

# The Relationship between Technical Skills of Madrasah Heads and Non-Financial Compensation with the Performance of Private Islamic Elementary School Teachers

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## ABSTRACT

This study explores the combined influence of the technical skills of madrasah heads and non-financial compensation on the performance of teachers in private Madrasah Ibtidaiyah (MI) schools in Probolinggo Regency, Indonesia. While previous research has examined these factors independently, little attention has been given to their simultaneous impact in the context of Islamic primary education. This research aims to fill that gap by investigating how leadership skills, including educational management abilities, and non-financial incentives, such as career development and recognition, contribute to teacher performance. A quantitative research design with descriptive correlational analysis was used, collecting data from 363 teachers through structured questionnaires. Statistical methods, including Spearman Rank Correlation, revealed strong positive correlations between both technical skills and non-financial compensation with teacher performance. Furthermore, the combined effect of these two factors was found to have a nearly perfect influence on teacher performance. The findings underscore the importance of integrating effective leadership with non-financial incentives to enhance teacher outcomes. This study provides valuable insights for educational leaders and policymakers aiming to improve teacher motivation and performance in Islamic primary schools. The results also suggest directions for future research, including exploring the long-term effects of leadership development and non-financial rewards on teaching quality.

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## INTRODUCTION

The performance of teachers is a central factor in determining the quality of education (Epifanić et al., 2021; Kanya et al., 2021; Sánchez-Cabrero et al., 2021). Given the pivotal role that teachers play in shaping the academic and social outcomes of students, understanding the factors that influence teacher performance is crucial for improving educational standards (Alam & Mohanty, 2023; Moè & Katz, 2021; Turetsky et al., 2021). In recent years, various internal and external factors have been identified as key determinants of teacher performance. Among these, the technical skills of school leaders and the provision of non-financial compensation stand out as influential variables (Aversano et al., 2023; Demir-Yıldız, 2023; Hussain et al., 2024). However, while much research has focused on the role of leadership in educational settings, less attention has been given to the combined effect of leadership skills and non-financial incentives on teacher performance, particularly within Islamic primary schools or Madrasah Ibtidaiyah (MI).

Existing research has made substantial contributions to understanding the relationship between leadership styles and teacher performance, as well as the role of non-financial rewards in enhancing teacher motivation. Leadership, particularly the technical skills of school leaders, has been shown to have a significant impact on the performance of teachers. Studies like those by Li & Liu (2022) have emphasized that effective leadership is crucial for fostering an environment that supports teacher development, enhances motivation, and ultimately improves student outcomes. Similarly, Meyer et al. (2022) explored the importance of leadership competencies in the educational setting, highlighting that leadership skills, such as decision-making and instructional supervision, can directly influence teacher effectiveness.

Moreover, the role of non-financial rewards in motivating teachers has also been extensively explored. Non-financial compensation, including professional recognition, career development opportunities, and a positive work environment, has been linked to improved job satisfaction and teacher performance (Ortan et al., 2021; Panagopoulos et al., 2024; Sun et al., 2022). These findings underscore the importance of acknowledging the intrinsic motivation factors that go beyond financial incentives. Non-financial rewards have been found to be crucial in fostering a sense of value among teachers, leading to increased commitment and better teaching outcomes.

The novelty of this study lies in its unique focus on the interaction between leadership skills and non-financial compensation, specifically in the context of private MI schools in Probolinggo Regency, Indonesia. While much of the existing literature explores the influence of each factor in isolation, this research examines how both variables, when combined, influence teacher performance in a religious school setting.

Additionally, by exploring the technical skills of madrasah heads, which include not only leadership abilities but also educational management skills, this study provides a more nuanced understanding of the role of leadership in education compared to broader leadership studies that focus on general leadership styles.

Based on the Existing studies and the research gap identified, the hypotheses of this study suggest that there is a significant positive relationship between the technical skills of madrasah heads and the performance of teachers in private MI schools in Probolinggo Regency. It is also hypothesized that there is a significant positive relationship between non-financial compensation and the performance of teachers in these schools. Furthermore, This study aims to address this gap by investigating the combined influence of technical leadership skills and non-financial compensation on the performance of teachers in private MI schools. By exploring how these factors interact, the research will provide deeper insights into how both leadership and incentive strategies can be aligned to improve teacher outcomes. The primary objectives of this study are to assess the strength of these relationships and to explore the implications for educational leadership practices in Madrasah Ibtidaiyah.

## **METHOD**

This study uses a quantitative approach with a correlational descriptive design, which aims to examine the relationship between the technical skills of madrasah heads, non-financial compensation, and teacher performance in Private Madrasah Ibtidaiyah (MI) in Probolinggo Regency. The design of the correlational descriptive research was chosen because this study focuses on measuring and analyzing the relationship between two or more existing variables without manipulating these variables. The purpose of this approach is to find out the extent to which the variables studied are interrelated and affect each other, taking into account the social context that exists in madrasah education. This design allows researchers to collect numerical data and analyze it to find significant patterns of relationships between these variables (Isoaho et al., 2021; Jankovic et al., 2021; Shu & Ye, 2023).

