

**The Performance of Inclusive Madrasah Teachers:  
Examining the Influence of Self-Efficacy and Teacher Perceptions Regarding the  
Competence of Madrasah Principals with Job Satisfaction as a Mediator**

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**Abstrak**

Penelitian ini bertujuan untuk menguji model teori pengaruh *self-efficacy* guru dan persepsi guru mengenai kompetensi Kepala Madrasah terhadap kinerja guru Madrasah Inklusi dengan kepuasan kerja sebagai mediator. Populasi dalam penelitian ini adalah guru Madrasah Aliyah (MA), Madrasah Tsanawiyah (MTs), Madrasah Ibtidaiyah (MI) dan Raudhatul Athfal (RA) baik Negeri maupun Swasta seluruh Pulau Jawa yang berjumlah 2.184 orang. Teknik sampling yang digunakan adalah *purposive sampling* yang merupakan jenis *non-probability sampling*, responden yang berpartisipasi sebanyak 358, hanya saja 19 harus di drop dikarenakan tidak sesuai dengan kriteria penelitian, sehingga total responden yang di analisa sebanyak 339 orang. Alat ukur yang digunakan dalam penelitian ini meliputi, Penilaian Kinerja Guru (PKG), Instrumen Kompetensi Kepala Madrasah, *Norwegian Teacher Self-Efficacy Scale* (NTSES) dan *The Teacher Job Satisfaction Scale* (TJJS-9). Analisis data menggunakan *Structural Equating Modeling* (SEM) dengan *software* Lisrel 8.8. Hasil dari analisis *Structural Equating Modeling* (SEM) didapatkan bahwa model teoritik pengaruh *self-efficacy* dan persepsi guru mengenai kompetensi Kepala Madrasah terhadap kinerja guru Madrasah Inklusi dengan kepuasan kerja sebagai mediator fit dengan data empirik. Hasil penelitian menunjukkan bahwa hanya kompetensi kepribadian dan manajerial Kepala Madrasah yang berpengaruh secara langsung terhadap kepuasan dan kinerja guru serta berpengaruh tidak langsung terhadap kinerja guru melalui kepuasan kerja, selain itu dari tiga dimensi *self-efficacy* guru tidak mempengaruhi kinerja guru secara tidak langsung melalui kepuasan kerja.

**Kata Kunci:** kinerja guru, *self-efficacy*, kompetensi Kepala Madrasah inklusif, mutu madrasah Indonesia, kepuasan kerja.

**Abstract**

This study aims to examine the theoretical model of the effect of teacher self-efficacy and teacher perceptions of the competence of Madrasah Principals on the performance of Inclusive Madrasah teachers with job satisfaction as a mediator. The population in this study were teachers of Madrasah Aliyah (MA), Madrasah Tsanawiyah (MTs), Madrasah Ibtidaiyah (MI) and Raudhatul Athfal (RA) both public and private in the Java Island region which again amounted to 2,184 people. The sampling technique used is purposive sampling which is a type of non-probability sampling, 358 respondents who participated, only 19 had to be dropped because they did not meet the research criteria, so that the total respondents analyzed were 339 people. The measuring instruments used in this study include Teacher Performance Assessment (PKG), Madrasah Principal Competency Instruments, Norwegian Teacher Self-Efficacy Scale (NTSES) and The Teacher Job Satisfaction Scale (TJJS-9). Data analysis using Structural Equating Modeling (SEM) with Lisrel 8.8 software. The results of the Structural Equating Modeling (SEM) analysis found that the theoretical model of the influence of self-efficacy and teacher perceptions of the competence of the madrasah principal on the performance of Madrasah Inclusion teachers with job satisfaction as a mediator fit with empirical data. The results showed that only the personality and managerial competence of the Madrasah Principal had a direct effect on teacher satisfaction and performance and an indirect effect on teacher performance through job satisfaction, apart from the three dimensions of teacher self-efficacy did not affect teacher performance directly through job satisfaction.

**Keywords:** teacher performance, self-efficacy, competency of inclusive Madrasah Principals, quality of Indonesian madrasahs, job satisfaction

## **Pendahuluan**

Hisbuloh (2017) defines teacher performance as the professional duties of a teacher, which refers to Law 14/2005 article 20a concerning Teachers and Lecturers which states, that in carrying out professional duties a teacher is obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. Rezaee, Khoshsim, Zare-Bahtash & Sarani (2018) interprets teacher job performance as a function of how the content of school work is completed effectively by a teacher, which refers to the teacher's actions in carrying out certain work or tasks in the school system that are responsible for the success of their respective schools. According to Imhangbe, Okecha & Obozuwa (2019) teacher job performance is a teacher who carries out his function well. Lavy & Ayuob (2019) teacher performance is an increase in teacher function such as better teacher-student relationships, increased engagement, and reduced burnout. Owan & Agunwa (2019) teacher work performance refers to the extent to which teachers carry out the main tasks of teaching and learning, as well as their general attitude towards the teaching profession and its activities.

The theory of teacher performance in this research will refer to Law no. 14 of 2005 article 20 a concerning Teachers and Lecturers which states that in carrying out professional duties a teacher is obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. Where the form of teacher performance behavior is a person's activities starting from how a teacher plans learning, carries out learning activities and evaluates learning outcomes. Meanwhile, among the existing teacher performance measurement tools (Imhangbe, Okecha & Obozuwa, 2019), using Teacher Performance Assessment (*Penilaian Kinerja Guru*, PKG) by Masdianah, Syahid, Saloom, & Moormann (2023) which consists of 36 items, arranged based on three aspects of teacher performance according to the theoretical formulation of Law No. 14/2005 concerning Teachers and Lecturers.

