MADRASAH HEAD'S STRATEGY FOR IMPROVING SELF-EFFICACY AND TEACHER PERFORMANCE IN ISLAMIC SENIOR HIGH SCHOOL

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Abstract	The head of the madrasah plays an important role in managing and developing human resources in the educational environment. This qualitative research with a phenomenological approach aims to gain an in-depth understanding of the experiences and perceptions of teachers and madrasah heads related to self-efficacy and performance in MAN 2 Model Medan. Data collection was obtained through semi-structured interviews, observations, and documentation. The data sources were obtained from teachers and madrasah heads and then analyzed using the Miles-Huberman technique. The study results show that: 1) internal and external factors influence the efficacy and performance of teachers in MAN 2 Model Medan. Internal factors are age, teaching experience, and ability to master technology. In contrast, external factors are salary, peer support, and emotional condition, and 2) Strategies used by madrasah heads to improve the efficacy and performance of teachers in MAN 2 Model Medan are implementing strategic management, providing motivation, instruction, good supervision, and creating a conducive learning environment. Through the right strategy, it appears that the head of the madrasah has succeeded in improving the effectiveness and performance of teachers in MAN 2 Model Medan.
Keywords	Efficacy; Teacher; Head of Madrasah; Performance; Madrasah.

INTRODUCTION

Teachers are key in every educational institution, playing an important role in guiding students to achieve new knowledge and skills. The performance of teachers in schools greatly affects the achievement of educational goals. Therefore, teacher performance is the main concern in efforts to improve the quality of education. Advanced, high-achieving schools are generally supported by good teacher performance, including work quality, responsibility, honesty, cooperation, and initiative (Nasution et al., 2022; Zubair et al., 2017). Self-efficacy, or a person's belief in their ability to accomplish a particular task, has been identified as an important factor that affects teacher performance. Research shows that teachers' self-efficacy positively impacts their performance, both directly and indirectly, through work motivation (Li & Xu, 2024). High self-efficacy makes teachers more confident in teaching and more persistent in facing challenges, ultimately improving their teaching quality. In addition, discipline in work and professional certifications were also found to have a strong positive correlation with teacher performance. Discipline helps teachers manage their time and tasks better, while certification recognizes their competence (Negrea, 2024).

Teamwork between teachers further supports the improvement of self-efficacy and performance. According to (Da'as, 2023), collaboration between teachers allows the sharing of knowledge and experience, improving individual competence and collective efficacy. Teachers who work in solid teams tend to be more motivated and have higher self-efficacy because they feel supported by their peers. This is important because a collaborative work environment can encourage continuous innovation and improvement in teaching methods.

In Indonesia, teacher performance is still a big challenge. Based on a survey conducted by the World Bank, teacher performance in Indonesia is relatively low, which is one of the causes of lagging behind the quality of national education (World Bank, 2020). This lag is evidenced by Indonesia's low ranking in the Global Competitiveness Index and the results of the Programme for International Student Assessment (World Economic Forum, 2017). Indonesia's low position in the international rankings reflects the great challenges faced in improving the quality of education at various levels.

Factors such as teachers' well-being also play an important role in their performance. This well-being includes cognitive, subjective, physical, mental, and social well-being, all contributing to a teacher's ability to teach effectively (Viac & Fraser, 2020). Teachers who feel holistically well-being are more likely to perform well, as they can better deal with daily work pressures and demands. The

well-being of teachers is important for their self-efficacy and for creating a positive learning environment for students.

To overcome these challenges, madrasah heads are important in implementing effective strategies to improve teachers' self-efficacy and performance. Madrasah heads must have strong managerial abilities to manage human resources and materials efficiently and leadership skills to motivate and inspire teachers. An effective madrasah head can create a clear vision and mission for the school, followed by concrete strategies to achieve these goals (Shulhan, 2018).

One of the important strategies that madrasah heads can apply is mapping teacher needs. This mapping involves identifying the strengths and weaknesses of each teacher, as well as the opportunities and challenges they face in the learning process. With the right mapping, madrasah heads can design training and development programs that suit the specific needs of teachers. Continuous professional training is essential to help teachers improve their competencies and stay up-to-date with the latest developments in the field of education (Sharma & Pandher, 2018).

In addition to training, mentoring and monitoring are integral parts of the madrasah head's strategy to improve teachers' self-efficacy and performance. Mentoring allows teachers to learn from the experience of more senior colleagues or from experts in a particular field. Meanwhile, regular monitoring helps madrasah heads evaluate teachers' progress and provide constructive feedback. The support of facilities and infrastructure is no less important. Adequate facilities, such as comfortable classrooms and access to educational technology, can improve teachers' self-efficacy and performance by providing a conducive work environment (Xue et al., 2022).

