teachers regarding the four dimensions in the Islamic adab-based teacher leadership framework that all of them are in the high category, sequentially from commendable morals with a score of 4.11, ta'dib with a score of 4.05, al-Quwwah with a value of 4.03, and trustworthiness with a value of 3.88. Similar to the statistical test results, that the data are normally distributed, the difference between the pre-test and post-test is clearly visible, as well as N-Gain with moderate results, indicating that the model has quite an effective influence, giving positive results on the quality of their leadership, which is in a straight line with their performance.

5.2 Suggestions
Based on the results and findings obtained by researchers in the field during research and development activities, several suggestions are put forward as follows:
1. The Islamic adab-based teacher leadership model is a breakthrough in thinking about the problems of teacher leadership, which are quite common in other schools or even other institutions, so it is hoped that ICM teachers at other levels/units can use this model to improve their performance.
2. The results of this development have produced a product that is declared to be very valid, practical, and effective in improving teacher performance in accordance with the school's vision and mission. However, teachers can still make modifications in referring to Islamic adabs considering the breadth of this branch of Islamic knowledge, which has received the attention of many scholars in the past.
3. Implementation of ongoing training and development programs to increase understanding and application of Islamic values among teachers. This support can help achieve continuity in the implementation of the teacher leadership model.
4. Conduct regular evaluations of teacher leadership models to ensure sustainability and suitability for the development of school needs. Regularly review and update the model as new feedback and challenges arise.
5. Facilitate collaboration and networking between Insan Scholar Madani High School and other educational institutions, Islamic organizations, and related institutions. This can enrich the exchange of ideas, resources, and supports.
6. It is hoped that, in the future, there will be much broader research and development with more concrete and measurable goals and steps at all school levels.

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