### **Self-Efficacy**

According to Bandura (1997), self-efficacy is the belief in one's own ability to organize and carry out the actions necessary to achieve goals. Tschannen-Moran & Hoy (2001) defines self-efficacy as a teacher's belief in his or her ability to produce the level of student engagement, student learning achievement, motivate students and manage the class as expected, including for problematic students and unmotivated students, even when the task becomes difficult, for example, when working with distracted, unmotivated, or disengaged students. Skaalvik & Skaalvik (2007) defining teacher self-efficacy can be conceptualized as the teacher's belief that the teacher is capable of planning, organizing, and implementing activities to achieve educational goals. van Uden, Ritzen & Pieters (2014) explains that teacher self-efficacy is related to behavioral, emotional, and cognitive as well as student engagement. Troesch dan Bauer (2017) mentioned that teacher self-efficacy can reduce work stress and increase job satisfaction.

In this research, self-efficacy theory is used from Skaalvik dan Skaalvik (2007) as the teacher's belief that the teacher is capable of planning, organizing and implementing activities to achieve educational goals. With dimensions including instruction, adapting education to individual students' needs, motivating students, maintaining discipline, cooperating with colleagues and parents, coping with changes and challenges. Meanwhile, the measuring instrument used in this article is the Norwegian Teacher Self-Efficacy Scale (NTSES) developed by Skaalvik & Skaalvik (2007) which consists of 24 items.

### **Principal Competence**

Nurasiah (2018) defines a school principal's competency as the ability to carry out tasks or work that is based on knowledge and skills and is reflected in continuous habits of action or behavior. Regulation of the Minister of Education and Culture, Republic of Indonesia, No 6/2018 concerning the Assignment of Teachers as School Principals states that school principal competencies are knowledge, attitudes and skills attached to

personality, managerial, entrepreneurial, supervisory and social competencies. Manoppo, Tambingon & Lengkong (2019) said that principal competence is the knowledge, skills and basic values reflected by the principal in habits of thinking and acting consistently that enable him to be competent or able to make decisions regarding the provision, utilization and increase of potential resources as well as improving the quality of education. With reference to theory of Kimbrough & Burkett (1990), Wahyudi (2009) and Miyono, Retnaningdyastuti & Ratnaningsih, (2020) stated that the abilities of a principal include the ability to analyze problems, make decisions, organization, leadership, motivation, verbal and written communication.

Among the existing theories, the madrasah principal competency theory used in this research refers to Minister of Education and Culture Regulation Number 6/2018. These competencies include knowledge, attitudes and skills inherent in personality, managerial, entrepreneurial, supervisory and social competencies. The dimensions of school principal competence according to the Regulation of the Minister of National Education of the Republic of Indonesia No. 13/2007 consist of 5 dimensions, namely: personality, managerial, entrepreneurial, supervision/supervision, and social. Among the existing tools for measuring the competence of school principals (Owan & Agunwa, 2019), This research uses a measuring instrument that was developed by Nurasiah (2018) which consists of five dimensions of Principal competency according to Ministerial Regulation No. 13/2007 consisting of 40 items with a reliability value of 0.937.

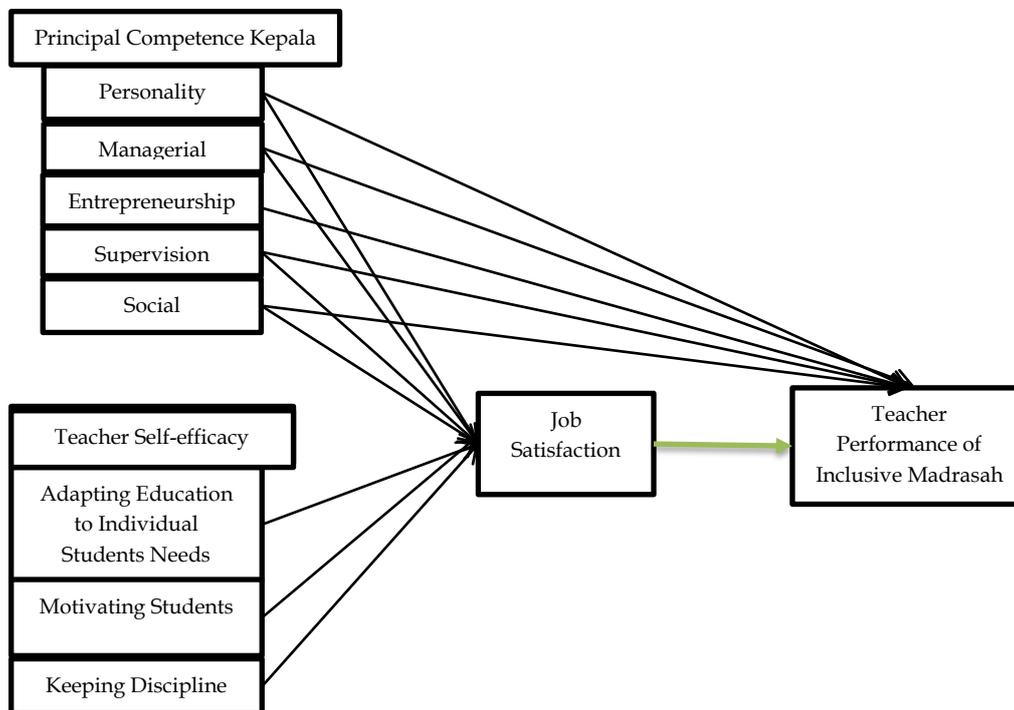
### **Job Satisfaction**

Worrell, Skaggs & Brown (2006) states that job satisfaction is basically a positive affective reaction to one's work in the workplace. The most satisfying aspects of work are the opportunity to work independently, to be able to stay busy with work and to work with pleasant colleagues. Luthans (2011) says that job satisfaction is something pleasant or a positive emotional state that arises or results from performance appraisals. Robbins & Judge (2013) states that job satisfaction can be defined as an attitude or feeling about the job itself. In other words, job satisfaction is related to how people feel about their job and its different aspects (Rezaee, Khoshsim, Zare-Bahtash & Sarani, 2018). Suryo, Romadloni & Respati (2019) said that job satisfaction is an emotional reaction that gives rise to employees' encouragement, desires, demands and hopes for work which is related to the employee's feelings in the form of feelings of joy, satisfaction or dissatisfaction. Pepe, Addimando & Veronese (2017) defining a teacher's job satisfaction is determined by a person's social and interactional aspects in work.