Previous research that discusses teacher efficacy and quality has consistently shown a significant relationship between self-efficacy, discipline, and teacher performance. Self-efficacy positively affects teacher performance directly and indirectly through work motivation (Ianaturodiah & Wahjudi, 2020; Pratikayanti & Putra, 2021). Teacher discipline also showed a strong positive correlation with performance (Austin et al., 2024; Eddy et al., 2024). In addition, certification has significantly impacted teacher performance (Anwar et al., 2022; Taul et al., 2021). Teamwork is another factor that positively affects teachers' self-efficacy and performance (Juhri & Suhardi, 2023). This study shows that increasing self-efficacy, discipline, certification, and teamwork can improve teacher performance. Research shows that these factors explain most of the variance in teacher performance, with one study reporting that certification and self-efficacy account for 79.9% of the variance in primary school teacher performance (Anwar et al., 2022). This research is different

because it offers a significant and original contribution to the field of education, especially in the development of management strategies to improve self-efficacy and teacher performance in a specific educational environment, namely Madrasah Aliyah Negeri.

Initial MAN 2 Model Medan observations show that teachers still have low performance and self-efficacy. Some teachers find it difficult to deal with the changes in the curriculum and the increased administrative tasks. Therefore, an effective strategy for school principals is needed to improve self-efficacy and teacher performance in the MAN 2 Model Medan. This research analyzes the principal's strategy for improving self-efficacy and teacher performance and explores phenomena and facts in the field.

METHOD

This qualitative research with a phenomenological approach aims to gain an in-depth understanding of the experience and perception of teachers and heads of madrasas (Nuryana et al., 2019), related to self-efficacy and performance in MAN 2 Model Medan. Data collection was carried out through semi-structured interviews, observations, and documentation. Semi-structured interviews allow researchers to explore the topics that arise during the interview more deeply. At the same time, observation allows researchers to see firsthand how the madrasah head's strategy is applied and its impact on teachers' self-efficacy and performance. Documentation complements the data obtained by providing written evidence and relevant administrative records.

Data sources were obtained from teachers and heads of madrasas in MAN 2 Model Medan. The collected data is then analyzed using Miles and Huberman data analysis techniques, which include three main stages: data reduction, data presentation, and conclusion drawing/verification. In the data reduction stage, irrelevant information is filtered to focus on the data that matters. The data is presented by compiling data in the form of narratives and tables to facilitate interpretation. The final stage, drawing conclusions and verifying, involves in-depth reflection and reconfirmation of findings with respondents to ensure the accuracy and validity of the research results (Miles & Huberman, 2019).

FINDINGS AND DISCUSSION

Findings

The research that has been conducted through structured interviews, observations, and dimensions to gain an in-depth understanding of the experiences and perceptions of teachers and madrasah heads related to self-efficacy and performance in MAN 2 Model Medan can be seen in the table below:

Table 1. Factors Affecting Teacher Efficacy and Performance in MAN 2 Medan Model

Aspects	Findings
Teacher's Self-Efficacy	Variation in self-efficacy level based on age, teaching experience, and ability to master technology.
	External factors such as salary, peer support, and emotional state also affect teachers' self-efficacy.
Cultural Factors	The social circle and the climate of friendship among fellow teachers affect self-efficacy.
	Teachers who get along with identical groups have different self-efficacy than those who blend in with all colleagues.
Gender Factor	Male teachers tend to have a higher level of self-efficacy than female teachers, especially in accepting and carrying out additional tasks.
Task Difficulty	Light and easy tasks increase self-efficacy.
	Difficult and strenuous tasks inhibit self-efficacy.
External Intensive	The awards or appreciation given to teachers affect self-efficacy.
	The head of the madrasah always involves elements of the madrasah in the deliberative meeting.
Resource Support	Human resource support, funds, facilities, and proper infrastructure.

