

PSYCHOLOGICAL CAPITAL AND PRINCIPAL LEADERSHIP STYLE ON THE TEACHER'S PERFORMANCE IN INDONESIAN MADRASAH: JOB SATISFACTION AS A MEDIATOR

Masdianah Masdianah ¹, Achmad Syahid ², Gazi Saloom ³, Peter Paul Moormann ⁴

¹Yayasan Desapha Malang

²⁻³Universitas Islam Negeri Syarif Hidayatullah Jakarta

⁴Leiden University, The Netherlands

Corresponding Email: diana.pinatar17@gmail.com

ABSTRACT

Madrasah principals and teachers become an entry point for policy to address disparities in student achievement and the quality of madrasah in Indonesia. Unfortunately, only some studies have tested the theoretical model of a teacher's job satisfaction as a mediator influenced by the teacher's psychological capital and principal leadership style on teacher performance. The population of this study was public and private madrasah teachers in Malang Regency, East Java, Indonesia. At the same time, the research sample consisted of 356 teachers selected by the purposive sampling method. The measuring tools used were the Psychological Capital Questionnaire (PCQ-24), the Multifactor Leadership Questionnaire (MLQ)-5X, and the Job Satisfaction Survey (JSS). The testing construct validity used confirmatory factor analysis (CFA), while data analysis used Structural Equating Modeling (SEM) with Mplus 7.4 software. The results of SEM showed that the theoretical model of teacher job satisfaction as a mediator variable based on the teacher psychological capital and leadership style of madrasah principals' influences on teacher performance fit the empirical data. The results also showed that teacher job satisfaction mediated the effect of teacher psychological capital and principal leadership style on teacher performance, but the direct impact of the two independent variables on the dependent variable is strong.

Keywords: Job Satisfaction, Madrasah in Indonesia, Principal Leadership Style, Psychological Capital, Teacher Performance

Submission	Review Process	Revised	Accepted	Published
05-10-2023	05-10-2023 - 23-11-2023	06-12-2023	06-12-2023	20-12-2023

INTRODUCTION

Teacher performance is an issue that needs to be addressed immediately amid segregation and quality disparities in madrasah institutions and outputs in Indonesia. Teacher performance influenced approximately 76.6% of student achievement (Sudjana, 2006; Rahmatullah, 2016). Inadequate teacher competence made their performance low, had ineffective teaching and learning processes (Azkiyah et al., 2014; Rahmatullah, 2016), and had a less significant impact on student achievement (Sirait, 2016). According to the Asian Development Bank (in Bahzar, 2019), madrasah, especially private ones, have not met the minimum standards for learning outcomes, teaching and learning environment,

and the quality of teachers. The learning outcomes of madrasah students in mathematics, reading comprehension skills, and science had a mean score below the Organization for Economic Cooperation and Development (OECD) standards. Such problems arose in the middle of the unequal quality of madrasah, whose numbers reached 82,418 institutions, the largest in Southeast Asia (Luken-Bull 2010), with the public and private madrasah ratio was 5%: 95% (EMIS, 2019/2020).

The Indonesian government has made the right policy toward madrasah. As an Islamic educational institution, the position and relations of madrasah with the government in the world were very heterogeneous (Alam,

2003; Kadi, 2006; Blanchard, 2007). As an Islamic educational institution, madrasah integrated the national education system (Jones, 1976; Kelabora, 1976; Steenbrink, 1986, Rahim, 2004; Hasan, 2008; Hasri, 2014). From the beginning, this education policy intended to improve the community's quality of life (Lailatussaadah, 2015), which began in 1973-1978 (Duflo, 2001). This policy's direction and agenda were different from the trend of governance of the same institutions in West Bengal (Aleaz, 2005), southern Philippines (Arquiza, 2006; Milligan, 2006), Russia (Tuna, 2011), India (Metcalfe, 2007; Alam, 2008; Ingram, 2019), Pakistan (Haqqani, 2002; Noor, 2019), Singapore and Malaysia (Mappiasse, 2016). In Indonesia, the government, as a consequence, provides financial support for public madrasah and limited subsidies for private madrasah and issues regulations on quality benchmarks by setting eight national education standards. The National Accreditation Board for Schools/Madrasahs (BAN S/M) evaluates the implementation of these standards, along with issuing accreditation status and grades based on the evaluation. However, the status and grading of madrasah accreditation in Indonesia until 2020 were still unequal (BAN S/M, 2020; EMIS, 2020). Student academic achievement was also unsatisfying; on one hand, the religious achievements of madrasah students were superior to those of school students under the Ministry of Education and Culture. On the other hand, madrasah students' academic achievements in science and mathematics, especially private ones, were still not comparable to school students' (Rosyada, 2017).

Navigation of school quality depends on the performance of school principals, teachers, academic staff, and students' psychological capital (OECD, 2015; Manullang & Rajagukguk, 2016; Syahid, 2019). Teacher competence and performance influenced the low quality of education (Nadeem, 2011; Mohanty & Parida, 2016; Sumantri & Whardani, 2017) and educational outcomes (Suharsaputera, 2013; Arifin, 2015). Many teachers did not follow a standard curriculum design or adequate preparation and

were not disciplined, such as occupying less teaching time than they should (Hendrawijaya et al., 2020). In school-based management, madrasah principals were the driving force in managing large numbers of teachers, with poor quality and unequal distribution of teachers at each level and madrasah type within regions and between regions. Out of 780,652 madrasah teachers, there were 123,437 civil servants, 10,359 candidates for civil servants, and 581,474 non-civil servants. There were 113,491 certified civil-servant teachers, while 195,721 were non-state civil servants (EMIS 2019/2020). The results of the Madrasah Teacher Competency Test in 2015 averaged 58-59 basis points from 60 as the minimum standard. Data for 2020 also showed a similar trend (Simpatika, 2019). The certification program was an urgent policy option that needed to improve teacher competence and job performance (Azwar, Yusrizal, & AR, 2015; Amin et al., 2013; Alonderiene & Majauskaite, 2016; Sumantri & Whardani, 2017; Kurniawati et al., 2018; Tjabolo & Herwin, 2020) in carrying out the primary duties and functions of the teacher to lead the teaching and learning process in the classroom (Suharsaputera, 2013; Erdel & Takka, 2020), starting from planning, implementing, evaluating, analyzing and following up on the results of the learning evaluation (UU No. 14/2005; Azwar, Yusrizal, & AR, 2015).

Navigating to improve the quality of education by emphasizing teacher performance (Kappagoda et al., 2014) and the performance of madrasah principals (Dewi et al., 2016) has become the focus of scholars and policy reforms in the last decade (Skourdombis, 2019). Research by experts explored this field with various constructs, such as teacher performance (Steinberg & Garrett, 2015; Azwar, Yusrizal, & AR, 2015; Dewanto et al., 2015; Rahmatullah, 2016; Warren & Hale, 2016; Wenno, 2016; Dewi et al., 2016; Ilyas & Abdullah, 2016; Parsa, 2017; Bello & Jakada, 2017; Santín & Sicilia, 2018; Syahid, 2019; Bahzar, 2019; El Afi, 2019; Imron & Warsah, 2019), teacher job performance (Ingle et al., 2011; Arifin, 2015), teacher work performance (Selamat et al., 2013; Nasrun, 2016) and performance of

teacher (Nadeem, 2011; Arman, Thalib & Manda, 2016; Ordu, 2016; Sumantri & Whardani, 2017).

Many variables, both internal and external, influence teacher performance. The internal ones included teacher competence (Mulyadi et al., 2016; Rahmatullah, 2016; Wahyuddin, 2016), motivation (Arifin, 2015; Arman, Thalib & Manda, 2016; Dewi et al., 2016; Nasrun, 2016; Sumantri & Whardani, 2017; Papilaya et al., 2019), job satisfaction (Arifin, 2015; Afshar & Doosti, 2016; Ordu, 2016; Rezaee et al., 2018), and psychological capital (Ganotice et al., 2016; Nashtya & Baidun, 2017; Demir, 2018). Meanwhile, the external variables that affected teacher performance were the principal's leadership style (Enueme & Egwunyenga, 2008; Adeyemi, 2010; Mulyadi et al., 2016; Nasrun, 2016; Bahzar, 2019), compensation (Bello & Jakada, 2017; Papilaya et al., 2019; Wenno, 2016) and organizational culture (Selamat et al., 2013; Arifin, 2015; Yousefi & Abdullah, 2019).

Among the internal variables, psychological capital had a significant correlation with teacher performance (Burke, 2000; Luthans et al., 2007; Wang et al., 2012; Schulz et al., 2014; Tuzun et al., 2014; Bradley, 2014; Ocak et al., 2016; Ganotice, et al., 2016; Nashtya & Baidun, 2017; Demir, 2018; Imron & Warsah, 2019; Karakus et al., 2019), although this theory was designed in the setting of positive organizational behavior (Biricik, 2020) as an integral and inseparable (Ira & Bulut, 2018), thus, all the dimensions of psychological capital stimulate optimal growth to achieve success in the workplace (Luthans et al., 2006, 2014; Avey et al., 2010; Luthans & Youssef-Morgan, 2017). The whole dimension of psychological capital contains its good effect, its ability to pump spirit and efforts to accomplish goals by showing good performance from time to time (Nashtya & Baidun, 2017), to strengthening individual personality and maintain their ability to act rationally when in critical condition (Harms & Luthans, 2012; Luthans et al., 2014; Durrah et al., 2016). It also influenced the positive attitude of teachers to improve their performance, competence, expectations,

motivation, and productivity, which was utilized to help their colleagues and students (Rehman et al., 2017) and as well as eradicate negative impacts when dealing with problems in carrying out their profession, which impacts their performance in serving their students (Demir, 2018).