This article refers to the formulated theory of teacher job satisfaction Pepe, Addimando & Veronese (2017) with dimensions consisting of the following: satisfaction with co-workers, satisfaction with students, satisfaction with students and satisfaction with parents. Among the existing measuring instruments (Hirschfeld 2000), This article uses the Teacher Job Satisfaction Scale (TJJS-9) measurement tool developed by Pepe, Addimando & Veronese (2017) specifically in the educational context.

### **Metode Penelitian**

The research aims to test the theoretical model in Figure 1 below, that there is an influence of teacher self-efficacy and teacher perceptions regarding the competency of madrasah principals on the performance of Inclusive Madrasah teachers with job satisfaction as a mediator.



Gambar 3.1 Kerangka Berpikir

The population of this research is teachers from 124 Madrasahs which according to data from the Inclusive Madrasah Organizers Forum (Forum Penyelenggara Madrasah Inklusi, FPMI, 2022) from Raudlatul Athfal (RA), Madrasah Ibtida'iyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) which provide inclusive education on the island of Java, totaling 2,184 teachers. In detail, 131 teachers from 22 RAs, 1274 teachers from 79 MIs, 551 teachers from 18 MTs and 228 teachers from five MAs (EMIS, Kemenag, 2022). If detailed further, of the 124 existing madrasahs, 15% are State Madrasah status while 85% are Private Madrasahs. The research subjects were 796 (36%) male, while 1388 (64%) female. After distributing the questionnaire online using Google Form based on a purposive sampling technique from March 1 2022 to April 30 2022, 338 Inclusive Madrasah teachers throughout the island of Java were selected using the Slovin (1960) formula which was then determined as the sample in this research. Of the class teachers, subject teachers and special supervising teachers according to the General Guidelines for Implementing Inclusive Education (*Pedoman Umum Penyelenggaraan Madrasah Inklusi*, 2011), the sample for this research consists of class teachers and subject teachers only, not including Class Auxiliary Teachers (*Guru Pembantu Kelas*, GPK).

The data collection instrument in this research consists of four types of measuring instruments, namely: teacher performance using the adapted Teacher Performance Assessment (*Penilaian Kinerja Guru*, PKG). Masdianah, Syahid, Saloom, & Moormann (2023) which consists of 36 items, arranged based on three aspects of teacher performance, namely: learning planning 11 items, learning implementation 16 items and evaluation of learning outcomes 9 items. The teacher self-efficacy measuring tool adapts the Norwegian Teacher Self-Efficacy Scale (NTSES) by Skaalvik & Skaalvik (2007) consisting of 24 items with six dimensions, namely: instruction, adapting education to individual students' needs, motivating students, maintaining discipline, cooperating with colleagues and parents, and coping with changes and challenges. However, this research will only use three dimensions, namely adapting education to individual students' needs, motivating students, and maintaining discipline, which consists of 12 items. Principal competency in adapting measuring instruments using *Instrumen Kompetensi Kepala Sekolah* (IKKS) by Nurasiah (2018) which measures the five competencies of the principal according to Ministerial Regulation 6/2018 which consist of personality, managerial, entrepreneurial, supervisory and social competencies which consist of 40 statement items. Meanwhile, teacher job satisfaction adapts the measuring tool The Teacher Job

Satisfaction Scale (TJSS-9) by Pepe, Addimando & Veronese, (2017) which was developed specifically for use in the educational context, which consists of 9 items arranged from three dimensions: satisfaction with coworkers, satisfaction with parents, and satisfaction with students.

The statistical analysis method in this research is Path Analysis using Lisrel 8.80 software by Joreskog & Sorbom (2006). Rutherford (1993) states that path analysis is a technique for analyzing cause and effect relationships that occur in multiple regression if the independent variable influences the dependent variable not only directly but also indirectly.

### Hasil Dan Pembahasan

There were 358 respondents who participated by filling out the online questionnaire in this study, only 19 respondents were dropped because the subjects did not match the research criteria. So the total number of respondents who will be analyzed in this research is 339 respondents. In general, it can be described that the respondents who participated in this research were dominated by female teachers (84.4%) while there were 53 male teachers (15.6%). For the education level category, RA teachers were 21 respondents (6.2%), MI teachers were 215 respondents (63.4%), M.Ts teachers. as many as 88 respondents (26%) and MA teachers as many as 15 respondents (4.4%). Judging from madrasa status, 106 (31.3%) teachers came from State Madrasas and 233 (68.7%) teachers from Private Madrasas. There were 21 teachers from private RAs (100%), 174 respondents from private MIs (81%), 41 respondents from State MIs (19%), teachers from M.Ts. State as many as 50 teachers (57%) and respondents from M.Ts. Private sector teachers are 38 (43%), while teachers from state MA are 15 (100%).