The population that is the subject of this study is all teachers in Private Madrasah Ibtidaiyah (MI) in the Probolinggo Regency area, with a total of 3,941 teachers. The sample in this study was selected using a probability sampling technique with a simple random sampling approach, which provides an equal opportunity for each element in the population to be chosen as part of the sample. Of this population, the sample used in this study amounted to 363 teachers. The selection of this sample size is based on statistical considerations, which, with the sample size, this study is expected to produce findings that are representative and statistically strong enough for generalization (Braun & Clarke, 2021; Riley et al., 2022; Sim et al., 2022).

For data collection, this study uses questionnaires as the main instrument. The questionnaire was designed to measure three main variables studied, namely the technical skills of madrasah heads, non-financial compensation, and teacher performance. This instrument consists of several scales, using the Likert scale, to measure the extent to which each respondent agrees or disagrees with the existing statements. Before use, the questionnaire is tested for validity and reliability. Validity was tested using content validity, where education experts and madrasah leadership evaluated the suitability of the instrument with the construct to be measured. Reliability was tested using Cronbach's alpha coefficient, which showed a high reliability value ( $> 0.70$ ), which indicates that the instrument was relatively consistent in measuring the variables in question (Frane & Hill, 1976; Laajaj & Macours, 2019; Young, 2022). Table 1 shows the general data of respondents used in this study.

**Table 1. General Respondent Data**

No	General Data	Indicators	Frequency (f)	Percentage (%)
1	Gender	Male	101	27,8 %
		Female	262	72,2 %
2	Age	20 – 30 years	155	42,6 %
		31 – 40 years	120	33 %
		41 – 50 years	88	24,4 %
		> 50 years	0	0 %
3	Position	Subject Teacher	172	47,3 %
		Classroom Teacher	191	52,7 %
4	Working Period	1 – 5 years	71	19,5 %
		6 – 10 years	91	25 %
		11 – 15 years	57	15,7 %
		16 – 20 years	90	24,7 %
		>20 years	54	15,1 %
5	Certification Status	Not Certified	249	68,5 %
		Certified	114	31,5 %

After the data was collected, statistical analysis was carried out using Spearman Rank Correlation to measure the strength and direction of the relationship between the technical skills of madrasah heads, non-financial compensation, and teacher performance. This technique was chosen because it can be used to test the relationship between ordinal variables that are not normally distributed, which corresponds to the type of data obtained from the questionnaire. The results of the correlation analysis were used to identify whether there was a significant relationship between the variables studied, as well as to find out how much influence each factor had on teacher performance. The use of the Spearman test was considered because it is the appropriate technique for data of an ordinal nature and to ensure the accuracy of the results without assuming a normal distribution of the data (Foldnes & Grønneberg, 2021; Mata & Milner, 2021; Schober et al., 2021).

This method was chosen because it is in accordance with the research objectives that want to identify the relationship between variables in the context of madrasah education that are highly dependent on external influences, such as leadership and non-financial rewards on individual performance. Similar research conducted also used a quantitative approach with correlation techniques to assess the impact of leadership on motivation and performance in the educational environment (Ali et al., 2021; Kitamura et al., 2021; Muflihah et al., 2021). With this approach, it is hoped that this research can make a significant contribution to understanding the leadership role of madrasah heads and non-financial compensation in improving the quality of education in Private Madrasah Ibtidaiyah.

## RESULT AND DISCUSSION

### Result

#### The Influence of Technical Skills of Madrasah Heads on the Performance of Private MI Teachers

In this sub-section, the findings related to the influence of the technical skills of madrasah heads on teacher performance at Madrasah Ibtidaiyah (MI) will be discussed. This study found a very significant relationship between the technical abilities of madrasah heads and teacher performance, which was measured through statistical analysis using the Spearman Rank test. The results of the study showed that the technical skills of madrasah heads played an essential role in improving teacher performance, with an extreme correlation value, namely  $r = 0.819$ . The results of the analysis of the findings are shown in Table 2.