In addition to the dynamics of management, process, and outcomes of education (Tifyani, 2016), the principal's leadership style was another external variable that influences the effectiveness of teacher performance (Adeyemi, 2010), as the failure and success of schools as educational units depended on this variable (Bass, 1990; Shamaki, 2015). According to Bass (1985) and Barnawi & Arifin (2017), leadership style is the ability to influence a relationship that follows specific patterns or strategies for achieving common goals. Adeyemi (2010), Salimin et al. (2021), and Atiah et al. (2021) stated that a mixture of autocratic and democratic leadership styles was recommended to improve teacher performance, while they avoided laissez-faire leadership styles. However, research by Imhangbe et al. (2019) found evidence that democratic, autocratic, and laissez-faire leadership styles concurrently contributed to around 68.3% of teacher performance, while the democratic and laissez-faire leadership styles had the strongest positive influences on teachers. Bahzar (2019) found out that the teachings of the Prophet Muhammad SAW: *Siddiq* (truthful), *amânah* (trustworthy), *tabligh* (convey revelation), and *faţanah* (intelligent) internalized as the authentic leadership style of madrasah principals in South Kalimantan as the core values in the madrasahs' daily practice, as it also influenced their teacher performance while they were actively involved in the process of decision making, communication and delegation of authority. Nevertheless, transformational and transactional leadership styles, two out of the three styles according to Avolio et al. (1997) and Bass (1997), - without the laissez-faire style - still have to be tested for their effect on teacher performance. Most of the research, thus, only used transformational leadership

styles (Enueme & Egwunyenga, 2008; Erdel & Takka, 2020).

The leadership style was complementary to the ideal madrasah principal, who applied an open leadership pattern, delegated proper authority, was visionary and transformative, and carried out planned supervision (Rosyada, 2017). The principals implemented managerial skills to control the quality and performance of teachers in the teaching and learning process (Karabina, 2016) and administration staff performance. The quality of the school was influenced by the competence of the principal in carrying out managerial functions, among others, by carrying out both academic and non-academic supervision (Pusporini et al., 2020) as well as by school supervisors (Arman, Thalib & Manda, 2016; Atiah et al., 2021). The supervision skills of madrasah principals influenced teacher performance (Supardi, 2016), and the results were later used as a basis for encouraging teacher performance (Shamaki, 2015). Therefore, principal leadership was a factor that consistently affected teacher job satisfaction, especially by sharing information, delegating authority, and maintaining the communication channels available to their teachers (Morris & Sherman, 1981; Maeroff, 1988; Ostroff, 1992; Bogler, 2001; Nguni et al., 2006). Teachers' job satisfaction strengthened the principal's transformational leadership style on teacher performance (Prakoso et al., 2017). The principal leadership style positively influenced teacher performance in teachers' high job satisfaction (Hendrawijaya et al., 2020). The principal's leadership style also affected the teachers' job satisfaction and performance. They affected student achievement later on (Baptiste, 2019). The principal's leadership style, mediated by the teacher's job satisfaction, influenced the quality of education output (Kouni et al., 2018).

The principal leadership style might increase the teacher's job satisfaction, and they maintained psychological capital since it affects the teacher's performance. Job satisfaction was a multidimensional concept that included a set of feelings of satisfaction and dissatisfaction of someone in seeing their

job (Spector, 1994). While job satisfaction was a mediator that affected teacher performance (Spector, 1997; Afshar & Doosti, 2016; Arifin, 2015; Rezaee et al., 2018), it mediated the effect of psychological capital on performance (Abbas et al., 2014; Zaman & Tjahjaningsih, 2017) and it mediately influenced on principal leadership on teacher performance (Prakoso et al., 2017; Hendrawijaya et al., 2020). Some research also found that job satisfaction mediately influenced psychological capital on performance (Mello, 2013; Abbas et al., 2014; Nasra & Arar, 2019). However, the direct influence of psychological capital on performance was stronger than the indirect influence (Zaman & Tjahjaningsih, 2017). Both job satisfaction and the workplace (Boyacı et al., 2018) were positive since they were the most significant factors in maintaining a healthier school organization (Msuya, 2016). Teachers with a high level of job satisfaction would be more enthusiastic and more interested in devoting more energy and time to optimize performance, quality of work (Ostroff, 1992; Kouni et al., 2018), and student achievement (Nguni et al., 2006).

Based on the above background, this research examined the correlation of psychological capital on the teachers' performance and the principals' leadership style on teacher performance by treating the teachers' job satisfaction as the mediator.

LITERATURE REVIEW

The Teacher Performance

There have been many theories about teacher performance, among others those conducted by Sutrisno et al. (2013), Supardi (2016), Rahmatullah (2016), Arman, Thalib & Manda (2016), Sumantri & Whardani (2017), and Rezaee et al. (2018). In the context of education policy in Indonesia, the theory and dimensions of teacher performance used in this research refer to Law 14 of 2005 concerning Teachers and Lecturers, as well as Government

Regulation Number 19 of 2017 concerning Teachers. The theory of teacher performance is used by referring to the laws and regulations above because the theory of performance or teacher performance compiled by the experts above is not always complete, along with the dimensions, including measuring tools. Based on the theory and dimensions of the two laws and regulations above, Badrus (2017) compiled a measuring tool for teacher performance which was also used in this study.

Psychological Capital

Psychological capital theory in this study uses constructs, dimensions, and measuring tools compiled by Luthans and Youssef-Morgan (2017) and Luthans et al. (2006; 2007), that consists of 4 dimensions to achieve success, compared to the theory offered by Avey et al., (2011). The measuring tool also uses the Psychological Capital Questionnaire (PCQ-24) developed by Luthans et al. (2007), consisting four subscales, each including six items for a total of 24 items.

Leadership Style

The theory of leadership style has been compiled by many experts, including Bass et al. (1985, 1990, 2003) and Machali and Hidayat (2016), however, this study using theories, dimensions, and tools by Bass et al. (1985, 1990, and 2003) that consists of four dimensions. In addition, the measuring tool uses the Multifactor Leadership Questionnaire

(MLQ)-5X developed by Avolio et al. (1999), which consists of 45 questions.

Job Satisfaction

While job satisfaction theory has been compiled by experts, such as Locke et al. (1976), Spector (1997), Luthans (2011), and Tasios and Giannooli (2011), this study using the theory, dimensions, and measuring tools by Spector (1997). The measuring instrument used is the Job Satisfaction Survey (JSS) developed by Spector (1997) with nine dimensions and consisting of 36 items.

RESEARCH METHODS

Research Purposes

This study tested the theoretical model presented in Figure 1 using statistical analysis of the Structural Equation Model (SEM) utilizing the Mplus 7.4 application.

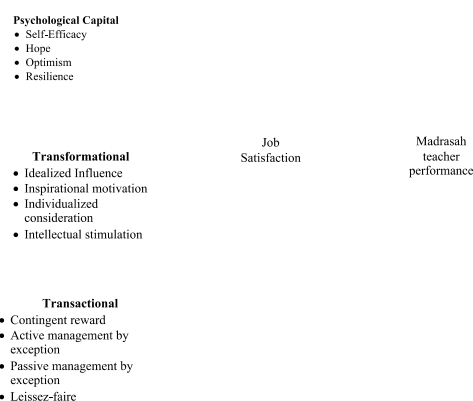


Figure 1. Research Theoretical Model

Method

The approach of the research was quantitative research.

Sample and Data Collection

The population of this study was 2,390 people, consisting of 622 teachers from 48 MA and 1,768 teachers from 161 MTs, both public and private, in Malang Regency (Simpatika, 2020).

A public madrasah is a school sponsored by the government, while a private madrasah is a school established by the community through foundations or religious organizations such as NU and Muhammadiyah. Due to the Covid-19 pandemic, the sample of this study was 356 MA and MTs teachers in Malang Regency, taken through purposive sampling, a non-probability sampling technique (Roscoe, 1975). The criteria for determining the sample are civil-servant teachers and non civil-servant teachers, who were certified or not yet certified, at MA and MTs, both public and private in the southern and western parts of Malang Regency. The research subjects were male, as many as 191 (53.35%), while the female subjects were 165 (46.65%). Of the 173 MA teachers, 168 (97.1%) came from private madrasah, while 5 (2.9%) were from public madrasah. Meanwhile, all 183 MTs teachers come from private madrasah (100%). Sampling was done by spreading questionnaires offline between September 2, 2020, to October 4, 2020.

Hypothesis and Instruments

The endogenous variables (η) of this study were teacher performance (η_1) and teacher job satisfaction (η_2) as the mediator. In contrast, the exogenous variables (ξ) were the teacher's psychological capital (ξ_1) and transformational leadership style (ξ_2), and the transactional (ξ_3) of the principal, which was multifactor with a multidimensional construct. The hypotheses examined in this study were two: (1) Whether the teacher's psychological capital influenced the theoretical model of teacher performance. (2) Whether the job satisfaction of madrasah teachers is shown by the empirical data

mediated by the leadership style of madrasah principals.