Table 1  
General Description of Research Subjects

Respondent	Amount	Percentage
<b>Gender</b>		
Male	53	15,60%
Female	286	84,40%
<b>Educational Level</b>		
RA	21	6,20%
MI	215	63,40%
MTs	88	26%
MA	15	4,40%
<b>Madrasah Status</b>		
State	106	31,30%
Private	233	68,70%
RA	State	0
	Private	21
MI	State	41
	Private	174
Mts	State	50
	Private	38
MA	State	15
	Private	0

Teacher's Age



21-40 years old	137	40,40%
40-60 years old	198	58,40%
Over 60 years old	4	1,20%
<b>Length of work</b>		
1-2 semesters	31	9,10%
1-3 years	85	25,10%
3-5 years	49	14,50%
Over 5 years	174	51,30%
<b>Teacher Education Level</b>		
S1	272	80,20%
S2	60	17,70%
SMA/SMK	7	2,10%
<b>Province</b>		
Banten	15	4,40%
Yogyakarta	27	8,00%
Jakarta	28	8,30%
Jawa Barat	133	39,20%
Jawa Tengah	80	23,60%
Jawa Timur	56	16,50%

Looking at the age of teachers in Table 1 above, of the 339 respondents, 198 respondents (40.4%) dominated teachers aged 21-40 years, 137 respondents (40.4%), teachers aged 40-60 years (58.4%) and teachers aged over 60 years were four respondents (1.2%). If we look at the length of work, there are 174 teachers who have worked for more than five years (51.3%), followed by 85 respondents who have worked for 1-3 years (25.1%), teachers who have worked for 3-5 years. as many as 49 respondents (14.5%) and 31 teachers (9.1%) who had only worked for around 1-2 semesters. Judging from educational background, there were 272 respondents (80.2%) who had a Bachelor's educational background, 60 teachers who had graduated from Master's (17.7%) and seven respondents (2.1%) who had graduated from high school. If we look at the area of origin of the province, the majority came from West Java province with 133 respondents (39.2%), then Central Java with 80 respondents (23.6%), East Java with 56 respondents (16.5%), DKI Jakarta and DI Yogyakarta respectively. 28 (8.3%) and 27 (8%) respondents respectively and at least 15 respondents (4.4%) came from Banten province.

### Analysis

Table 2

#### Statistics Description of Research Variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Performance	339	34,85	75.14	500.007	9,8807
Adapting Education Individual Students Needs	339	28.42	72.73	500.000	10
Motivating Students	339	34.27	66.52	500.000	893.065

Keeping Discipline	339	35.26	65.61	500.000	8,97149
Personality Competency	339	18.76	66.73	500.000	9,74593
Managerial Competency	339	18.66	70,7	500.000	9,84049
Entrepreneurship Competency	339	21,46	65.09	500.000	9,59033
Supervision Competency	339	24.58	66.41	500.000	10
Social Competence	339	22,15	66,44	500.000	9,41673
Teacher Job Satisfaction	339	23.78	74.76	500.000	9,62348

The minimum score for teacher performance in Table 2 above is known to be the lowest score of 34.85 and the highest score of 75.14. Judging from the minimum column, the independent variable which has the highest value is maintaining discipline, one of the dimensions of self-efficacy, which is 35.26, while the lowest value is the managerial competence of the Madrasah Principal, which is 18.66. And if you look at the maximum column, the variable with the highest value is teacher performance of 75.14, while the lowest value is the entrepreneurial competency of the Madrasah Principal, 65.09.

Table 3  
Categorization of Research Variable Scores

Variable	Frequency					
	Low	(%)	Medium	(%)	High	(%)
Teacher Performance	15	4,40%	262	77,30%	62	18,30%
Adapting Education Individual Students Needs	24	7,10%	247	72,90%	68	20,10%
Motivating Students	4	1,20%	265	78,20%	70	20,60%
Keeping Discipline	19	5,60%	249	73,50%	71	20,90%
Personality Competency	16	4,70%	252	74,30%	71	20,90%
Managerial Competency	15	4,40%	262	77,30%	62	18,30%
Entrepreneurship Competency	13	3,80%	239	70,50%	87	25,70%
Supervision Competency	14	4,10%	267	78,80%	58	17,10%
Social Competence	13	3,80%	245	72,30%	81	23,90%
Job satisfaction	28	8,30%	270	79,60%	41	12,10%

In the teacher performance variable in Table 3 above, respondents who were in the low category were 15 teachers (4.40%), 262 teachers (77.3%) were in medium teacher performance and 62 teachers (18.30%) were in the high category. Thus, it can be concluded that the distribution of teacher performance in inclusive Madrasahs throughout Java is mostly in the medium category.

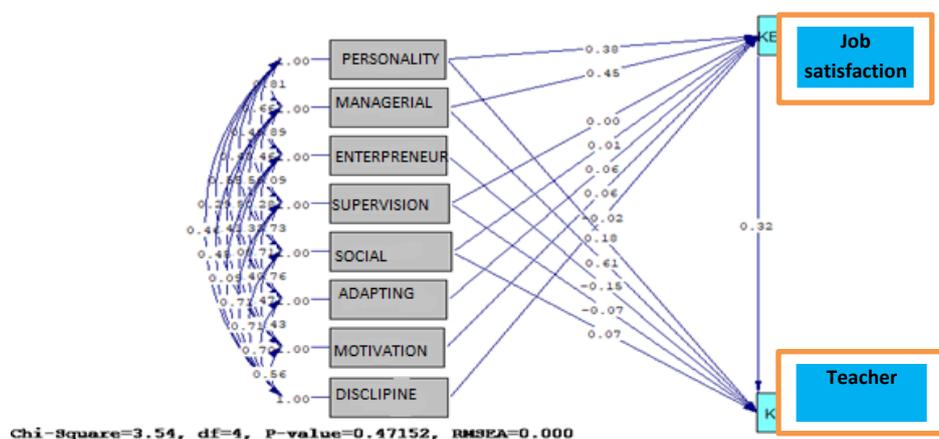
In the self-efficacy variable, the dimension of adapting education to individual student needs, 24 teachers (7.10%) are in the low category, 247 teachers (72.90%) are in the medium category and 68 teachers (20.0%) are in the high, 4 teachers (1.20%) of the motivating students dimension are in the low category, 265 teachers (78.20%) are in the medium category and 70 teachers (20.60%) are in the high category. In the maintaining discipline dimension, 19 teachers (5.0%) were in the low category, 249 teachers (73.500%) were in the medium category and 71 teachers (20.90%) were in the high category. Thus, it can be concluded that the self-efficacy of most Inclusive Madrasah teachers throughout Java is in the medium category.