**Table 2. Spearman Rank Test of Technical Skills of Madrasah Heads on the Performance of Private MI Teachers**

Correlations				
		Technical Skills of Madrasah Heads	Teacher Performance	
Spearman's rho	Technical Skills of Madrasah Heads	Correlation Coefficient	1.000	.819**
		Sig. (2-tailed)	.	.000
		N	363	363
	Teacher Performance	Correlation Coefficient	.819**	1.000
		Sig. (2-tailed)	.000	.
		N	363	363

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Spearman Rank test in Table 2, there is a robust and significant relationship between the technical skills of madrasah heads and the performance of teachers at Private Madrasah Ibtidaiyah (MI) in Probolinggo Regency. The correlation value obtained was 0.819, which shows that the higher the technical skills of the madrasah head, the better the teacher's performance. This result was significant with a p-value of 0.000, which is smaller than 0.05, suggesting that the relationship found did not occur by chance. A correlation of 0.819 indicates a powerful relationship between the two variables. In other words, the technical skills of madrasah heads in managing aspects of education, such as planning and supervision, have a significant influence on the quality of teacher performance in the madrasah.

### The Effect of Non-Financial Compensation on the Performance of Private MI Teachers

In this sub-section, the findings regarding the effect of non-financial compensation on teacher performance in Private Madrasah Ibtidaiyah (MI) will be discussed. This research reveals that non-financial compensation, which includes awards, career development, and a supportive work environment, has a significant influence on improving teacher performance. The results of statistical analysis showed a strong positive correlation between the two variables, which illustrates the importance of non-financial factors in motivating and improving teacher performance. These findings provide insight into how non-financial elements contribute to the quality of teaching and work motivation of teachers in madrasahs, where the results of the analysis of the findings are shown in Table 3.

**Table 3. Spearman Rank Test of The Effect of Non-Financial Compensation on the Performance of Private MI Teachers**

		Correlations		
		Non-Financial Compensation	Teacher Performance	
Spearman's rho	Non-Financial Compensation	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.780**	
		N	.000	
	Teacher Performance	Correlation Coefficient	.780**	1.000
		Sig. (2-tailed)	.000	.
		N	363	363

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Spearman Rank test in Table 3, it was found that there was a strong and significant relationship between non-financial compensation and teacher performance at Private Madrasah Ibtidaiyah (MI). The correlation value obtained was 0.780, which indicates that the higher the non-financial compensation, the better the teacher's performance. This result is very significant with a p-value of 0.000, which is smaller than 0.05, which confirms that the relationship between the two variables is not a coincidence. The correlation of 0.780 indicates a strong influence between non-financial compensation, such as professional recognition, career development opportunities, and a supportive work environment, on teacher motivation and performance. Thus, these findings suggest that the provision of appropriate non-financial compensation can be an essential factor in improving the teaching performance of teachers in madrasas.

### **The Influence of Technical Skills of Madrasah Heads and Simultaneous Non-Financial Compensation on the Performance of Private MI Teachers**

In this sub-section, the findings regarding the simultaneous influence between the technical skills of madrasah heads and non-financial compensation on teacher performance in Private Madrasah Ibtidaiyah (MI). This study shows that both the technical skills of madrasah heads and the simultaneous provision of non-financial compensation have a very significant influence on teacher performance. The results of the analysis showed a robust correlation, with a correlation value between the two variables of 0.965, which reflects an almost perfect influence. These findings confirm that the combination of skilled leadership from madrasah heads and awards and career development for teachers can have a significant impact on the quality of teaching and teacher performance. Thus, these results provide important insights into how the two factors work together to improve the quality of education in madrasas, where the results of the analysis of the findings above are shown in Table 4.

Based on the results of the Spearman Rank test in Table 4, there is a very strong and significant relationship between the technical skills of madrasah heads, non-financial compensation, and teacher performance at Private Madrasah Ibtidaiyah (MI). The correlation value between the technical skills of the madrasah head and the non-financial compensation was 0.965, which indicates an almost perfect and very significant relationship (p-value = 0.000). In addition, the technical skills of madrasah heads also had a strong positive correlation with teacher performance of 0.819 (p-value = 0.000), and non-financial compensation with teacher performance showed a correlation of 0.780 (p-value = 0.000). These results confirm that the combination of effective leadership from madrasah heads and the simultaneous provision of non-financial compensation has a powerful influence on teacher performance. These findings show that these two factors reinforce each other and contribute significantly to improving the quality of teaching in madrasas.

**Table 4. Spearman Rank Test of Technical Skills of Madrasah Heads and Simultaneous Non-Financial Compensation on the Performance of Private MI Teachers**

		Correlations			
		Technical Skills of Madrasah Heads	Non-Financial Compensation	Teacher Performance	
Spearman's rho	Technical Skills of Madrasah Heads	Correlation Coefficient	1.000	.965**	.819**
		Sig. (2-tailed)	.	.000	.000
		N	363	363	363
	Non-Financial Compensation	Correlation Coefficient	.965**	1.000	.780**
		Sig. (2-tailed)	.000	.	.000
		N	363	363	363
	Teacher Performance	Correlation Coefficient	.819**	.780**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	363	363	363

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Discussion

The study at hand investigates the influence of the technical skills of madrasah heads and non-financial compensation on the performance of teachers in private Madrasah Ibtidaiyah (MI) in the Probolinggo Regency. The research was conducted to fill a gap in understanding how leadership skills and non-financial incentives affect teacher performance. This area has received relatively limited attention compared to financial compensation in prior literature. The primary objective of this study was to assess how the combination of leadership skills and non-financial compensation contributes to improving teacher performance in the context of Islamic elementary education.

