



DETERMINANTS OF TEACHER PERFORMANCE AND EDUCATIONAL QUALITY IN MADRASAH IBTIDAIYAH: A PLS-SEM ANALYSIS

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Abstract

This study investigates the structural determinants of teacher performance and educational quality within Islamic elementary schools (*Madrasah Ibtidaiyah*) in Surabaya, Indonesia. It specifically examines the impact of principal managerial skills, charismatic leadership, and organizational culture on these outcomes. Adopting a quantitative approach, data were collected from 150 respondents, comprising teachers and principals selected through purposive sampling. The study utilized Partial Least Square Structural Equation Modeling (PLS-SEM) to test the hypothesized relationships and evaluate the predictive power of the model. The results reveal that principal managerial skills ($\beta=0.45$) have the strongest direct influence on teacher performance, followed by organizational culture ($\beta=0.42$ Primary School) and charismatic leadership ($\beta=0.38$). Furthermore, teacher performance serves as a critical mediator, significantly impacting educational quality ($\beta=0.52$). The model explains 63% of the variance in teacher performance ($R^2=0.63$) and 58% in educational quality ($R^2=0.58$). The findings suggest that enhancing educational quality in Islamic institutions requires a synergistic approach. Administrators should prioritize professional managerial training and foster a collaborative, value-based organizational culture to optimize teacher engagement and student outcomes. This research bridges a gap in educational management literature by applying PLS-SEM to model the simultaneous interactions between leadership styles, cultural values, and performance metrics specifically within the context of Islamic education.

Keywords: Learning Climate, Learning Styles, Student Creativity

INTRODUCTION

Islamic educational institutions play a pivotal role in shaping the character and competence of the younger generation based on Islamic values. To achieve these objectives, effective institutional management, inspirational leadership, and a strong organizational culture are essential components in supporting teacher performance and overall educational system effectiveness (Afnan et al., 2014; Halstead, 2007). Teachers hold a central position as the direct executors of the learning process, and the quality of their performance is heavily dependent on managerial support, leadership models, and the



organizational climate implemented by the institution (Lakomski & Evers, 2020; Laub, 1999).

Principals who possess strong managerial skills are capable of providing a supportive environment, offering clear direction, and optimizing educational resources, thereby encouraging better teacher performance (Fahmadia et al., 2024; Yusuf et al., 2020). Furthermore, charismatic leadership has become an increasingly attended aspect within Islamic education, given its role in building emotional bonds and inspiration among teachers and students (Northouse, 2018). Previous research indicates that charismatic leaders are able to evoke internal motivation, commitment, and teacher loyalty, which ultimately contributes positively to teaching performance (Haerens et al., 2015; Hattie, 2008; Robinson-Pant, 2010). Similarly, a strong organizational culture based on Islamic values provides a framework that supports collaboration and loyalty within the institution, enhancing operational effectiveness and educational quality (Epstein, 2018).

Although previous studies have discussed the influence of managerial skills and leadership on teacher performance, there remains a gap in understanding how managerial skills, charismatic leadership, and organizational culture interact specifically within the context of Islamic education. Several studies have focused on single factors, such as leadership (Afnan et al., 2014; Al Shraah et al., 2023; Ersat et al., 2024; Liana et al., 2025; Wikarno, 2024) or organizational culture (Afnan et al., 2014; Ferguson & Presthus, 1979; Reader & Presthus, 1983), but few have examined their integrative influence in a single model within Islamic education.

This research offers a novel contribution by combining managerial skills, charismatic leadership, and organizational culture as key variables affecting teacher performance and educational quality. Moreover, this study employs Partial Least Square Structural Equation Modeling (PLS-SEM), an approach rarely applied in this field, to measure the simultaneous effects between variables comprehensively (Hair et al., 2013). Consequently, this study aims to provide practical insights for Islamic education managers in formulating managerial strategies and developing effective organizational cultures to support superior educational quality.