In the competency variable of the Madrasah Principal as seen from the teacher's perception, for the personality competency of the Madrasah Principal, 16 teachers (4.70%) were in the low category, 258 teachers (76.30%) were in the medium category and 71 teachers (20.90%) ) is in the high category. The managerial competence of Madrasah Principals as many as 15 teachers (4.40%) is in the low category, 262 teachers (77.30%) are in the medium category and 62 teachers (18.30%) are in the high category. The entrepreneurial competence of Madrasah Principals as many as 13 teachers (3.80%) is in the in the low category, 239 teachers (70.50%) are in the medium category and 87 teachers (25.70%) are in the high category. The supervision competency of Madrasah Principals is 14 teachers (4.10%) in the low category, 267 teachers (78.80%) in the medium category and 58 teachers (17.10%) in the high category. The social competence of Madrasah Principals as many as 13 teachers (3.80%) are in the low category, 245 teachers (72.30%) are in the medium category and 81 teachers (23.90%) are in the high category. Thus, it can be concluded that the distribution of teacher perceptions regarding the competence of Madrasah Principals The majority of inclusive Madrasahs throughout Java are in the medium category.

In the teacher job satisfaction variable, 28 teachers (8.30%) were in the low category, 270 teachers (79.60%) were in the medium category and 41 teachers (12.10%) were in the high category. Thus, it can be seen that the distribution of teacher job satisfaction in inclusive Madrasahs throughout Java is mostly in the medium category.

### Model Examination

In this research, the theoretical model proposed is job satisfaction as a mediator of the influence of self-efficacy and teacher perceptions regarding the competency of Madrasah Principals on the performance of Inclusive Madrasah teachers. This theoretical model will be tested whether it fits the empirical data or not using statistical path analysis using the Lisrel 8.0 application.



**Figure 2**  
Path diagram research model

Based on the model in Figure 2 above, the chi-square value = 3.54, df = 4, p-value = 0.47152 and RMSEA = 0.000, which means that the model fits the empirical data, or in other words, the theoretical model influences self-efficacy and teacher perceptions regarding the competency of Madrasah Principals in Inclusive Madrasahs with the job satisfaction variable as a mediator fit with empirical data.

### Direct Influence of IV on DV

Table 4  
Calculation of the direct influence of IV on DV

Adapting Education to Individual Students Needs→ Teacher Job Satisfaction	0,057	0.077	0,75 < 1.96 (Not significant)	R <sup>2</sup> = 0.71
Motivating Students→ Teacher Job Satisfaction	0,061	0,050	1,22 < 1.96 (Not significant)	
Keeping Discipline→ Teacher Job Satisfaction	-0,025	0.073	-0,34 < 1.96 (Not significant)	
Personality Competency → Teacher Job Satisfaction	0.38	0.079	4,79 > 1.96 (Significant)	
Managerial Competency → Teacher Job Satisfaction	0.44	0.077	5,80 > 1.96 (Significant)	
Supervision Competency → Teacher Job Satisfaction	0,0021	0.069	0,030 < 1.96 (Not significant)	
Social Competency → Teacher Job Satisfaction	0.014	0.077	0,18 < 1.96 (Not significant)	
Job satisfaction → Teacher Performance	0.32	0.062	5.14 > 1.96 (Significant)	R <sup>2</sup> = 0.86
Personality Competency → Teacher Performance	0.18	0.065	2,83 > 1.96 (Significant)	
Managerial Competency → Teacher Performance	0.60	0.13	4,58 > 1.96 (Significant)	
Entrepreneurship Competency → Teacher Performance	-0,15	0.10	-1,44 < 1.96 (Not significant)	
Supervision Competency → Teacher Performance	-0,069	0.067	-1,03 < 1.96 (Not significant)	

Social Competency → Teacher Performance	0,072	0.053	1,36 < 1.96 (Not significant)
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In table 4 above, it can be seen that the adapting education individual student needs dimension of self-efficacy has a positive influence (0.057) but is not significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = 0.75 ( $t < 1.96$ ). This means that adapting individual student education needs does not directly affect teacher satisfaction in working at Inclusive Madrasahs. When adapting teacher individual education student needs is good, teachers at Inclusive Madrasahs will be more satisfied with their work. The motivating student dimension of self-efficacy has a positive influence (0.061), but is not significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = 1.22 ( $t < 1.96$ ). This means that teachers' confidence in motivating students during classroom learning activities does not directly affect teacher job satisfaction in Inclusive Madrasahs. When motivating students is good, teacher job satisfaction in Inclusive Madrasahs tends to increase as well.

The discipline dimension of self-efficacy has a negative influence (-0.025) and is not significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = -0.34 ( $t < 1.96$ ). This means that teachers' confidence in controlling student discipline in the classroom does not directly affect teacher job satisfaction. When maintaining discipline is high, teachers at Inclusive Madrasahs will tend to feel dissatisfied with their work.

Teacher's perceptions regarding the personality competence of Madrasah Principals have a positive influence (0.38) and are significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = 4.79 ( $t > 1.96$ ). This means that teacher's perceptions regarding the personality competence of Madrasah Principals directly influence teacher job satisfaction. When teacher's perceptions regarding the personality competence of Madrasah Principals are good, teacher job satisfaction in Inclusive Madrasahs will also increase. Teacher's perceptions regarding the managerial competence of Madrasah Principals have a positive (0.44) and significant influence on the job satisfaction of Inclusive Madrasah teachers, because t-value = 5.80 ( $t > 1.96$ ). This means that the teacher's perception regarding the managerial competence of the Madrasah Principal can directly influence teacher performance. When the teacher's perception regarding the managerial competence of the Madrasah Principal is good then the teacher's job satisfaction at the Inclusive Madrasah will also be good.

Teacher's perceptions regarding the supervision competence of Madrasah Principals have a positive influence (0.0021) but are not significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = 0.030 ( $t < 1.96$ ). This means that the teacher's perception regarding the supervisory competence of the Madrasah Principal does not directly affect teacher performance. When the supervision competence according to the teachers' perception increases, teacher job satisfaction in Inclusive Madrasahs will also be indicated to increase.