The minor hypothesis is H_{a1} : there was a significant direct influence of psychological capital on teacher performance; H_{a2} : there was a significant direct influence of transformational leadership style on teacher performance; H_{a3} : there was a significant direct influence of transactional leadership styles on teacher performance; H_{a4} : there was a

significant indirect influence of psychological capital on the performance of madrasah teachers through teacher job satisfaction as the mediator; H_{a5} : there was a significant indirect influence of the transformational leadership style of madrasah principals on the performance of madrasah teachers through the mediator of teacher job satisfaction as the mediator; and H_{a6} : there was a significant indirect influence of transactional leadership style on madrasah principals and the performance of madrasah teachers through the mediator of teacher job satisfaction as the mediator.

The teacher performance measurement tool was adapted from the Teacher Performance Assessment (PKG) by Badrus (2017) combined with the EDM (*Evaluasi-Diri Madrasah*; Madrasah Self-Evaluation) instrument, which refers to Law 14/2005. The psychological capital measurement tool uses the Psychological Capital Questionnaire (PCQ-24) by Nafei (2014) because it is so comprehensive that it represents a psychological capital measurement compared to the short version PCQ-12 by Martinez et al. (2019), with only 12 items adapted from Luthans, et al., (2007). The principal leadership style of the madrasah was measured by adapting the Multifactor Leadership Questionnaire (MLQ) -5X by Avolio et al. (1999) because it was the most appropriate one for measuring their transformational and transactional leadership styles. In contrast, to measure the job satisfaction of madrasah teachers based on their satisfaction and dissatisfaction with their work using the Job Satisfaction Survey by Spector (1997).

Data Analysis

The data collection instrument was a Likert scale with five alternative answers that best suited the respondents. The items were in the form of favorable and unfavorable statements. The construct validity test on the instrument uses Confirmatory Factor Analysis (CFA) Mplus software version 7.4 (Muthén & Muthén, 2017).

RESULTS

All variables in the theoretical model are categorized as shown in Table 1 below.

Table 1. Categorization Formulas

Categorization	Formula
Low	$X < M - 1SD$
High	$M + 1SD < X$

After obtaining the categorization norm, table 2 presents the description of the percentage acquisition for the variable teacher performance, psychological capital, job satisfaction, transformational leadership style, and transactional leadership style, based on the high and low variables.

Table 2. Research Variable Score Categorization

Variable	Frequency			
	Lo w	(%)	Hig h	(%)
Teacher Performance	157	44,1	199	55,9
Psychological capital	212	59,6	144	40,4
Job satisfaction	154	43,2	202	56,8
Transformational	113	31,7	243	68,3
Transactional	196	55,1	160	44,9

Indirect Influence

A regression model was used to determine the indirect influence, in which teacher performance is the dependent variable while teacher job satisfaction is the mediator. In contrast, the teacher's psychological capital

and the transformational and transactional leadership style of the madrasah principal served as independent variables. SEM analysis results can be seen in Figure 2 as follows:

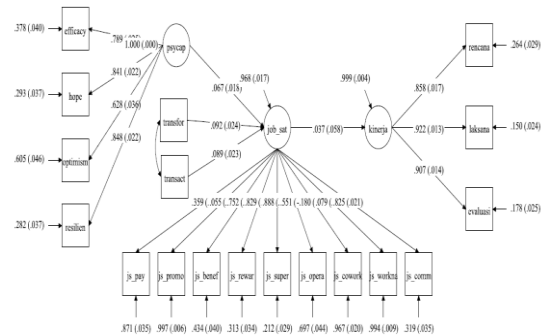


Figure 2: SEM Results on Indirect Influences

The theoretical model at the beginning of this stage has a chi-square value of 1528,008, df = 150 (p <.05), and RMSEA of .161 (90% CI, .154 - .168), CFI = .649 and TLI = .607. This result indicated that the theoretical model did not meet the first hypothesis, which stated that the teacher's psychological capital influenced the theoretical model of teacher performance. Therefore, the second hypothesis, the leadership style of madrasah principals on teacher performance in madrasah, was rejected. After the theoretical model was modified by cleaning errors between measurements on the dimensions of the same variable, a fit model was obtained with a chi-square value of 374,316, df = 119 (p <.05), RMSEA of .078 (90% CI, .069 - .087), CFI = .933 and TLI = .914. The parameter results of each dimension between variables could be seen in Table 3 below:

Table 3. SEM Results

Parameters	Factor Load Coefficient	Standard Error	T- Value	Information
Measurement Model				
Teacher performance				
Lesson Planning	.858	.017	50.470	Valid
Implementation of Learning	.922	.013	70.923	Valid
Learning Evaluation	.907	.014	64.785	Valid
Psychological Capital				

Self-Efficacy	.792	.025	31.669	Valid
Hope	.849	.02	41.689	Valid
Optimism	.906	.042	21.507	Valid
Resilience	.829	.021	38.641	Valid
Job Satisfaction				
Pay	.721	.106	6.805	Valid
Promotion	.041	.05	.809	Not Valid
Benefit	.773	.025	30.374	Valid
Reward	.760	.028	27.466	Valid
Supervisor	.828	.023	36.552	Valid
Operations	.552	.04	13.802	Valid
Co-Worker	-.401	.051	-7.803	Not Valid
Working	-.142	.052	-2.711	Not Valid
Communication	.874	.02	44.827	Valid
Structural model				
Psycapital → Job Satisfaction	.067	.018	3.722	Significant
Transformational → Job Satisfaction	.092	.024	3.833	Significant
Transactional → Job Satisfaction	.089	.023	3.869	Significant
Job Satisfaction → performance	.037	.058	.637	Not Significant

Based on the data shown in Table 3 above, the following results were obtained:

1. In all models for measuring teacher performance and teacher psychological capital, all dimensions were stated to be significant or valid in measuring the latent variables.
2. In the job satisfaction measurement model, three dimensions were declared invalid: promotion, co-worker, and working. The promotion dimension, especially, had a relatively small loading factor which caused the t-test results to be insignificant. While in the co-worker and working dimensions, these two dimensions show a negative relationship with job satisfaction. Therefore it is declared invalid.
3. In the structural model, the variables of teacher psychological capital, transformational leadership style, and transactional principles of madrasah had a significant influence on teacher job satisfaction. However, that influence was considered to be relatively non-dominant, as can be

seen from the relatively small value of the regression coefficient.

4. In the job satisfaction variable, it was stated that it had no significant influence on teacher performance. This was reflected in the insignificant regression coefficient value of job satisfaction on teacher performance.

Direct Influence

The results of the regression model analysis of the direct influence of independent variables, namely psychological capital, the transformational and transactional leadership style of madrasah principal, on teacher performance as the dependent variable, and the results of the SEM analysis could be seen in Figure 3 as followed:

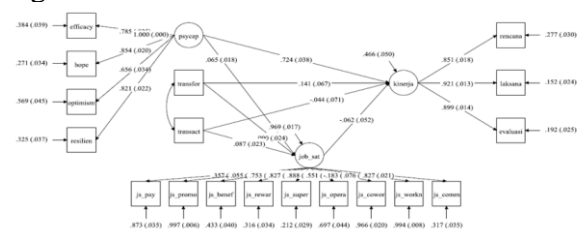


Figure 3: SEM Results on Direct Influences

The SEM model of the direct influence of psychological capital, the transformational and transactional leadership style of madrasah principals on teacher performance did not fit a chi-square value of 1208,175, $df = 131$ ($p < .05$); RMSEA = .152; CFI = .716; TLI = .67. The summary of all independent variables influence on teacher performance was shown in Table 4 as followed:

Table 4. SEM Results Regarding the Direct Influence of IV on DV

Parameters	Factor Load Coefficient	Standard Error	T-Value	Info
Psycap → Performance	.724	.038	19.201	Sig
Transformational → Performance	.141	.067	2.119	Sig
Transactional → Performance	-.044	.071	-.626	Not Si

Based on the data in Table 4 above, we concluded:

1. Psychological capital had a positive and significant direction on the performance of madrasah teachers. It could be inferred from the T-value = 19,201 ($p > 1.96$). Psychological capital influences teacher performance directly without being mediated by job satisfaction. Thus, the better the psychological capital the teacher had, the better the performance would be.
2. The transformational leadership style of madrasah principals had a positive direction (0.141) and is significant for teacher performance. This could be inferred from the T-value = 2.119 ($p > 1.96$). That is, the transformational leadership style of madrasah principals directly influences teacher performance without being mediated by job satisfaction. Thus, transformational leadership styles could improve teacher performance.

The transactional leadership style of madrasah principals had a negative direction (-0.044) and was not significant to the performance of madrasah teachers. This can be inferred from the T-value = -0.626 ($p < 1.96$). It meant that the madrasah principals' transactional leadership style did not directly influence teacher performance.

CONCLUSION

Based on the analysis of the research data following, the theoretical model was modified by freeing measurement error between the dimensions of the same variables

obtained with the fit model chi-square value amounted to 374 316, $df = 119$ ($p < .05$), RMSEA of .078 (90 % CI, .069 - .087), CFI = .933 and TLI = .914. In the first hypothesis test, the conclusion of this study was the theoretical model of "teacher job satisfaction as a mediator was influenced by teacher psychological capital and leadership style of madrasah principals on the performance of fit madrasah teachers with empirical data." This analysis showed that the major hypothesis (H_0), which stated that job satisfaction as a mediator influenced teacher psychological capital and the leadership style of madrasah principals on teacher performance, was accepted.