METHOD

This study employs a quantitative approach with an exploratory research design to investigate the structural relationships between principal managerial skills, charismatic leadership, organizational culture, teacher performance, and educational quality. The quantitative method was selected to empirically test the hypothesized influences and measure the magnitude of impact among the variables within the context of Islamic educational institutions.

The population for this study consists of teachers and principals from Islamic educational institutions (Madrasah Ibtidaiyah) in Surabaya. The sample was selected using a purposive sampling technique to ensure the respondents possessed relevant insights into the variables under investigation. The specific inclusion criteria were: (1) teachers with a minimum of three years of teaching experience, and (2) principals actively involved in institutional management.

Based on power analysis requirements for the PLS-SEM model, a total sample of 150 respondents was obtained⁴. The demographic composition of the sample includes 120 teachers (80%) and 30 principals (20%).

Data collection was conducted using a structured questionnaire designed to measure five key constructs: Principal Managerial Skills, Charismatic Leadership, Organizational Culture, Teacher Performance, and Educational Quality⁶. The instrument items were adapted from established literature (e.g., Bush & Glover, 2014; Northouse, 2018; Epstein, 2018). All items were measured using a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5)

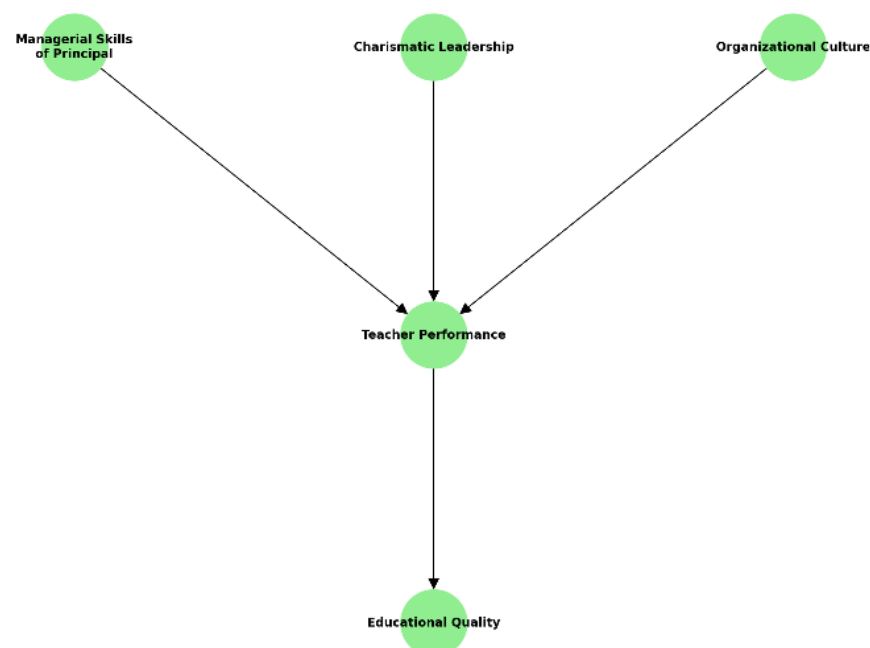
The collected data were analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM), assisted by SmartPLS 3.0 software⁹⁹⁹. PLS-SEM was chosen for its robustness in analyzing causal relationships within complex models and its suitability for studies with relatively small sample sizes¹⁰. The analysis was conducted in two stages:⁺2

1. Measurement Model (Outer Model) Evaluation: Assessed the reliability and validity of the constructs using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE)
2. Structural Model (Inner Model) Evaluation: Examined the path coefficients, R-square (Primary School ^{^2} Primary School) values, and hypothesis testing to identify significant relationships between variables

The following is an overview of a research framework that shows the relationship between the variables of principals' managerial skills, charismatic leadership, and culture

Figure 1.