Teacher's perceptions regarding the social competence of Madrasah Principals have a positive influence (0.14) but are not significant on the job satisfaction of Inclusive Madrasah teachers, because t-value = 0.88 ( $t < 1.96$ ). This means that teachers' perceptions regarding the social competence of Madrasah Principals do not directly influence teacher job satisfaction. When teacher's perceptions regarding the social competence of Madrasah Principals increase, teacher satisfaction in Inclusive Madrasahs will increase.

Teacher perceptions regarding the personality competence of Madrasah Principals have a positive influence (0.18) and are significant on the performance of Inclusive

Madrasah teachers, because  $t\text{-value} = 2.83$  ( $t > 1.96$ ). This means that the teacher's perception regarding the personality competency of the Madrasah Principal directly influences the performance of teachers in Inclusive Madrasahs. When the teacher's perception regarding the personality competency of the Madrasah Principal is good, the performance of teachers in Inclusive Madrasahs will also be good.

Teacher's perceptions regarding the managerial competence of Madrasah Principals have a positive (0.60) and significant influence on the performance of Inclusive Madrasah teachers, because  $t\text{-value} = 4.58$  ( $t > 1.96$ ). This means that teacher's perceptions regarding the managerial competence of Madrasah Principals directly influence teacher performance in Inclusive Madrasahs, when teacher's perceptions regarding the managerial competence of Madrasah Principals are good, this will be followed by good teacher performance as well.

Teacher's perceptions regarding the entrepreneurial competence of Madrasah Principals have a negative influence (-0.15), and are not significant on the work performance of Inclusive Madrasah teachers, because  $t\text{-value} = -1.44$  ( $t < 1.96$ ). This means that teacher's perceptions regarding the entrepreneurial competence of Madrasah Principals do not directly influence the performance of teachers in Inclusive Madrasahs. When teacher's perceptions regarding the entrepreneurial competence of Madrasah Principals are high, teacher performance in Inclusive Madrasahs will decrease.

Teacher perceptions regarding the supervision competence of Madrasah Principals have a negative influence (-0.069), and are not significant on the performance of Inclusive Madrasah teachers, because  $t\text{-value} = -1.03$  ( $t < 1.96$ ). This means that the teacher's perception regarding the supervisory competence of the Madrasah Principal does not directly affect the performance of Inclusive Madrasah teachers, when the supervision competence of the Madrasah Principal according to the teacher's perception is high then the teacher's performance will decrease.

Teacher perceptions regarding the social competence of Madrasah Principals have a positive influence (0.072), but are not significant on the performance of Inclusive Madrasah teachers, because  $t\text{-value} = 1.36$  ( $t < 1.96$ ). This means that the teacher's perception regarding the social competence of the Madrasah Principal does not directly influence the performance of teachers in Inclusive Madrasahs, when the social competence of the Madrasah Principal according to the teacher's perception is good then the performance of teachers in Inclusive Madrasahs will increase.

Teacher job satisfaction has a positive (0.32) and significant influence on teacher performance in Inclusive Madrasahs, because  $t\text{-value} = 5.14$  ( $t > 1.96$ ). This means that job satisfaction directly and significantly influences teacher performance in Inclusive Madrasahs, when teachers are satisfied at work it will improve teacher performance in Inclusive Madrasahs.

Judging from the R square value, it can be seen that the influence of teachers' perceptions regarding personality competence, managerial competence, supervisory competence and social competence of Madrasah Principals, adapting education to individual students' needs, motivating students, maintaining discipline, together are able to influence the variable of teacher job satisfaction in Madrasah Inclusion is 71%, while 29% is influenced by other variables not examined in this research. Meanwhile, looking at the R square value, it can be seen that the influence of teachers' perceptions regarding the personality, managerial, entrepreneurial, supervisory and social competencies of Madrasah Principals, together is able to influence the performance variable of Inclusive Madrasah teachers by 86%, while 14% is influenced by other variables that are not examined in this research.

## Indirect Influence of IV on DV

Table 5  
Calculation of the indirect influence of IV on DV

<b>Adapting Education to Individual Students Needs→ Teacher Job Satisfaction→ Teacher Performance</b>	0,02	0,03	0,73 < 1.96 (Not significant)
<b>Motivating Students→ Teacher Job Satisfaction→ Teacher Performance</b>	0,02	0,02	1,19 < 1.96 (Not significant)
<b>Keeping Discipline→ Teacher Job Satisfaction→ Teacher Performance</b>	-0,01	0,02	-0,34 < 1.96 (Not significant)
<b>Personality Competency → Teacher Job Satisfaction→ Teacher Performance</b>	0,12	0,03	3,61 > 1.96 (Significant)
<b>Managerial Competency → Teacher Job Satisfaction→ Teacher Performance</b>	0,14	0,04	3,80 > 1.96 (Significant)
<b>Supervision Competency → Teacher Job Satisfaction→ Teacher Performance</b>	0,0067	0,02	0,03 < 1.96 (Not significant)
<b>Social Competency → Teacher Job Satisfaction→ Teacher Performance</b>	0,004	0,02	0,18 < 1.96 (Not significant)

From table 5 above, it is known that the indirect influence of the adapting education dimension of individual student's needs on teacher performance through job satisfaction is not significant. This can be seen from the t-value of 0.73 ( $t < 1.96$ ). This means that job satisfaction is unable to mediate the influence of adapting student's individual educational needs on teacher performance in inclusive Madrasahs. The value of the indirect influence of the competency dimension of adapting education to individual student's needs on teacher performance through job satisfaction is 2%.

The indirect influence of the motivating students dimension on teacher performance through job satisfaction is not significant. This can be seen from the t-value of 1.19 ( $t < 1.96$ ). This means that job satisfaction is unable to mediate the influence of motivating students on teacher performance in inclusive Madrasahs. The value of the indirect influence of the competency dimension of motivating students on teacher performance through job satisfaction is 2%.