The strategies carried out by the head of the madrasah in MAN 2 Model Medan to improve the effectiveness and performance of teachers are shown in the following table:

Table 2. The strategy of the Head of Madrasah MAN 2 Medan Model
to Improve Teacher Efficacy and Performance

Aspects	Madrasah Head's Strategy
Criterion	It is measured by managing classes, delivering materials, and fulfilling learning administration.
	Most teachers can fulfill the learning administration and use the teaching module well.
	Some teachers need to pay more attention to preparing and delivering materials.
Increased Efficacy	Mapping strengths, weaknesses, challenges, and opportunities.
	Provide professional training and development.
	Carry out peer mentoring and support.
	Regular monitoring and evaluation.
	Active communication and family.
Performance Improvement	Provision of facilities and infrastructure, professional training and development, active communication, evaluation and supervision, and resource support.
	The application of hierarchical, transformational, and facilitative strategies.

Table 2 presents data that madrasa heads need to evaluate criteria that are measured based on their ability to manage classes, deliver material, and fulfill learning administration. Even though most teachers have been able to fulfill learning administration and use teaching modules well, some teachers still need more attention in preparing and delivering material. Strategies for increasing efficacy include mapping strengths, weaknesses, challenges, and opportunities; training and professional development; mentoring and peer support; and routine monitoring and evaluation with active and family communication. To improve performance, it is necessary to provide facilities and infrastructure, professional training, active communication, evaluation, supervision, and resource support, as well as apply hierarchical, transformational, and facilitative strategies.

Discussion

This discussion aims to analyze in depth the findings of research in MAN 2 Model Medan regarding self-efficacy and teacher performance. The study explores various factors that affect self-efficacy, such as age, teaching experience, technological ability, and external factors, such as salary and peer support. In addition, this study also identifies strategies implemented by madrasah heads in improving self-efficacy and teacher performance, including needs mapping, professional training, mentoring, monitoring, and regular evaluation. This discussion will provide further insight into how these factors affect teachers' self-efficacy and performance and how the strategies implemented can have a significant positive impact.

Teacher's Self-Efficacy

The findings show that teachers' self-efficacy level in the MAN 2 Model Medan varies depending on age, teaching experience, and ability to master technology. Younger teachers tend to have higher self-efficacy in using technology and learning innovation. This is due to the tendency of young teachers to be more familiar and comfortable with the latest technology and more open to innovative learning methods. In contrast, more senior teachers have higher confidence in teaching due to longer teaching experience, in-depth curriculum knowledge, and conventional teaching methods (Kahila et al., 2024). However, self-efficacy is determined not only by internal factors such as age and experience but also by external factors such as salary, peer support, and emotional state. An adequate salary can increase teachers' motivation and self-efficacy, while peer support provides greater solidarity and confidence. A stable emotional state is also important to ensure that teachers can face the challenges of teaching calmly and confidently (Sun & Huang, 2024).

Cultural Factors

The culture of social circles and the friendship climate among fellow teachers in MAN 2 Model Medan significantly influence their self-efficacy. Teachers who only associate with identical groups may have different self-efficacy compared to those who blend in with all of their colleagues (Finlayson & McCrudden, 2022; Qiu et al., 2024). This is because limited social interaction can limit the exchange of ideas and experiences, thus reducing opportunities for learning and growth. In contrast, teachers who get along with different groups have a greater chance of getting support, feedback, and new ideas that can improve their self-efficacy. Therefore, madrasah heads must foster an inclusive and collaborative culture in schools where all teachers feel welcome and supported (Pattison-Meek, 2024).

Gender Factor

Research in MAN 2 Model Medan shows that male teachers tend to have a higher level of self-efficacy than female teachers, especially in accepting and carrying out additional tasks. This may be due to social and cultural differences that affect self-perception and belief in ability. Male teachers may feel more confident and confident in facing additional challenges and tasks due to greater social support or a more positive self-perception. In contrast, female teachers may face more social or internal barriers that affect their self-efficacy. To address this, madrasah heads need to create an environment that supports gender equality and provides equal support to all teachers, regardless of their gender (Gándara & Laesecke, 2022; Hou et al., 2023; Percival et al., 2023).

Task Difficulty

The findings show that light and easy tasks increase teachers' self-efficacy, while difficult and heavy tasks can inhibit self-efficacy. Teachers who can complete tasks easily will feel more confident and motivated, while difficult tasks can cause anxiety and doubt about their abilities. Therefore, the head of the madrasah needs to give tasks that follow each teacher's abilities and experience. Additionally, providing adequate support and training can help teachers cope with difficult tasks and improve their self-efficacy (Dwivedi et al., 2023; Jacobs et al., 2021)

External Intensive

The awards or appreciation given to teachers at MAN 2 Model Medan significantly influence their self-efficacy. Awards can be formal awards, such as certificates or recognition in meetings, and informal awards, such as praise and support from madrasah heads and peers (Thneibat, 2021). The head of the madrasah, which always involves the elements of the madrasah in the deliberative

meeting, shows that they value each teacher's contribution and allow them to participate in decision-making. This can increase teachers' sense of belonging and self-efficacy, as they feel valued and supported in their roles (Rodenbach et al., 2024).