Although the theoretical model fitted the empirical data, the parameters of the influence of teacher psychological capital, as well as transformational and transactional leadership styles of madrasah principals, on teacher performance mediated by teacher job satisfaction were rejected. This was reflected in the value of the regression coefficient which was not significant. From the results of statistical analysis, four minor hypotheses state that there is a direct influence between transactional leadership of madrasah principals on madrasah teachers (H_{a3}); there was a significant indirect influence of psychological capital on teacher performance mediated by job satisfaction (H_{a4}); there was a significant indirect influence of the madrasah principals' transformational leadership style on teacher performance mediated by job satisfaction (H_{a5}); and there was a significant indirect influence of the madrasah principals' transactional leadership style on teacher performance mediated by job satisfaction (H_{a6}), were rejected.

Meanwhile, based on the major hypothesis test (H_0) of the direct influence of the independent variable on the dependent variable, it was found that psychological capital and transformational leadership style of madrasah principals had a positive and significant influence on the performance of madrasah teachers, even though the theoretical model was not fit. This meant that two minor hypotheses were accepted; namely, the hypothesis stating that there was a significant

influence of direct psychological capital on teacher performance (H_{a1}), and there was a significant direct influence of the madrasah principals' transformational leadership style on teacher performance (H_{a2}).

DISCUSSION

The results showed that teacher job satisfaction play a role as a mediator influencing teacher psychological capital and the leadership style of madrasah principals on teacher performance. This finding was in line with the research conducted by Zaman & Tjahjaningsih (2017), which stated that job satisfaction mediated the influence of psychological capital on individual performance, and job satisfaction mediated the influence of principal leadership style on teacher performance. The research results, which stated that the leadership of madrasah principals could improve teacher performance by being supported by job satisfaction, were similar to those of Hendrawijaya et al. (2020). It was similar to the research findings of Prakoso et al. (2017), which stated that job satisfaction became a mediator influenced by the school principals' transformational leadership style on teacher performance.

Although studies showed that teacher job satisfaction mediatedly influenced psychological capital on their teachers' performance, and principals' leadership style influenced the teachers' performance; the direct influence of the independent variables was more powerful than the influences mediated by job satisfaction. This could be inferred from the parameters of the influence of teachers' psychological capital and the madrasah principals' transformational and transactional leadership styles on teacher performance mediated by teacher job satisfaction because there was no significant influence from the job satisfaction variable on teacher performance. This result was stated in the research by Hendrawijaya et al. (2020), which stated that the direct influence of the principal's leadership style on teacher performance was 11.9%, while the indirect influence of the principal's leadership style on teacher performance mediated by job satisfaction was only 2.3%. Likewise, the

influence of teacher psychological capital on teacher performance would be more effective; and the influence would be more direct than that being mediated by job satisfaction (Zaman & Tjahjaningsih, 2017).

Psychological capital had a positive and significant influence on teacher performance. This was the same as the research of Luthans et al. (2007), which stated that dimensions of psychological capital - such as efficacy, hope, optimism, and resilience - when combined have a synergistic effect in predicting better individual performance. Furthermore, Nashtya and Baidun (2017) and Imron and Warsah (2019) also revealed that psychological capital significantly influenced teacher performance. Similarly, the research results of Harms and Luthans (2012) and Durrah et al. (2016) explained that psychological capital could improve teacher performance, strengthen their personality, and increase their ability to act rationally in critical situations.

The overall analysis results of the dimensions of psychological capital in this study - hope, optimism, self-efficacy, and resilience - showed a good score, but the highest score on the dimension was optimism. This followed the findings of Seligman (2000), Luthans et al. (2007), and Biricik (2020), who concluded that the dimension of optimism had the highest correlation to improving individual performance. In contrast to the research of Stajkovic (2006), Avey et al. (2011) and Biricik (2020) found that the dimensions of self-efficacy and hope had the strongest influence on individual performance. It was also different from the research of Imron and Warsah (2019) that the biggest contribution to the dimension of psychological capital was resilience.

The transformational leadership style of madrasah principals in this research had a positive and significant influence on teacher performance, according to the research findings of Inayatillah et al. (2016), Azizah et al. (2019) as well as Akbar dan Imaniyati (2019). Teacher performance increased when led by a principal who used a transformational leadership style, considering that this type of leadership style supported and stimulated

teacher creativity so that they could perform each task well.

The transactional leadership style of madrasah principals in this study did not significantly influence teacher performance. This finding was the same as the research of Purwanto et al. (2010), which states that transactional leadership has no significant influence on teacher performance. However, it differed from that of Awaru (2015) that stated the principal's transactional leadership style affects teacher performance. This happened, perhaps, due to the consideration of the strict and disciplined factors of the madrasah principal as a leader in supervising the work implementation process of their subordinates by giving rewards in the form of praise or appreciation for the good work of the teachers and administration staff, which turned out to be expected by both teachers or administration staff; or by giving punishment, such as giving criticism and input for the improvement of the performance of teachers and administration personnel who were not appropriate. The implementation of supervision, both by the madrasah principals based on their managerial function and by the supervisor who presents both reward and punishment, was a motivating factor for teachers and administration staff so that they were obedient and disciplined to the school regulations (Pusporini et al. 2020; Arman, Thalib & Manda, 2016) and on teacher's leadership skills in the classroom (Erdel & Takka's (2020). Budiwibowo (2016) also revealed that the use of the transitional leadership style along with the transformational leadership style of the school principal would influence teacher performance. However, if it only examined the influence of the transitional leadership style, it did not partially affect teacher performance.

This research also found that job satisfaction had no significant influence on teacher performance. It should be presumed that teachers who were satisfied with their work did not necessarily perform well, or vice versa. For example, teachers who have a low salary will not have a problem for teachers because their work comes from a sense of sincerity and resignation. Therefore, some teachers may feel that their work was not

respected by the head of the madrasah or by the foundation, even by the state, even though they had worked voluntarily and performed well. This could be understood, given the strong culture of sincere charity in the madrasah environment which was not only under the guidance of the Ministry of Religious Affairs who made this culture a basic norm but also perceives it as part of Islamic teachings. This finding was different from the research results of Afshar & Doosti (2016), Arifin (2015), and Rezaee et al. (2018), which stated that teacher job satisfaction had a direct and significant influence on teacher performance. In this context, teachers who are satisfied with their work will perform significantly differently from their dissatisfied colleagues.

The results of the Confirmatory Factor Analysis showed that the job satisfaction survey (JSS) scale did not fit because there were three invalid dimensions, namely promotion, co-worker, and nature of work. Based on the results of the per-item analysis, it was found that some invalid items were found in the dimensions of promotion (1 item), fringe benefit (2 items), contingent reward (1 item), supervision (1 item), and operating procedure (1 item). These results might be due to some of the JSS subscales that did not explain the aspects of teacher job satisfaction, such as the CFA results on the job satisfaction survey scale by Astrauskaite et al. (2011), which stated that 9 aspects of the job satisfaction survey (JSS) scale did not reflect teachers job satisfaction at Lithuanian. However, there were three significant dimensions, namely promotion, supervision, and nature of work. This was perhaps one of the reasons why job satisfaction did not have a significant influence on the performance of madrasah teachers. The geographic context of the research subject must also be considered, where the measurement of teacher job satisfaction in the Malang district may have different results if applied to teachers in the municipality of Malang.

In contrast to school culture, the context of attachment to religious culture in madrasahs which emphasized sincerity, as well as a culture of sincere charity at the Ministry of Religious Affairs, should be thought to

influence the perspective of teachers who served in cities and districts. Furthermore, each JSS subscale consisted of 4 items; in some cases, it could be assumed that these items did not well reflect the phenomenon under this study. The solution may be to use more items for each subscale or to replace some items with other items that are more informative and can reflect teacher job satisfaction by having direct discussions with the madrasah teachers.

RECOMMENDATIONS

In further development and research, the first theoretical suggestion is to explore other factors as antecedents that affect teacher performance to obtain solid research models such as teacher training, principal managerial abilities, organizational climate, teacher welfare guarantees, etc. Subsequent studies no longer use job satisfaction as a mediator for the influence of psychological capital and the principal's leadership style on teacher performance. The proportion of direct influence of these two variables on teacher performance is more significant than job satisfaction as a mediator, so it is less effective. The next suggestion is that a comparison is made to examine the differences between public madrasah teachers and private madrasah teachers on each variable, both teacher performance, psychological capital, leadership style, and job satisfaction.

The practical suggestions based on the results of this study are several interventions; among others, first, for madrasah teachers to develop psychological capital within themselves. As it will affect how teachers carry out their profession, teachers with good psychological capital will always be optimistic in viewing an event happening to them, so that they are motivated and have positive expectations toward current or future efforts; teachers will always be enthusiastic and try to achieve goals by performing their task well. Therefore, both madrasah principals and the government, in this case, the Ministry of Religion, need to carry out training in addition to providing an adequate workload, supported by a madrasah culture that emphasizes learning because the psychological capital of teachers can be formed and grown. Giving challenging

work and giving fair rewards can also trigger teacher performance. Madrasah principals need to facilitate teachers to perform optimally through targeted development programs, in addition to involving them in determining the school policy and decision-making that will enable teachers to actualize themselves so that they can increase their emotional and cognitive attachment. Thus, the psychological capital of teachers needs to be managed effectively so that the psychological capital can develop optimally, and teachers may improve their performance. This psychological capital is mainly the aspect of teacher optimism, where the teacher's sense of optimism makes the teacher always have a positive view of events that occur to them now and in the future. Second, the leadership style of the principals that can improve teacher performance is the transformational leadership style. Therefore, the relevant education offices need to conduct transformational leadership training for madrasah principals. Some efforts that can be made by madrasah principals in developing transformational leadership are involving all staff in setting school goals, beliefs, and visions at the beginning of the school year, helping teachers work smart and effectively, giving everyone clear responsibilities, involving staff in structuring madrasahs in structural, functional positions, as well as committee tasks and conducting class visits, providing assistance inside or outside the classroom, and encouraging teachers to visit each other between classes.