The indirect influence of the maintaining discipline dimension on teacher performance through job satisfaction is not significant. This can be seen from the t-value

of -0.34 ( $t < 1.96$ ). This means that job satisfaction is unable to mediate the effect of maintaining discipline on teacher performance in inclusive Madrasahs. The value of the indirect influence of the competency dimension of keeping discipline on teacher performance through job satisfaction is 1%.

The indirect influence of teacher's perceptions regarding the personality competence of Madrasah Principals on the performance of Inclusive Madrasah teachers mediated by the variable job satisfaction is significant. This can be seen from the t-value of 3.61 ( $t > 1.96$ ). This means that job satisfaction is able to mediate the influence of teacher perceptions regarding the personality competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The value of the indirect influence of teacher perceptions regarding the personality competence of Madrasah Principals on teacher performance through job satisfaction is 12%.

The indirect influence of teacher's perceptions regarding the managerial competence of Madrasah Principals on the performance of Inclusive Madrasah teachers mediated by the variable job satisfaction is significant. This can be seen from the t-value of 3.80 ( $t > 1.96$ ). This means that job satisfaction is able to mediate the influence of teacher perceptions regarding the managerial competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The value of the indirect influence of teacher perceptions regarding the managerial competence of Madrasah Principals on teacher performance through job satisfaction is 14%.

The indirect influence of teacher's perceptions regarding the supervisory competence of Madrasah Principals on the performance of Inclusive Madrasah teachers through job satisfaction is not significant. This can be seen from the t-value of 0.03 ( $t < 1.96$ ). This means that job satisfaction is unable to mediate the influence of teacher perceptions regarding the supervisory competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The value of the indirect influence of teacher's perceptions regarding the supervision competence of Madrasah Principals on teacher performance through job satisfaction is 0.067%.

Meanwhile, the indirect influence of teacher's perceptions regarding the social competence of Madrasah Principals on the performance of Inclusive Madrasah teachers through job satisfaction is not significant. This can be seen from the t-value of 0.18 ( $t < 1.96$ ). This means that job satisfaction is unable to mediate the influence of teacher perceptions regarding the social competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The value of the indirect influence of teacher's perceptions regarding the social competence of Madrasah Principals on teacher performance through job satisfaction is 0.4%.

## Conclusion

Based on the results of data analysis, the chi-square value = 3.54  $df = 4$ , p-value = 0.47152 and RMSEA = 0.000, so the conclusion that can be drawn from this research is a theoretical model of the influence of teacher self-efficacy and teacher perceptions regarding the competency of Madrasah Principals on teacher performance in inclusive Madrasahs with job satisfaction as a fit mediator with empirical data. This means that job satisfaction acts as a mediator in the influence of teacher self-efficacy such as adapting education to individual student's needs, motivating students, and maintaining discipline and teacher perceptions regarding the competency of Madrasah Principals such as personality, managerial, supervisory, and social) on the performance of Inclusive Madrasah teachers. so that the hypothesis stating the influence model of teacher self-efficacy and teacher perceptions regarding the competency of Madrasah Principals on teacher performance in Inclusive Madrasahs with job satisfaction as a fit mediator in accordance with empirical data can be accepted/not rejected.

Based on the hypothesis test of the indirect influence of the self-efficacy dimension on the performance of Inclusive Madrasah teachers through job satisfaction, the three dimensions analyzed are: adapting education to individual students' needs, motivating students and maintaining discipline have no effect on teacher performance in Inclusive Madrasahs through job satisfaction, This is reflected in the t-value which is smaller than the t-table value, with the respective values of adapting education to individual student needs ( $0.7 < 1.96$ ), motivating students ( $1.19 < 1.96$ ) and maintaining discipline ( $0.34 < 1.96$ ). So the hypothesis which states that there is an indirect influence of adapting education to individual student's needs, motivating students and maintaining discipline on teacher performance in inclusive Madrasahs through job satisfaction is not accepted/rejected.

Results of the indirect influence analysis, teacher perceptions regarding the personality competence of the Madrasah Principal have an indirect influence on teacher performance through job satisfaction in Inclusive Madrasahs. This can be seen from the t-value which is greater than the t-table value ( $3.61 > 1.96$ ), so the hypothesis states that there is an indirect influence on teacher perceptions regarding the personality competency of Madrasah Principals on teacher performance through job satisfaction in Inclusive Madrasahs accepted/not rejected. The indirect influence of teacher's perceptions regarding the managerial competence of the Principal of Inclusive Madrasahs has an indirect effect on the performance of Inclusive Madrasah teachers through job satisfaction. This can be seen from the t-value which is greater than the t-table value ( $3.80 > 1.96$ ), so the hypothesis states that there is an indirect influence on teacher perceptions regarding the managerial competence of Madrasah Principals on teacher performance through job satisfaction in Inclusive Madrasahs accepted/not rejected. Meanwhile, the other two dimensions of teacher perceptions regarding Madrasah Principal competence, namely teacher perceptions regarding supervision competence and social competence, do not have an indirect effect on teacher performance through teacher job satisfaction in Inclusive Madrasahs. This can be seen from the t-value of teacher perceptions regarding supervision competence. and the social competence of the Madrasah Principal which is smaller than the t-table value, with respective values of 0.03 and 0.18 ( $< 1.96$ ). So the hypothesis which states that there is an indirect influence of teacher perceptions regarding supervisory competence and social competence of Madrasah Principals on teacher performance through teacher job satisfaction in Inclusive Madrasahs is not accepted/rejected.