The results of this study clearly indicate that both the technical skills of madrasah heads and non-financial compensation have a strong and significant positive influence on teacher performance. Specifically, the correlation coefficient of 0.819 for the relationship between technical skills and teacher performance (as shown in Table 2) signifies a substantial connection, reinforcing the importance of competent leadership in enhancing teachers' effectiveness. This finding aligns with previous research, such as Kanya et al. (2021), which emphasized the role of leadership in fostering a productive learning environment. Similarly, the correlation between non-financial compensation and teacher performance, with a coefficient of 0.780 (Table 3), demonstrates that incentives such as professional recognition and career development opportunities significantly motivate teachers and contribute to their performance, echoing the findings of (Alam & Mohanty, 2023; Moè & Katz, 2021; Turetsky et al., 2021).

Furthermore, the analysis also reveals that when both factors, technical skills and non-financial compensation, are considered simultaneously, their combined influence on teacher performance is powerful, with a correlation of 0.965 (Table 4). This near-perfect correlation suggests that these factors do not operate in isolation but rather complement each other, reinforcing the importance of integrating leadership development with supportive workplace practices to maximize teacher performance. This finding is in line with studies that highlight the synergistic effect of leadership and non-financial incentives in educational settings (Aversano et al., 2023).

Unexpectedly, the research demonstrated that the combination of both leadership skills and non-financial compensation yielded a more profound impact than expected. This supports the argument that non-financial rewards, while often undervalued, play a crucial role in motivating teachers and enhancing their professional growth. The synergy between these two factors was anticipated based on prior literature, but the magnitude of their combined effect surpassed initial expectations.

From a theoretical perspective, these findings reinforce the social exchange theory, which suggests that individuals are more likely to invest effort in environments where they feel valued and supported. The strong correlations between leadership and compensation highlight how effective leadership can create an environment where non-financial rewards are more appreciated and, thus, more impactful. This theory is also consistent with the works of (Demir-Yıldız, 2023), who argued that leadership significantly affects the motivational climate within educational institutions.

For practical application, these findings suggest that madrasah heads should prioritize developing their technical and leadership skills, focusing on areas such as planning, management, and teacher development. Additionally, educational institutions should recognize the importance of non-financial incentives, such as career advancement opportunities and creating a supportive work environment, as tools to foster teacher motivation and enhance performance. Such measures can lead to a more productive and committed teaching staff, ultimately improving the quality of education provided by private MI institutions.

This research makes an essential contribution to understanding the simultaneous influence between the technical skills of madrasah heads and non-financial compensation on teacher performance in Private Madrasah Ibtidaiyah (MI) in Probolinggo Regency. The study's main contribution lies in the merging of the two factors, which was rarely explored in previous studies. This research reveals that the combination of effective leadership and non-financial rewards has a very significant impact on improving teacher performance.

In addition, this study provides new insights into how the managerial skills of madrasah heads, such as planning and supervision, can interact with non-financial motivational factors to create a more productive environment for teachers. The results of this study can guide policymakers and madrasah leaders in designing a more comprehensive strategy for managing teachers by integrating non-financial leadership aspects and awards to improve the quality of education in madrasahs.

## CONCLUSION

This study aimed to examine the influence of the technical skills of madrasah heads and non-financial compensation on the performance of teachers in private Madrasah Ibtidaiyah (MI) in Probolinggo Regency. The findings revealed significant and strong positive correlations between these variables, with a correlation coefficient of 0.819 for technical skills and 0.780 for non-financial compensation. Furthermore, the combined effect of both factors on teacher performance was nearly perfect, with a correlation of 0.965. These results indicate that effective leadership and the provision of non-financial incentives play crucial roles in improving teacher performance. The study highlights the importance of developing leadership skills in madrasah heads and providing meaningful non-financial rewards to motivate teachers and enhance their professional development.

Despite these insightful findings, the study has limitations, particularly the use of a cross-sectional design, which prevents drawing definitive causal conclusions. Additionally, the self-reported data may introduce response biases, although efforts were made to mitigate this. The study's results are also geographically limited to Probolinggo Regency, which may affect the generalizability of the findings to other regions. Future research could employ longitudinal studies to explore the long-term effects of leadership and non-financial compensation on teacher performance and investigate the impact of specific types of non-financial incentives. Overall, the study contributes valuable insights to improving teacher performance in Islamic education and suggests that both leadership development and non-financial compensation are key areas for educational policy and practice improvement.

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