Research Framework



RESULTS AND DATA ANALYSIS

The analysis in this study examines the influence of managerial skills, charismatic leadership, and organizational culture on teacher performance and, subsequently, on the quality of education in Islamic educational institutions. These findings are based on

Partial Least Square Structural Equation Modeling (PLS-SEM), including the evaluation of the outer model (measurement model), the inner model (structural model), the path coefficient, the effect size, and the predictive relevance.

1. External Model Test: Reliability and Validity

The external model test assesses the reliability and validity of the construct using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). These steps confirm the internal consistency and convergent validity of each construct.

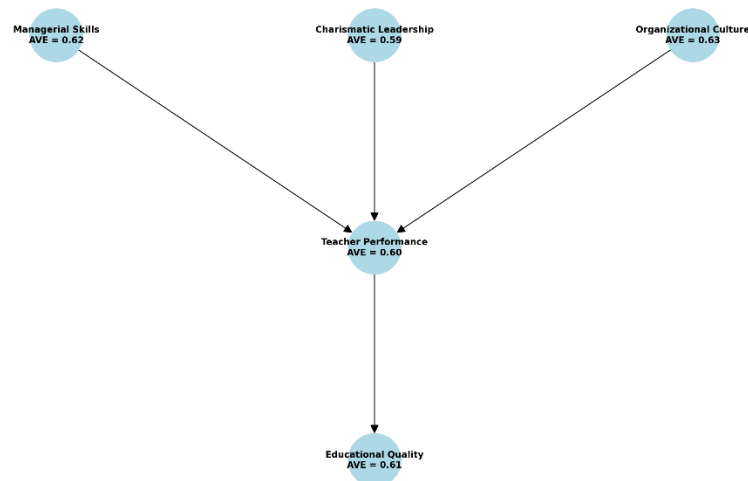
Table 1. External Model Test - Reliability and Validity

Build	Alpha Cronbach	Composite Reliability (CR)	AVE	Threshold (CR $\geq$ 0.7, AVE $\geq$ 0.5)
Principal's Managerial Skills	0.84	0.88	0.62	Lulus
Charismatic Leadership	0.81	0.85	0.59	Lulus
Organizational Culture	0.87	0.89	0.63	Pass
Teacher Performance	0.83	0.87	0.60	Pass
Quality of Education	0.85	0.89	0.61	Pass

All constructs (see figure 2) meet reliability and validity thresholds, demonstrating satisfactory internal consistency and convergent validity.

Figure 2

Convergent Validity Testing



2. Test Inner Model: Explanatory Power (R-squared value)

The model test in assessing the explanatory strength of each endogenous variable using the R-square value.



Table 2. Test the Inner Model - R-square Value

Variable endogenous	R-square	Interpretasi
Teacher Performance	0.63	Explanatory power is medium
Quality of Education	0.58	Explanatory power is medium

This model explains 63% variance in Teacher Performance and 58% in Education Quality, indicating moderate explanatory strength. This shows that managerial skills, charismatic leadership, and organizational culture contribute significantly to teacher performance, which in turn impacts the quality of education.

3. Path Coefficients and Hypothesis Testing

The path coefficient measures the strength and direction of the relationship between variables, with statistical significance determined through **t-values** and **p-values**.