LIMITATIONS

This study had several limitations; among others, the teachers in answering the measurement scale may have a false bias because it is based on a strong individual teacher's statement that is likely to be influenced by religious interpretations and the subjective perspective of the teachers themselves. Another weakness is that even though the data collection of this research was carried out offline, the interaction with the research sample was not accessible because it was conducted during the COVID-19 pandemic.

ACKNOWLEDGMENTS

The authors would like to express our gratitude to the Chancellor of UIN Syarif Hidayatullah Jakarta, Dean of the Faculty of Psychology, also Head of the Psychology Master's Program for their support. Many thanks also to all Madrasah Principals in Malang Regency who helped during the collection of research data.

REFERENCES

- Aacha, M. (2010). *Motivation and the Performance of Primary School Teachers in Uganda: A Case of Kimaanya-Kyabakusa Division, Masaka District* [Masters dissertation]. Makerere University.
- Abbas, M., Raja, U., Darr, W., & Bouckennooghe, D. (2014). Combined Effects of Perceived Politics and Psychological Capital on Job Satisfaction, Turnover Intentions, and Performance. *Journal of Management*, 40(7), 1813–1830. <https://doi.org/10.1177/0149206312455243>
- Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: Mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186–202. <https://doi.org/10.1108/IJEM-04-2019-0146>
- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83–91. https://academicjournals.org/article/article1379413061_Adeyemi.pdf
- Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97–115. <https://eric.ed.gov/?id=EJ1127427>
- Ahmet, A. (2015). Investigation of transformational and transactional leadership styles of school principals and evaluation of them in terms of educational administration. *Educational Research and Reviews*, 10(20), 2758–2767. <https://doi.org/10.5897/ERR2015.2483>
- Akbar, L., & Imaniyati, N. (2019). Principal's Transformational Leadership Style on Teacher Performance. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 176. <https://doi.org/10.17509/jpm.v4i2.18012>
- Alam, A. (2003). Understanding Madrasas. *Economic and Political Weekly*, 38(22). <https://www.epw.in/journal/2003/22/commentary/understanding-madrasas.html>
- Alam, A. (2008). The Enemy Within: Madrasa and Muslim Identity in North India. *Modern Asian Studies*, 42(2–3), 605–627. <https://doi.org/10.1017/S0026749X07003113>
- Aleaz, B. (2005). Madrasa Education, State, and Community Consciousness: Muslims in West Bengal. *Economic and Political Weekly*, 40(6), 555–564. <https://www.epw.in/journal/2005/06/special-articles/madrasa-education-state-and-community-consciousness.html>
- Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*, 30(1), 140–164. <https://doi.org/10.1108/IJEM-08-2014-0106>
- Amin, M., Shah, R. U., Ayaz, M., Atta, M. A. (2013). Teachers' job performance at secondary level in Khyber Pakhyunkhwa, Pakistan. *Gomal University Journal of Research*, 29 (5), 101-104. <http://www.gomal.pk/GUJR/PDF/Dec-2013/13-Rahmat%20Ullah%20Shah.pdf>
- Anagnostaki, L., Pavlopoulos, V., Obradović, J., Masten, A., & Motti-Stefanidi, F.

- (2016). Academic resilience of immigrant youth in Greek schools: Personal and family resources. *European Journal of Developmental Psychology*, 13(3), 377–393. <https://doi.org/10.1080/17405629.2016.1168738>
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14(3), 261–295. [https://doi.org/10.1016/S1048-9843\(03\)00030-4](https://doi.org/10.1016/S1048-9843(03)00030-4)
- Arifin, H. M. (2014). The Influence of competence, motivation, and organizational culture to high school teacher job satisfaction and performance. *International Education Studies*, 8(1), 38–45. <https://doi.org/10.5539/ies.v8n1p38>
- Arman, Manda, D., & Thalib, S. B. (2016). The effect of school supervisors' competence and school principals' competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia. *International journal of environmental & science education*, 11(15), 7309–7317.
- Arquiza, M.-S. Q. (2006). Philippine Ethnic and Muslim Minorities: Educating Children the Traditional Way. *Mountain Research and Development*, 26(1), 24–27. [https://doi.org/10.1659/0276-4741\(2006\)026\[0024:PEAMME\]2.0.CO;2](https://doi.org/10.1659/0276-4741(2006)026[0024:PEAMME]2.0.CO;2)
- Astrauskaite, M., Vaitkevicius, R., & Perminas, A. (2011). Job Satisfaction Survey: A Confirmatory Factor Analysis Based on Secondary School Teachers' Sample. *International Journal of Business and Management*, 6(5), 41–54. <https://doi.org/10.5539/ijbm.v6n5p41>
- Atiah, N., Fitria, H., & Destiniar. (2021). Effect of Principal's Coaching and Supervision toward Teacher's Performance, *International Journal of Educational Review*, 3(1), 88–93. <https://doi.org/10.33369/ijer.v3i1.12179>
- Avey, J. B., Luthans, F., Smith, R. M., & Palmer, N. F. (2010). Impact of positive psychological capital on employee well-being over time. *Journal of Occupational Health Psychology*, 15(1), 17–28. <https://doi.org/10.1037/a0016998>
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of Occupational and Organizational Psychology*, 72(4), 441–462. <https://doi.org/10.1348/096317999166789>
- Awaru, O. T., Ernawati, (2015). Pengaruh gaya kepemimpinan transaksional dan transformational terhadap kinerja guru SMA di Kabupaten Sinjai [The Effect of Transactional and Transformational Leadership Styles on the Performance of High School Teachers in Sinjai Regency]. 2(1), 27–35. *Ad'ministrare: Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, 2(1), 27–35. <https://doi.org/10.26858/ja.v2i1.1233>
- Aydan, O. (2016). The effects of diversity management on job satisfaction and individual performance of teachers. *Educational Research and Reviews*, 11(3), 105–112. <https://doi.org/10.5897/ERR2015.2573>
- Azizah, N., Murgiyanto, M., & Nugroho, R. (2019). Pengaruh kepemimpinan transformasional, motivasi kerja terhadap komitmen organisasional dan kinerja guru pada SMK Abdurrahman Wahid Lamongan [The Effect of Transformational Leadership, Work Motivation on Organizational Commitment and Teacher Performance at Abdurrahman Wahid Lamongan Vocational School]. *Equilibrium: Jurnal Ekonomi-*

- Manajemen-Akuntansi*, 15(2), 240. <https://doi.org/10.30742/equilibrium.v15i2.683>
- Azkiyah, S. N., Doolaard, S., & Creemers, B. P. M., Van Der Werf, M.P.C., (2014). The Effects of Two Intervention Programs on Teaching Quality and Student Achievement. *The Journal of Classroom Interaction*, 49(1), 4–11. <https://files.eric.ed.gov/fulltext/EJ1100411.pdf>
- Azwar, K. (2015). Pengaruh sertifikasi dan kinerja guru terhadap peningkatan hasil belajar siswa di SMP Negeri 2 Banda Aceh [The effect of teacher certification and performance on improving student learning outcomes at SMP Negeri 2 Banda Aceh]. *Jurnal Administrasi Pendidikan*, 3(2), 138–147. <https://jurnal.unsyiah.ac.id/JAP/article/view/2568>
- Bahzar. (2019). Authentic Leadership in Madrassas: Asserting Islamic Values in Teacher Performance. *Journal of Social Studies Education Research*, 10(1), 259-284. <https://jsser.org/index.php/jsser/article/view/432>
- Baptiste, M. (2019). No Teacher Left Behind: The Impact of Principal Leadership Styles On Teacher Job Satisfaction and Student Success. *Journal of International Education and Leadership*, 9(1), 1–11. <http://www.jielusa.org/>
- Barnawi, & Arifin, M. (2017). *Kinerja Guru Profesional: Instrumen pembinaan, peningkatan & penilaian* [Professional Teacher Performance: Instruments for coaching, improvement and assessment]. Ar-ruzz media.
- Barnett, K., & McCormick, J. (2004). Leadership and Individual Principal-Teacher Relationships in Schools. *Educational Administration Quarterly*, 40(3), 406–434. <https://doi.org/10.1177/0013161X03261742>
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, 13(3), 26–40. [https://doi.org/10.1016/0090-2616\(85\)90028-2](https://doi.org/10.1016/0090-2616(85)90028-2)
- Bass, B. M. (1990). From Transactional to transformational leadership: Learning to Share the Vision. *Organizational Dynamics*, 18(3), 19–31. [http://dx.doi.org/10.1016/0090-2616\(90\)90061-S](http://dx.doi.org/10.1016/0090-2616(90)90061-S)
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Bello, P. G. B., & Jakada, M. B. (2017). Monetary Reward and Teachers' Performance in Selected Public Secondary Schools in Kano State. *Journal of Education and Practice*, 8(7), 1–4. <https://files.eric.ed.gov/fulltext/EJ1137525.pdf>
- Biricik, Y. S. (2020). The Relationship between Psychological Capital, Job Performance and Job Satisfaction in Higher Education Institutions Offering Sports Education. *World Journal of Education*, 10(3), 57. <https://doi.org/10.5430/wje.v10n3p57>
- Bitmiş, M. G., & Ergeneli, A. (2013). The Role of Psychological Capital and Trust in Individual Performance and Job Satisfaction Relationship: A Test of Multiple Mediation Model. *Procedia - Social and Behavioral Sciences*, 99, 173–179. <https://doi.org/10.1016/j.sbspro.2013.10.483>
- Blanchard, C. M. (2008). Islamic Religious Schools, Madrasas: Background. *CRS Report for Congress*, 6.
- Bogler, R. (2001). The Influence of Leadership Style on Teacher Job Satisfaction. *Educational Administration Quarterly*, 37(5), 662–683. <https://doi.org/10.1177/00131610121969460>
- Boyaç, A., Karacabey, M. F., & Bozkuş, K. (2018). The Role of Organizational Trust in the Effect of Leadership of