Resource Support

Adequate resource support, including human resource support, funds, facilities, and proper infrastructure, is crucial to improving teachers' self-efficacy. HR support includes the provision of additional teachers, training, and professional guidance. Sufficient funds allow madrasas to conduct training and provide the necessary facilities to support teaching and learning activities (Wilkins et al., 2024). Proper facilities and infrastructure, such as comfortable classrooms, teaching aids, and educational technology, improve teachers' self-efficacy. Heads of madrasas who can provide adequate resource support demonstrate their commitment to improving the quality of education and teachers' self-efficacy (Ewing, 2023; Zee et al., 2024).

Teacher Performance

Teachers' performance in MAN 2 Model Medan is measured based on their ability to manage classes, deliver materials, and fulfill learning administration. The results show that most teachers can fulfill the learning administration and use the teaching module well, but some teachers still need more attention in preparation and delivery (Hong et al., 2024; Luo & Li, 2024). Therefore, madrasah heads must continue monitoring and providing feedback on teacher performance. Training and workshops focusing on teaching techniques and classroom management can help improve teacher performance. In addition, emotional and professional support from peers and madrasah heads is also important to ensure teachers can overcome challenges and continuously improve their performance (Bostic et al., 2023; Chaula, 2023; Sun et al., 2024).

Madrasah Head's Strategy to Increase Teachers' Self-Efficacy

Strategies implemented by madrasah heads to improve teachers' self-efficacy include mapping strengths, weaknesses, challenges, and opportunities; providing training and professional development; carrying out peer mentoring and support; regular monitoring and evaluation; and active communication and family. This mapping helps madrasah heads understand each teacher's needs and potential to design relevant training and development programs (Kong et al., 2023; Martin et al., 2023; Maya Jariego et al., 2024). They provide a platform for teachers to learn and share experiences while regular monitoring and evaluation ensure that teachers' self-efficacy continues improving. Active communication and kinship create a positive and supportive work environment

where every teacher feels valued and supported (Chu et al., 2024; Pimpalkhute et al., 2023; Ye & Wang, 2024).

Madrasah Head's Strategy to Improve Teacher Performance

To improve teacher performance, the head of the madrasah at MAN 2 Model Medan implements various strategies, including providing facilities and infrastructure, professional training and development, active communication, evaluation and supervision, and resource support. Providing adequate facilities and infrastructure ensures teachers have the tools and environment to teach effectively. Professional training and development help teachers develop new skills and update their knowledge according to the latest developments in education. Active communication between the head of the madrasah and the teacher ensures an open feedback channel so problems can be addressed and improvements can be made quickly (Miličević et al., 2024; Rossiter et al., 2023). Regular evaluation and monitoring help identify areas that need improvement and provide a basis for constructive feedback. Resource support, such as funding and training facilities, ensures that teachers have access to everything they need to improve their performance (Barnes et al., 2019; Matthews & Hamel, 2024; Merma-Molina et al., 2023; Saha et al., 2024).

With a holistic and sustainable strategy, the head of the madrasah at MAN 2 Model Medan has created a supportive environment to improve self-efficacy and teacher performance. An approach that involves all elements of the school, from teachers to management, ensures that every teacher feels valued and supported so that they can give their best in teaching and educating students.

CONCLUSION

Research in MAN 2 Model Medan revealed that various factors, including age, teaching experience, technological ability, external support, and emotional state, greatly influence teachers' self-efficacy and performance. The findings show that the strategy of madrasah heads involving needs mapping, professional training, mentoring, monitoring, and support for facilities and infrastructure has succeeded in improving teachers' self-efficacy and performance. This holistic approach creates a supportive and inclusive environment, so teachers feel more motivated and confident in their tasks.

The strength of this research lies in its comprehensive methods, including interviews, observations, and documentation that provide an in-depth overview of the factors that affect teachers' self-efficacy and performance. However, the lack of this study is due to the lack of

generalization of findings because it focuses on only one school. Recommendations include increased technology training for senior teachers, increased salaries and incentives, and emotional and psychological support for stressed teachers. Thus, it is hoped that further research can be carried out in various schools to strengthen the validity of the findings and develop more effective strategies.

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