Table 3. Path Coefficients and Significance Levels

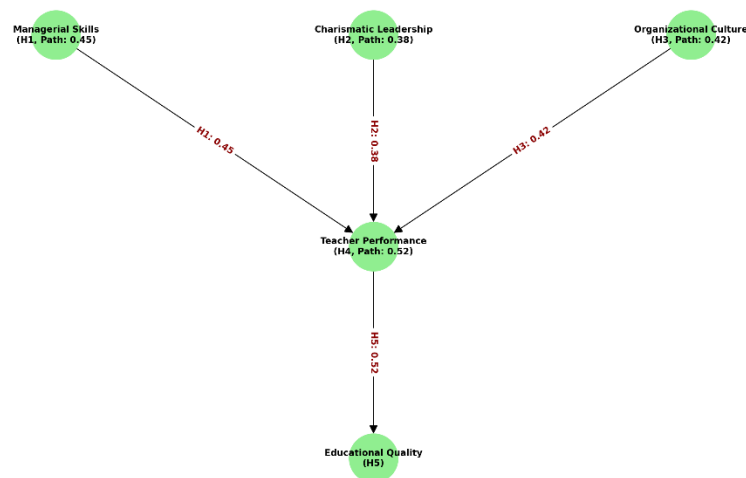
Roads	Path Coefficients	t-value	p-value	Results	Interpretasi
Managerial Skills → Teacher Performance	0.45	5.23	0.000	Supported	Managerial skills have a significant positive impact on Teacher Performance, increasing teacher productivity and engagement.
Charismatic Leadership → Teacher Performance	0.38	4.76	0.000	Supported	Charismatic leadership improves teacher performance, showing inspirational leadership increases teacher commitment.
Organizational Culture → Teacher Performance	0.42	5.10	0.000	Supported	Organizational culture significantly improves Teacher Performance, with supportive culture improving the quality of teaching.
Teacher Performance → Quality of Education	0.52	6.35	0.000	Supported	Teacher performance has a profound impact on the Quality of Education, highlighting the role of effective teaching in achieving educational excellence.

All paths (see Figure 3) were statistically significant with p-values < 0.05. The strongest relationship was between Teacher Performance and Education Quality (Pathway

Coefficient = 0.52), underscoring that teacher effectiveness is essential for high educational standards.

Figure 3

Hypotheses Testing with Path Coefficients



4. Evaluation of Effect Size (f^2)

The effect size (f^2) assesses the relative impact of each predictor on the outcome.

Table 4. f^2 Effect Size

Roads	Effect Size (f^2)	Effect Size Interpretation	Interpretasi
Managerial Skills → Teacher Performance	0.18	Medium	Managerial skills had a moderate effect, suggesting that effective management practices greatly influenced teacher engagement and productivity.
Charismatic Leadership → Teacher Performance	0.12	Small	Charismatic leadership has little effect, suggesting inspirational leadership positively affects teacher performance, albeit to a lesser extent.
Organizational Culture → Teacher Performance	0.15	Medium	Organizational culture has a moderate effect, emphasizing that collaborative culture increases teacher effectiveness.
Teacher Performance → Quality of Education	0.27	Large	Teacher Performance has a great influence on the Quality of Education, showing that teacher effectiveness is very important for educational outcomes.



The measure of the effect of Teacher Performance on Education Quality was large ($f^2=0.27$), showing a strong influence, while Managerial Skills and Organizational Culture had a moderate influence on Teacher Performance. Charismatic leadership shows small effects, contributing positively though less significantly.

5. Predictive Relevance Evaluation (Q^2)

The Q^2 value (Q^2), obtained using blindfolds, assesses the predictive relevance of the model.

Table 5. Q^2 Predictive Relevance

Variable endogenous	Q^2 Predictive Relevance	Interpretasi
Teacher Performance	0.32	Moderate
Quality of Education	0.27	Moderate

Both Teacher Performance and Education Quality have moderate predictive relevance, suggesting that these models are effective in predicting these outcomes.