- School Administrators on Job Satisfaction of Teachers. *Educational Administration: Theory and Practice*, 24(3), 437–482. <https://doi.org/10.14527/kuey.2018.011>
- Bradley, K. (2014). *Bradley, K., (2014), Educators' Positive Stress Responses: E ess Responses: Eustress and ess and Psychological Capital, College of Education Theses and Dissertations. 66, DePaul University [College of Education Theses and Dissertations.]. DePaul University.*
- Budiwibowo, S. (2016). The effect of transactional, transformational, and work discipline leadership styles on the performance of teachers (employees) in the city of Madiun. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 4(02). <https://doi.org/10.25273/pe.v4i02.312>
- Burke, R. J. (2000). Workaholism in organizations: Psychological and physical well-being consequences. *Stress Medicine*, 16(1), 11–16. [https://doi.org/10.1002/\(SICI\)1099-1700\(200001\)16:1<11::AID-SMI825>3.0.CO;2-U](https://doi.org/10.1002/(SICI)1099-1700(200001)16:1<11::AID-SMI825>3.0.CO;2-U)
- Cheung, M. F. Y., & Wong, C. (2011). Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656–672. <https://doi.org/10.1108/01437731111169988>
- Cobanoglu, F., & Yurek, U. (2018). School Administrators' Self-Efficacy Beliefs and Leadership Styles. *European Journal of Educational Research*, 7(3), 555–565. <https://doi.org/10.12973/eujer.7.3.555>
- Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34–42. <https://doi.org/10.1016/j.tate.2013.04.008>
- Demir, S. (2018). The Relationship between Psychological Capital and Stress, Anxiety, Burnout, Job Satisfaction, and Job Involvement. *Eurasian Journal of Educational Research*, 75, 137–154. <https://doi.org/10.14689/ejer.2018.75.8>
- Dewi, E. R., Bundu, P., & Tahmir, S. (2016). The influence of the antecedent variable on the teachers' performance through achievement motivation in senior high school. *Science Education*, 11(9), 3061–3166. <https://doi.org/10.12973/ijese.2016.912a>
- Duflo, E. (2001). Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment. *The American Economic Review*, 91(4), 795–813. <http://www.jstor.org/stable/2677813>
- Durrah, O., Al-Tobasi, A., A'aqoulah, A., & Ahmad, M. (2016). *The Impact of the Psychological Capital on Job Performance: A Case Study on Faculty Members at Philadelphia University*. 6(2), 183–191. <https://econjournals.com/index.php/irm/article/view/1964>
- Durrah, O., & Khan, K. (2016). Positive psychological capital and job performance: the mediating role of job satisfaction. *Ponte International Scientific Research Journal*, 72(7), 214–225. <https://doi.org/10.21506/j.ponte.2016.7.17>
- El Afi, A. D. (2019). The impact of professional development training on teachers' performance in Abu Dhabi Cycle Two and Three schools. *Teacher Development*, 23(3), 366–386. <https://doi.org/10.1080/13664530.2019.1589562>
- Endah, S., & Esti, S. (2020). *Penelitian Kuantitatif [Quantitative Research]*. Gosyen Publishing.
- Emis, Kementerian Agama <http://emispendis.kemenag.go.id/dashboard/?content=data-statistikbangimam-berbagi.blogspot.com/2019/10/ini-dapodik-data-madrasah-di-indonesia.html>

- Enueme, C. P., & Egwunyenga, E. J. (2008). Principals' Instructional Leadership Roles and Effect on Teachers' Job Performance: A Case Study of Secondary Schools in Asaba Metropolis, Delta State, Nigeria. *Journal of Social Sciences*, 16(1), 13–17. <https://doi.org/10.1080/09718923.2008.11892596>
- Erdel, D., & Takkaç, M. (2020). Teacher leadership inside the classroom: Implications for effective language teaching, *International Journal of Curriculum and Instruction*, 12 (Special Issue), 467-500. <https://eric.ed.gov/?id=EJ1245294>
- Ganotice, F. A., Yeung, S. S., Beguina, L. A., & Villarosa, J. B. (2016). In Search for H.E.R.O Among Filipino Teachers: The Relationship of Positive Psychological Capital and Work-Related Outcomes. *The Asia-Pacific Education Researcher*, 25(3), 407–414. <https://doi.org/10.1007/s40299-015-0267-9>
- Garrett, R., & Steinberg, M. P. (2014). Examining Teacher Effectiveness Using Classroom Observation Scores: Evidence From the Randomization of Teachers to Students. *Educational Evaluation and Policy Analysis*, 20(10), 1–19. <https://doi.org/10.3102/0162373714537551>
- Haqqani, H. (2002). Islam's Medieval Outposts. *Foreign Policy*, 133, 58. <https://doi.org/10.2307/3183558>
- Harms, P. D., & Luthans, F. (2012). Measuring implicit psychological constructs in organizational behavior: An example using psychological capital: implicit measure of psycap. *Journal of Organizational Behavior*, 33(4), 589–594. <https://doi.org/10.1002/job.1785>
- Hasan, N. (2008). Hasan, N., (2008), The Salafi Madrasas of Indonesia, Farish A. Noor, Yoginder Sikand, & Martin van Bruinessen, (ed), (2008), The Madrasa in Asia: Political Activism and Transnational Linkages. Amsterdam: Amsterdam University Press. In Farish. A. Noor, Y. Sikand, & M. van Bruinessen (Eds.), *The Madrasa in Asia*. Amsterdam University Press.
- Hasri, H. (2018). Madrasah sebagai Lembaga Pendidikan Islam [Madrasas as Islamic Educational Institutions], *Al-Khwarizmi: Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam*, 2(1), 69–84. <https://doi.org/10.24256/jpmipa.v2i1.103>
- Hendrawijaya, A. T., Hilmi, M. I., Hasan, F., Imsiyah, N., & Indrianti, D. T. (2020). Determinants of Teacher Performance with Job Satisfactions Mediation. *International Journal of Instruction*, 13(3), 845–860. <https://doi.org/10.29333/iji.2020.13356a>
- Hisbuloh, A. B. (2017). *Pengaruh Kepemimpinan Transformasional terhadap kepuasan kerja serta kinerja guru* [Effect of Transformational Leadership on job satisfaction and teacher performance]. Magister Thesis Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Ilyas, M., & Abdullah, T. (2016). The Effect of Leadership, Organizational Culture, Emotional Intelligence, and Job Satisfaction on Performance. *International Journal of Evaluation and Research in Education (IJERE)*, 5(2), 158–164. <https://doi.org/10.11591/ijere.v5i2.4534>
- Imhangbe, O., Okecha, R., & Obozuwa, J. (2019). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration and Leadership*, 47(6), 909–924. <https://doi.org/10.1177/1741143218764178>
- Imron, I., & Warsah, I. (2019). Pengaruh spiritualitas dalam kinerja guru melalui modal psikologis di SMP Muhammadiyah Magelang [The Influence of Spirituality in Teacher

- Performance Through Psychological Capital at SMP Muhammadiyah [Magelang], *Edukasi: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 17(3), 229-237. <https://doi.org/10.32729/edukasi.v17i3.602>
- Inayatillah, S., Abdurakhman, O., & Aliyyah, R. R. (2016). The influence of the principal's transformational leadership on teacher performance in ma miftahul Huda and ma fathan mubina. *Tadbir Muwahhid*, 5(1), 23–31. <http://dx.doi.org/10.30997/jtm.v5i1.336>
- Ingle, K., Rutledge, S., & Bishop, J. (2011). Context matters: Principals' sensemaking of teacher hiring and on-the-job performance. *Journal of Educational Administration*, 49(5), 579–610. <https://doi.org/10.1108/09578231111159557>
- Ingram, B. D. (2019). 'Modern' Madrasa: Deoband and Colonial Secularity. *Historical Social Research / Historische Sozialforschung Vol. 44, No. 3*, 206-225. <https://doi.org/10.12759/HSR.44.2019.3.206-225>
- İra, N., & Bulut, S. (2018). Organizational power resources and psychological capital relations in schools. *International Online Journal of Primary Education*, 7(2), 17–27. <https://www.iojpe.org/index.php/iojpe/article/view/62/67>
- Jalali, Z., & Heidari, A. (2016). The Relationship between Happiness, Subjective Well-Being, Creativity and Job Performance of Primary School Teachers in Ramhormoz City. *International Education Studies*, 9(6), 45-52. <https://doi.org/10.5539/ies.v9n6p45>
- Johari, J., Tan, F. Y., & Tjik, Z. I. (2017). Autonomy, workload, work-life balance, and job performance teachers. *International Journal of Educational Management*, 32(1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- Jones, G. W. (1976). Religion and Education in Indonesia. *Indonesia*, 22, 19–56. <https://ecommons.cornell.edu/handle/1813/53625>
- Kadi, W. (2006). Education in Islam—Myths and Truths. *Comparative Education Review*, 50(3), 311–324. <https://doi.org/10.1086/504818>
- Karabina, M. (2016). *The Impact Of Leadership Style To The Teachers' Job Satisfaction*, 2(3), 80-94. <http://dx.doi.org/10.46827/ejes.v0i0.214>
- Karakus, M., Ersozlu, A., Demir, S., Usak, M., & Wildy, H. (2019). A model of attitudinal outcomes of teachers' psychological capital. *Psihologija*, 52(4), 363–378. <https://doi.org/10.2298/PSI181114008K>
- Kelabora, L. (1976). Religious Instruction Policy in Indonesia. *Asian Survey*, 16(3), 325–339. <http://www.jstor.org/stable/3098905>
- Kouni, Z., Koutsoukos, M., & Panta, D. (2018). Transformational Leadership and Job Satisfaction: The Case of Secondary Education Teachers in Greece. *Journal of Education and Training Studies*, 6(10), 158-168. <https://doi.org/10.11114/jets.v6i10.3451>
- Kurniawati, S., Suryadarma, D., Bima, L., & Yusrina, A. (2019). Education in Indonesia: A White Elephant? *The SMERU Research Institute*, 23. https://www.smeru.or.id/sites/default/files/publication/wp_educationindonesi_ajokowi_2019-12-20_notrack.pdf
- Kurt, N., & Demirbolat, A. O. (2018). Investigation of the Relationship Between Psychological Capital Perception, Psychological Well-Being and Job Satisfaction of Teachers. *Journal of Education and Learning*, 8(1), 87-99. <https://doi.org/10.5539/jel.v8n1p87>
- Locke, E. A., Smith, P. C., Kendall, L. M., Hulin, C. L., & Miller, A. M. (1964).