6. Model Summary for Hypothesis Testing

Table 6. Model Summary

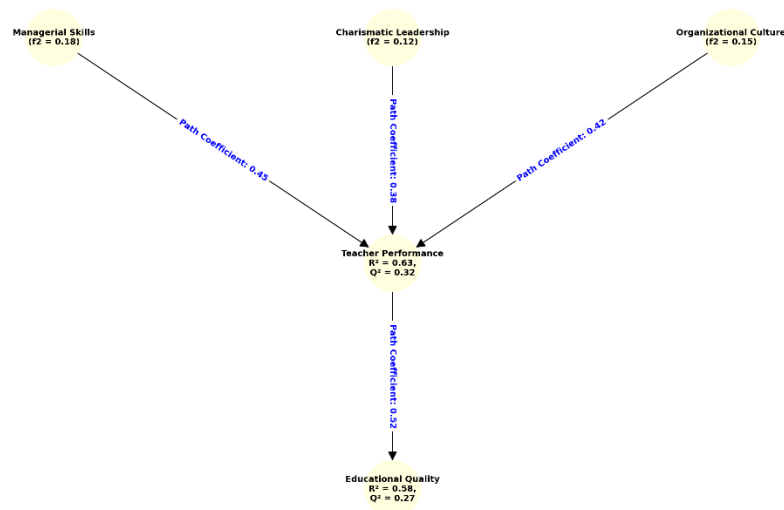
Hipotesis	Roads	Path Coefficients	t-value	p-value	Results	f^2	Effects	Interpretasi
H1: Managerial Skills Have a Positive Impact on Teacher Performance	Managerial Skills → Teacher Performance	0.45	5.23	0.000	Supported	0.18	Medium	Effective managerial skills greatly improve teacher productivity and engagement.
H2: Charismatic Leadership Has a Positive Impact on Teacher Performance	Charismatic Leadership → Teacher Performance	0.38	4.76	0.000	Supported	0.12	Small	Inspirational leadership positively influences teacher commitment and effectiveness.
H3: Organizational Culture	Organizational Culture → Teacher	0.42	5.10	0.000	Supported	0.15	Medium	Collaborative culture fosters

<i>Hipotesis</i>	<i>Roads</i>	<i>Path Coefficients</i>	<i>t- valu e</i>	<i>p- value</i>	<i>Results</i>	<i>f² f²</i>	<i>Effect s</i>	<i>Interpret asi</i>
<i>Has a Positive Impact on Teacher Performance</i>	Performan ce							the quality of teaching, improving teacher performance.
<i>H4: Teacher Performance has a Positive Impact on Education Quality</i>	Teacher Performan ce → Quality of Education	0.52	6.35	0.000	Support ed	0.27	Large	Teacher performance is an important determinant of the quality of education, underlining its impact on educational success.

The results (see figure 4) show that managerial skills, charismatic leadership, and organizational culture all have a positive impact on teacher performance, which in turn greatly affects the quality of education. The strongest effect was observed in the relationship between Teacher Performance and Education Quality, highlighting teacher effectiveness as the key to achieving high standards in education. This analysis confirms that supportive management, inspiring leadership, and collaborative culture are essential in creating an environment conducive to teacher effectiveness and educational excellence in Islamic educational institutions.

Figure 4

Comprehensive Research Framework with R-square, Q-square, and Effect Sizes



DISCUSSION

This study aimed to empirically investigate the structural determinants of teacher performance and educational quality within Islamic elementary schools (*Madrasah Ibtidaiyah*) in Surabaya, Indonesia. By employing Partial Least Square Structural Equation Modeling (PLS-SEM), this research provides a comprehensive analysis of how principal managerial skills, charismatic leadership, and organizational culture interact to influence educational outcomes. The proposed model explains a substantial proportion of the variance in teacher performance ($R^2 = 0.63$) and educational quality ($R^2 = 0.58$), indicating that the integrated framework of leadership, management, and culture is highly predictive of school success in this context. The following sections discuss these findings in depth, juxtaposing statistical results with established theoretical frameworks and the specific nuances of Islamic educational management.

The Strategic Role of Principal Managerial Skills in Enhancing Teacher Performance

The most significant predictor of teacher performance identified in this study is the managerial skill set of the principal, with a path coefficient of $\beta = 0.45$. This finding is statistically robust and carries a moderate effect size ($f^2 = 0.18$), suggesting that the technical competency of a school leader is not merely an administrative requirement but a fundamental driver of pedagogical success.