- Convergent and discriminant validity for areas and methods of rating job satisfaction. *Journal of Applied Psychology*, 48(5), 313–319. <https://doi.org/10.1037/h0043202>
- Lukens-Bull, R. (2010). Madrasa by any other name: Pondok, Pesantren, and Islamic Schools in Indonesia and Larger Southeast Asian Region. *Journal of Indonesian Islam*, 4(1), 1–21. <https://doi.org/10.15642/JIIS.2010.4.1.1-21>
- Luthans, B. C., Luthans, K. W., & Avey, J. B. (2014). Building the Leaders of Tomorrow: The Development of Academic Psychological Capital. *Journal of Leadership & Organizational Studies*, 21(2), 191–199. <https://doi.org/10.1177/1548051813517003>
- Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387–393. <https://doi.org/10.1002/job.373>
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541–572. <https://doi.org/10.1111/j.1744-6570.2007.00083.x>
- Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological Capital: An Evidence-Based Positive Approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 339–366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- Machali, I., & Hidayat, A. (2016). *The Handbook of Education Management: Teori dan Praktik Pengelola Sekolah [The Handbook of Education Management: Theory and Practice School Manager]*. Kencana
- Maeroff, G. I. (1988). *The Empowerment of Teachers: Overcoming the Crisis of Confidence*. Teachers College Press
- Manullang, M., & Rajagukguk, W. (2016). Some Factors that Affecting the Performance of Mathematics Teachers in Junior High School in Medan. *International Education Studies*, 9(4), 165–174. <https://doi.org/10.5539/ies.v9n4p165>
- Mappiasse, S. (2017). Similar Trends, Different Agendas: Religious Instruction in Public Schools in Indonesia, Malaysia, and Singapore. *Journal of Islamic Education Policy*, 1(1), 1–17. <https://doi.org/10.30984/j.v1i1.403>
- Martínez, I. M., Meneghel, I., Carmona-Halty, M., & Youssef-Morgan, C. M. (2021). Adaptation and validation to Spanish of the Psychological Capital Questionnaire–12 (PCQ–12) in academic contexts. *Current Psychology*, 40(7), 3409–3416. <https://doi.org/10.1007/s12144-019-00276-z>
- Mello, J. A. (2013). *In Support of Others: An Examination of Psychological Capital and Job Satisfaction in Academic Staff*. 9(2), 1–9. <https://eric.ed.gov/?id=EJ1140975>
- Metcalf, B. (2010). Madrasas and Minorities in Secular India, in R. W. Hefner and M. Q. Zaman (Eds.), *Schooling Islam*. Princeton University Press.
- Milligan, J. A. (2006). Reclaiming an Ideal: The Islamization of Education in the Southern Philippines. *Comparative Education Review*, 50(3), 410–430. <https://doi.org/10.1086/503883>
- Mohanty, A., & Parida, D. (2016). Exploring the Efficacy & Suitability of Flipped Classroom Instruction at School Level in India: A Pilot Study. *Creative Education*, 07(05), 768–776. <https://doi.org/10.4236/ce.2016.75079>
- Morris, J. H. (1981). Generalizability of an Organizational Commitment Model. *The Academy of Management Journal*, 24(3), 512–526. <https://doi.org/10.2307/255572>

- Msuya, O. W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. *International Journal of Educational Administration and Policy Studies*, 8(2), 9–16. <https://doi.org/5897/IJEAPS2015.0435>
- Mulyadi, E., Yuniarsih, T., Disman, D., Supardan, (2016). The Analysis of Social Teachers' Performance in the Senior High Schools of Ciamis Regency. *Journal of Education and Practice*, 7(24), 6-14. <https://files.eric.ed.gov/fulltext/EJ1112819.pdf>
- Muthén, L. K., & Muthén, B. O. (2017). *Mplus: Statistical Analysis with Latent Variables: User's Guide (Version 8)*. Authors.
- Nadeem, M., Rana, M. S., Lone, A. H., Maqbool, S., Naz, K., Ali, A., (2011). Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan. *International Journal of Business and Social Science*, 2(19), 217–222. https://ijbssnet.com/journals/Vol_2_No_19_Special_Issue_October_2011/27.pdf
- Nafei, W. (2015). The Effects of Psychological Capital on Employee Attitudes and Employee Performance: A Study on Teaching Hospitals in Egypt. *International Journal of Business and Management*, 10(3), 249-270. <https://doi.org/10.5539/ijbm.v10n3p249>
- Nashtya, A. D., & Baidun, A. (2017). Nashtya, A. D. & Baidun, A., (2017), Pengaruh work family conflict, modal psikologis dan variabel demografis terhadap kinerja guru, *TazKiya: Journal of Psychology*, 3 (1), 137-150. <https://doi.org/10.15408/tazkiya.v22i1.8165>
- Nasrun, N. (2016). Exogenous and Endogenous Impacts into Teachers' Work Performance Sphere. *International Education Studies*, 9(2), 99-119. <https://doi.org/10.5539/ies.v9n2p99>
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145–177. <https://doi.org/10.1080/09243450600565746>
- Ocak, M., Guler, M., & Basim. (2016). Psikolojik Sermayenin Örgütsel Bağlılık ve İş Tatmini Tutumları Üzerine Etkisi: Bosnalı Öğretmenler Üzerine Bir Araştırma. *Cankiri Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 6(1), 1–11. <https://doi.org/10.18074/cnuiibf.274>
- Odebode, A. A. (2018). Influence of Psychosocial Factors on Job Performance of Female Teachers in Kwara State, Nigeria. *International Journal of Instruction*, 11(3), 233–248. <https://doi.org/10.12973/iji.2018.11317a>
- Ostroff, C. (1992). The Relationship Between Satisfaction, Attitudes, and Performance: An Organizational Level Analysis. *Journal of Applied Psychology*, 77(6), 963–974. <https://doi.org/10.1037/0021-9010.77.6.963>
- Papilaya, J., Tuakora, P., & Rijal, M. (2019). Compensation, Transparency, and Motivation Effects on the Performance of Junior High School Teachers in Western Seram, Indonesia. *International Journal of Instruction*, 12(3), 439–458. <https://doi.org/10.29333/iji.2019.12327a>
- Parsa, I. M. (2017). Evaluation Study Effect of Allowances and Job Creativity—The Performance of the Teacher in Secondary Vocational School Province of East Nusa Tenggara. *International Education Studies*, 10(8), 96-109. <https://doi.org/10.5539/ies.v10n8p96>

- Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Guru (Government Regulation Number 19 of 2017 on Teachers).
- Prakoso, A. F., et. al., (2017). Reliability, Responsiveness, Assurance, Empathy, And Tangible: Still Can Satisfy The Customer? *International Journal of Business and Management Invention*, 6(3), 68–75. [https://www.ijbmi.org/papers/Vol\(6\)3/version-4/I0603046875.pdf](https://www.ijbmi.org/papers/Vol(6)3/version-4/I0603046875.pdf)
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). The effect of transactional, transformational, authentic, and authoritarian leadership styles on the performance of madrasah tsanawiyah teachers in Kudus. *al-tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 70–80. <https://doi.org/10.33650/al-tanzim.v4i1.938>
- Pusporini, W., Triatna, C., Syahid, A., & Kustandi, C. (2020). Is the Education Quality in Indonesia Equal? An Analysis of the Findings of Principal Partnerships Program. *European Journal of Educational Research*, 9(3), 935–942. <https://doi.org/10.12973/eujer.9.3.935>
- Rahim, H. (2004). Anatomi Madrasah di Indonesia. *Edukasi: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 2(2), 1-11. <http://dx.doi.org/10.32729/edukasi.v2i2.360>
- Rahim, H. (2005). *Madrasah dalam Politik Pendidikan di Indonesia* [Madrasah in Political Education in Indonesia]. Logos Wacana Ilmu.
- Rahmatullah, M. (2016). The Relationship between Learning Effectiveness, Teacher Competence and Teachers Performance Madrasah Tsanawiyah at Serang, Banten, Indonesia. *Higher Education Studies*, 6(1), 169-171. <https://doi.org/10.5539/hes.v6n1p169>
- Rehman, A., Khan, M., & Waheed, Z. (2019). School Heads' Perceptions About Their Leadership Styles. *Journal of Education and Educational Development*, 6(1), 138–153. <https://doi.org/10.22555/joeed.v6i1.2288>
- Rehman, S. ur, Qingren, C., Latif, Y., & Iqbal, P. (2017). Impact of psychological capital on occupational burnout and performance of faculty members. *International Journal of Educational Management*, 31(4), 455–469. <https://doi.org/10.1108/IJEM-01-2016-0011>
- Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A Mixed Method Study of the Relationship between EFL Teachers' Job Satisfaction and Job Performance in Iran. *International Journal of Instruction*, 11(4), 391–408. <https://doi.org/10.12973/iji.2018.11425a>
- Rivai, V., & Mukti, A. G. (2005). *Performance Appraisal*. Rajawali Pers.
- Roscoe, J. J. (1975). *Fundamental Research Statistics for the Behavioral Sciences*. Holt, Rineharted Winston.
- Rosyada, D. (2017). *Madrasah dan Profesionalisme Guru* [Madrasah and Teacher Profesionalism]. Kencana.
- Salimin, Happy, F., & Destiniar, (2021), Effect of Principal's Leadership Style and Motivation toward Teacher's Performance, *International Journal of Educational Review*, 3(1), 77-87. DOI: 10.33369/ijer.v3i1.12178.
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Santin, D., & Sicilia, G. (2018). Using DEA for measuring teachers' performance and the impact on students' outcomes: Evidence for Spain. *Journal of Productivity Analysis*, 49(1), 1–15. <https://doi.org/10.1007/s11123-017-0517-3>
- Schulz, Steven. A., Luthans, Kyle. W., & G. Messersmith, J. (2014). Psychological capital: A new tool for driver retention. *International Journal of Physical Distribution & Logistics Management*, 44(8/9), 621–634.

- <https://doi.org/10.1108/IJPDLM-06-2013-0174>
- Selamat, N., Samsu, N. Z., & Kamalu, N. S. M. (2013). The impact of organizational climate on teachers' job performance. *Educational Research EJournal*, 2(1), 71–82. <https://doi.org/10.5838/erej.2013.21.06>
- Seligman, M. E. P. (2000). Optimism, Pessimism, and Mortality. *Mayo Clinic Proceedings*, 75(2), 133–134. <https://doi.org/10.4065/75.2.133>
- Shamaki, T. A. (2015). Influence of Learning Environment on Students' Academic Achievement in Mathematics: A Case Study of Some Selected Secondary Schools in Yobe State – Nigeria. *Journal of Education and Practice*, 6(34), 40–45. <https://eric.ed.gov/?id=EJ1086080>
- Sirait, S. (2016). Does Teacher Quality Affect Student Achievement? An Empirical Study in Indonesia. *Journal of Education and Practice*, 7(27), 34–41. <https://files.eric.ed.gov/fulltext/EJ1115867.pdf>
- Skansi, D. (2000). Relation of managerial efficiency and leadership styles – empirical study in. *Management*, 5(2), 51–67. <https://hrcak.srce.hr/file/272209>
- Skourdombis, A. (2019). Theorizing teacher performance dispositions in an age of audit. *British Educational Research Journal*, 45(1), 5–20. <https://doi.org/10.1002/berj.3492>
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693–713. <https://doi.org/10.1007/BF00929796>
- Stajkovic, A. D. (2006). Development of a core confidence-higher order construct. *Journal of Applied Psychology*, 91(6), 1208–1224. <https://doi.org/10.1037/0021-9010.91.6.1208>
- Steenbrink, K. A. (1986). *Pesantren, Madrasah dan Sekolah: Pendidikan Islam dalam Kurun Modern* [Pesantren or Islamic Boarding Schools, Madrasas and Schools: Islamic Education in the Modern Era]. LP3ES.
- Sudjana, D. (2006). The role of educational institutions for education personnel in developing the quality of educators and non-formal education personnel. *JIV*, 1(1), 14–18. <https://doi.org/10.21009/JIV.0101.2>
- Suharsaputra, U. (2013). *Administrasi Pendidikan* [Educational Administration]. Refika Aditama.
- Sumantri, M. S., & Whardani, P. A. (2017). Relationship between Motivation to Achieve and Professional Competence in the Performance of Elementary School Teachers. *International Education Studies*, 10(7), 118–129. <https://doi.org/10.5539/ies.v10n7p118>
- Supardi. (2016). *Kinerja Guru* [Teacher Performance]. Rajawali Pers.
- Suryani, L., Somantri, M., & Kardiwi, A. P. (2020). The Principal's Leadership and its Effect on the Teacher's Teaching Performance. *Journal of Educational Management and Leadership*, 1(2), 68–71. <https://doi.org/10.33369/jeml.1.2.68-71>
- Sutrisno, N., Isyanto, H. P., & Hasbullah, R. (2016). Influence of Teacher Competence, Motivation and Job Satisfaction on Teacher's Performance SMP Negeri 1 Cikarang Bekasi Regency East. *Afebi Management and Business Review*, 1(1), 65–74. <https://doi.org/10.47312/ambr.v1i1.31>
- Syahid, A. (2020). Navigating Quality Madrasah: MAN IC, Principle Performance, Teacher Performance, Positive Psychological Capital and Student Achievement. *Proceedings of the First International Conference on Christian and Inter-Religious Studies, ICCIRS 2019, December 11-14, 2019, Manado, Indonesia*. <https://doi.org/10.4108/eai.11-12-2019.2302148>
- Tasios, T. (n.d.). Job Descriptive Index (JDI): Reliability and validity study in

- Greece. *Archives of Assessment Psychology*, 7(1), 31–61. <https://www.assessmentpsychologyboard.org/journal/index.php/AAP/article/view/109>
- Tifyani. (2016). *Pengaruh Gaya Kepemimpinan dan Kemampuan Supervisi Kepala Madrasah terhadap Kinerja Guru pada MI Swasta se Kecamatan Sumberlawang Kabupaten Sragen* [The Effect of Leadership Style and Supervision Ability of Madrasah Principals on Teacher Performance in Private MI in Sumberlawang District, Sragen Regency], Master Thesis on Education. Graduate Program of IAIN Surakarta.
- Tjabolo, S. A., & Herwin, H. (2020). The Influence of Teacher Certification on the Performance of Elementary School Teachers in Gorontalo Province, Indonesia. *International Journal of Instruction*, 13(4), 347–360. <https://doi.org/10.29333/iji.2020.13422a>
- Tuna, M. (2011). Madrasa Reform as a Secularizing Process: A View from the Late Russian Empire. *Comparative Studies in Society and History*, 53(3), 540–570. <https://doi.org/10.1017/S0010417511000247>
- Tüzün, İ. K., Çetin, F., & Basım, H. N. (2014). The role of psychological capital and supportive organizational practices in the turnover process. *METU Studies in Development*, 41(2), 85–104. <http://www2.feas.metu.edu.tr/metusd/ojs/index.php/metusd/article/view/628>
- Undang-Undang Nomor 4 tahun 2005 tentang Guru dan Dosen (Law 14 of 2005 concerning Teachers and Lecturers)
- Urbayatun, S., & Widhiarso, W. (2012). Variabel Mediator dan Moderator dalam Penelitian Psikologi Kesehatan Masyarakat [Mediator and Moderator Variables in Public Health Psychology Research]. *Jurnal Psikologi*, 39(2), 180–188. <https://doi.org/10.22146/jpsi.6985>
- Wahyuddin, W. (2016). The Relationship between of Teacher Competence, Emotional Intelligence and Teacher Performance Madrasah Tsanawiyah at District of Serang Banten. *Higher Education Studies*, 6(1), 128–140. <https://doi.org/10.5539/hes.v6n1p128>
- Wang, Y., Chang, Y., Fu, J., & Wang, L. (2012). Work-family conflict and burnout among Chinese female nurses: The mediating effect of psychological capital. *BMC Public Health*, 12(1), 915–921. <https://doi.org/10.1186/1471-2458-12-915>
- Warren, J. M., & Hale, R. W. (2016). The Influence of Efficacy Beliefs on Teacher Performance and Student Success: Implications for Student Support Services. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 34(3), 187–208. <https://doi.org/10.1007/s10942-016-0237-z>
- Wenno, I. H. (2016). Effect of Principal Managerial Leadership and Compensation towards Physics Teacher Performance in Senior High School in Baguala District-Ambon. *International Education Studies*, 10(1), 233–241. <https://doi.org/10.5539/ies.v10n1p233>
- Yousefi, M., & Abdullah, A. G. K. (2019). The Impact of Organizational Stressors on Job Performance among Academic Staff. *International Journal of Instruction*, 12(3), 561–576. <https://doi.org/10.29333/iji.2019.12334a>
- Zaman, N., & Tjahjaningsih, E. (2017). Pengaruh modal psikologi dan organizational citizenship behavior terhadap kinerja dimediasi oleh kepuasan kerja [The effect of psychological capital and organizational citizenship behavior on performance is mediated by job satisfaction]. *Jurnal Bisnis dan Ekonomi*, 24(1), 50–61. <https://www.unisbank.ac.id/ojs/index.php/fe3/article/view/5563>