This result strongly corroborates the functionalist perspective of educational leadership posited by Kyle Ingle (2009), who argue that the core of school improvement lies in the effective management of teaching and learning processes. In the context of the *Madrasah Ibtidaiyah* in Surabaya, managerial skills were operationalized through resource management, planning, supervision, and communication. The strong influence of these skills suggests that teachers are most productive when they operate within a well-structured environment where resources are allocated efficiently and expectations are clearly defined.

According to Fahmadia et al. (2024) and Khoirul Anwar (2021) managerial efficiency reduces role ambiguity and operational friction, allowing employees to focus their



cognitive resources on core tasks². For teachers, this means that when a principal effectively manages the school's logistics and provides consistent supervision, teachers are liberated from administrative chaos and can dedicate more effort to lesson planning and student interaction. The data from this study indicates that in the absence of strong managerial scaffolding, even highly motivated teachers may struggle to perform; conversely, strong management amplifies teacher capability.

Furthermore, within the Islamic educational framework, managerial skill is closely linked to the concept of *Fathonah* (intelligence/competence) and *Amanah* (trustworthiness/responsibility). A principal who manages resources wisely is fulfilling a religious obligation to steward the community's trust. Halstead (2004) and Khoiriyah & Setiawan, (2024) emphasizes that Islamic education requires leaders who can balance spiritual goals with practical operational necessities. The findings of this study extend this view by providing empirical evidence that "secular" managerial competencies—such as strategic planning and supervision—are the primary vehicles through which Islamic educational goals are operationalized. Thus, the "managerial" principal in an Islamic school is not separate from the "spiritual" leader; rather, their managerial competence is the manifestation of their spiritual integrity in ensuring the school functions effectively.

Charismatic Leadership as a Motivational Catalyst

While managerial skills provide the structure, charismatic leadership provides the spirit. The study found that charismatic leadership has a positive and significant influence on teacher performance (beta = 0.38). Although the effect size is classified as small ($f^2 = 0.12$), its statistical significance underscores its unique contribution to the model.

This finding aligns with Lahmar's (2024) conceptualization of charismatic and transformational leadership, where the leader's ability to articulate a compelling vision and serve as a role model inspires followers to transcend their own self-interests for the good of the organization. The indicators used in this study—inspiration, motivation, integrity, and strong vision—highlight the emotional and psychological dimensions of leadership.

In the context of *Madrasah* education, charismatic leadership resonates deeply with the Prophetic model of leadership (*Uswatun Hasanah*). Teachers in religious schools often view their profession not just as a job, but as a form of worship (*Ibadah*) and a call to educate the next generation of believers. A charismatic principal taps into this intrinsic motivation. As noted by Rusmini (2009); Ersat et al. (2024) and Wikarno (2024), Islamic leadership creates an emotional bond based on shared faith and values. When a principal demonstrates high integrity and visionary zeal, it validates the teachers' spiritual commitment, thereby increasing their engagement and performance.

However, it is noteworthy that the impact of charismatic leadership (beta = 0.38) is slightly lower than that of managerial skills (beta = 0.45). This nuance is critical. It suggests that while inspiration is vital, it cannot substitute for the tangible support provided by effective management. A principal may be highly charismatic and inspiring, but if the school lacks resources or (Irbathy et al., 2025; Laub, 1999; McCarthy et al., 2023) the curriculum is poorly planned, teacher performance will be hindered. This finding challenges the "Great Man" theories that often overemphasize charisma at the expense of pragmatic competence. In the context of Surabaya's *Madrasah Ibtidaiyah*, teachers appear to value a leader who can "get things done" (managerial) slightly more



than one who simply "inspires" (charismatic), although both are clearly necessary for optimal performance.

The Unifying Power of Organizational Culture

Organizational culture emerged as a powerful predictor of teacher performance ($\beta = 0.42$), with a moderate effect size ($f^2 = 0.15$). This variable, measured through collaboration, support for Islamic values, and loyalty, represents the collective social and normative environment of the school.

This finding supports the extensive literature on school climate, including the work of Koundyannan et al (2018) and Sakarya et al., (2023), which posits that the underlying assumptions, values, and norms of an organization dictate the behavior of its members. In a school setting, a culture of collaboration means that teachers do not work in silos; they share best practices, support one another in handling difficult students, and align their teaching strategies.

Uniquely to this study, the organizational culture was explicitly defined by Islamic values. The significant impact of this variable suggests that the integration of religious values into the daily fabric of school life—such as collective prayer, the practice of *Shura* (consultation) in decision-making, and the emphasis on *Ukhuwah* (brotherhood)—creates a psychological safety net for teachers. When teachers feel they are part of a supportive, value-driven community, their job satisfaction increases, burnout decreases, and their performance in the classroom improves.

This result highlights that organizational culture in Islamic schools acts as a "social glue." It binds the managerial directives and the leader's vision into a lived reality. If managerial skills are the "skeleton" and charismatic leadership is the "heart," then organizational culture is the "flesh" that connects them. The study confirms that a culture emphasizing *Adl* (justice) and *Rahmah* (compassion) directly translates into better teaching behaviors, validating the arguments of Bano & Kalmbach (2005); Ersat et al. (2024) and Lahmar,(2024) regarding the ethical responsibilities of Islamic organizations.

Teacher Performance as the Mediator of Educational Quality

A central tenet of this research framework is the pivotal role of the teacher. The analysis demonstrates that teacher performance is the strongest direct determinant of educational quality, with a substantial path coefficient of $\beta = 0.52$ and a large effect size ($f^2 = 0.27$). Furthermore, the model shows that managerial skills, leadership, and culture primarily affect educational quality *through* the mechanism of teacher performance.

This finding provides robust empirical support for the "Effective Schools" research tradition, famously summarized by Hattie (2008), which identifies the teacher as the single most influential school-based factor affecting student achievement. The indicators of teacher performance in this study—teaching productivity, interaction with students, and effectiveness of learning—are directly linked to the student experience.

In the context of the *Madrasah*, the teacher's role elevates to that of a *Murabbi*—one who nurtures the student's whole personality, including their intellect and spiritual character. The high correlation between teacher performance and educational quality confirms that no amount of administrative policy or leadership rhetoric can bypass the classroom reality. If the teacher performs well, the quality of education (measured by student outcomes, satisfaction, and curriculum relevance) rises. This aligns with Yusuf et al.(2020), who found that high-performing teachers are essential for achieving optimal learning outcomes.

Critically, this finding implies that the investments made in leadership and culture yield returns only when they successfully translate into improved classroom practices. For instance, a charismatic principal improves educational quality *because* they inspire teachers to be more engaging with students. A strong culture improves quality *because* it encourages teachers to collaborate on curriculum development. This mediation effect clarifies the causal pathways in Islamic school management, reinforcing Sahin's (2018) view on the critical role of holistic education

Theoretical Implications

Theoretically, this study contributes to the literature by validating an integrated model that fuses Western management theories with Islamic educational context using advanced PLS-SEM analysis.

1. Integration of Leadership Theories: The study demonstrates that Transactional elements (Managerial Skills) and Transformational elements (Charismatic Leadership) are not mutually exclusive but complementary in the Islamic context. This supports a "Full Range Leadership" approach adapted for religious institutions.
2. Contextualizing Organizational Culture: By validating the link between value-based Islamic culture and performance, the study adds nuance to general organizational behavior theories (Scheinin & Molbaek-Steensig, 2021), suggesting that in faith-based organizations, spiritual alignment is a key component of "cultural strength".
3. Methodological Contribution: The successful application of PLS-SEM to this domain provides a blueprint for future researchers to analyze complex, non-linear relationships in educational management, moving beyond simple regression analyses often found in local studies (Hair et al., 2013).

Practical Implications for Islamic Educational Management

The findings offer actionable strategies for stakeholders in Islamic education, particularly foundation heads (*Yayasans*), principals, and policymakers:

1. Prioritize Managerial Competency Training: given that managerial skills had the highest impact ($\beta = 0.45$), professional development for principals should not focus solely on motivational speaking or religious knowledge. There is an urgent need for "hard skills" training: strategic planning, financial resource allocation, conflict resolution, and personnel supervision. Principals must be trained to be effective CEOs of their schools.
2. Cultivate a Culture of Collaboration: School leaders should actively engineer the organizational culture. This can be done by institutionalizing collaborative practices, such as "Lesson Study" groups or regular spiritual gatherings (*Halaqah*) that reinforce shared values. The goal is to move from a culture of isolation to a culture of *Jama'ah* (togetherness).
3. Holistic Teacher Evaluation: Since teacher performance is the primary driver of quality ($\beta = 0.52$), evaluation systems should be robust. However, based on the cultural findings, these evaluations should be developmental rather than punitive, focusing on helping teachers grow as *Murabbi*.
4. Balanced Leadership Selection: When appointing principals, foundations should look for a balance of charisma and competence. A leader who is pious and charismatic but lacks managerial acumen may struggle to improve school performance, as indicated by the comparative weight of the path coefficients.



Limitations and Future Research Directions

While this study offers significant insights, several limitations must be acknowledged. First, the sample size of 150 respondents, while sufficient for PLS-SEM analysis, is relatively small and limited to the geographical area of Surabaya. Consequently, the generalizability of the findings to rural areas or other provinces in Indonesia may be limited. Future research should consider a larger, multi-province sample to validate these findings on a national scale.

Second, the study relied on cross-sectional data, which captures a snapshot in time. Teacher performance and organizational culture are dynamic processes that evolve. Longitudinal studies would be beneficial to track how changes in leadership styles affect culture and performance over time.

Third, the measurement of "Educational Quality" was based on perceptual data from teachers and principals. While valid, future studies could incorporate objective metrics, such as student national examination scores or external accreditation ratings, to provide a more triangular view of quality.

Finally, this model focused on internal school variables. Future research could expand the model to include external factors such as parental involvement and community support, which are also known to be critical in the ecosystem of Islamic education

CONCLUSION

This study has empirically demonstrated that the improvement of educational quality in Islamic elementary schools (*Madrasah Ibtidaiyah*) is inextricably linked to the synergistic interaction between leadership, management, and organizational culture. Through PLS-SEM analysis, the findings confirm that principal managerial skills are the most critical antecedent of teacher performance ($\beta = 0.45$), followed closely by organizational culture ($\beta = 0.42$) and charismatic leadership ($\beta = 0.38$).

The results substantiate that while charismatic leadership provides the necessary inspirational motivation—aligning with the spiritual ethos of Islamic education—it must be underpinned by robust managerial competencies. A principal's ability to effectively manage resources and provide strategic direction creates the structural foundation required for teachers to excel. Furthermore, the study highlights that a strong organizational culture, rooted in Islamic values such as collaboration and trust, acts as a cohesive force that amplifies teacher engagement.

Crucially, this research establishes teacher performance as the pivotal mediator and the primary determinant of educational quality ($\beta = 0.52$). This underscores that institutional investments in leadership and culture ultimately succeed only when they translate into superior classroom practices. Therefore, to achieve a holistic standard of educational excellence—encompassing both academic achievement and moral development—Islamic educational institutions must adopt a balanced approach. This involves professionalizing the managerial capacity of principals while simultaneously nurturing a spiritual and collaborative organizational climate that empowers teachers to fulfill their dual role as educators and moral guides (*Murabbi*).



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