The results of the direct influence analysis showed that teacher's perceptions regarding the personality competence of Madrasah Principals had a direct influence on the performance of Inclusive Madrasah teachers, this was illustrated by the t-value which was greater than the t-table ( $2.83 > 1.96$ ). So the hypothesis which states that there is a direct influence on teacher perceptions regarding the personality competence of Madrasah Principals on the performance of Inclusive Madrasah teachers ( $H_{a9}$ ) is accepted/not rejected. Teacher's perceptions regarding the managerial competence of Madrasah Principals have a direct influence on the performance of Inclusive Madrasah teachers, this is illustrated by the t value which is greater than the t-table ( $4.58 > 1.96$ ). So the hypothesis which states that there is a direct influence on teacher's perceptions regarding the managerial competence of Madrasah Principals on the performance of Inclusive Madrasah teachers is accepted/not rejected. Teacher's perceptions regarding the entrepreneurial competence of Madrasah Principals do not have a direct influence on teacher performance, this is illustrated by the t value which is smaller than the t-table ( $1.44 < 1.96$ ). So the hypothesis which states that there is a direct influence on teacher's perceptions regarding the entrepreneurial competence of Madrasah Principals on the performance of Inclusive Madrasah teachers is rejected/not accepted. Teacher's perceptions regarding the supervisory competence of Madrasah Principals do not have a direct influence on teacher

performance, this is illustrated by the t value which is smaller than the t-table ( $1.03 < 1.96$ ). So the hypothesis which states that there is a direct influence on teacher's perceptions regarding the supervision competence of Madrasah Principals on the performance of Inclusive Madrasah teachers is rejected/not accepted. Teacher's perceptions regarding the social competence of Madrasah Principals do not have a direct influence on teacher performance, this is illustrated by the t value which is smaller than the t-table ( $1.36 < 1.96$ ). So the hypothesis which states that there is a direct influence on teacher perceptions regarding the social competence of Madrasah Principals on the performance of Inclusive Madrasah teachers is rejected/not accepted. Teacher job satisfaction has a direct influence on the performance of inclusive madrasah teachers, this is illustrated by the t value which is greater than the t-table ( $5.14 > 1.96$ ). So the hypothesis which states that there is a direct influence of teacher job satisfaction on the performance of Inclusive Madrasah teachers ( $H_{a14}$ ) is accepted/not rejected.

## Discussion

This research aims to test a theoretical model of the influence of teacher self-efficacy and teacher perceptions regarding the competency of Madrasah Principals on teacher performance in Inclusive Madrasahs with the variable job satisfaction as mediation. The research results show that job satisfaction acts as a mediator in the influence of teacher self-efficacy and teacher perceptions regarding the competency of Madrasah Principals on the performance of Inclusive Madrasah teachers. The results of this research support the results of research from Suparman (2013) which shows that the RMSEA value is 0.073 and this value is smaller than 0.080, which indicates that the model is very good, so it can be concluded that the model of the influence of teacher perceptions regarding principal competence on teacher performance mediated by job satisfaction is strong and precise. Apart from that, research by Wibowo & Hidajat (2020) obtained a Q-Square value of 0.790, which means that the model of the influence of self-efficacy on teacher performance mediated by job satisfaction is said to be good.

Based on the results of calculating the indirect influence of the self-efficacy dimension on the performance of inclusive Madrasah teachers through job satisfaction, the results show that the dimensions of self-efficacy, namely adapting education to individual students' needs, motivating students and maintaining discipline have no effect on the performance of inclusive Madrasah teachers which is mediated by satisfaction. Work. This is possible because no direct influence was found on the dimensions of self-efficacy; adapting education to individual student's needs, motivating students and maintaining discipline on the job satisfaction of Inclusive Madrasah teachers. The results of this research are different from Kengatharan's (2020) research, namely that there is an influence of adapting education to individual student's needs, motivating students and maintaining discipline on teacher job satisfaction. The reason that driving self-efficacy does not have an influence on job satisfaction according to Putri & Frianto (2022) is because of the pandemic disaster, the implementation of Work From Home (WFH) during Covid-19 2020-2022 is one of the causes of anxiety experienced by employees and disturbances when WFH such as children or an unsupportive atmosphere at home to focus on work. Even though this happened in offices, this pandemic disaster paralyzed all sectors, including education. So it is very likely that teachers at Inclusive Madrasahs also experience something similar.

Based on statistical tests, it shows that job satisfaction is able to mediate the influence of teacher perceptions regarding the personality competence of Madrasah Principals on the performance of Inclusive Madrasah teachers. This was obtained because there was a positive and significant influence on teacher perceptions regarding the personality competency of Madrasah Principals on job satisfaction at Inclusive Madrasahs. The results of this research are similar to Hutagaol's (2012) research, there is a

relationship between teacher perceptions regarding the personality competence of the Principal and the job satisfaction of State Middle School teachers in Pematangsiantar City, North Sumatera. To be a good Madrasah Principal, they are must have personality competence (Hidayati, 2012). The teacher's perception regarding the personality competency of the Principal of the Inclusive Madrasah which includes noble character, exemplary personality integrity as a leader, desire to develop oneself, attitude in carrying out his main duties, ability to control himself whenever he faces problems, talent and interest in his position influences teacher job satisfaction which ultimately can increase teacher performance in inclusive Madrasah.

Teacher's perceptions regarding the managerial competence of Madrasah Principals influence teacher performance through job satisfaction in Inclusive Madrasahs. This finding is the same as research by Pebrianti, Ruhiat & Faturrohman (2022) where teacher's perceptions regarding the managerial abilities of the principal have an indirect effect on teacher performance through teacher job satisfaction. The managerial competence of the Madrasah Principal in terms of planning, developing the Madrasah organization, leading teachers, managing teachers, staff and school facilities and infrastructure, providing satisfaction to teachers in their work so that ultimately improves teacher performance in Inclusive Madrasahs.

Teacher's perceptions regarding the supervision competence of Madrasah Principals do not influence teacher performance indirectly through job satisfaction. The ability of the Madrasah Principal to carry out supervision in accordance with appropriate procedures and techniques in monitoring, evaluating and reporting educational programs in accordance with appropriate procedures has no effect on teacher job satisfaction so there is no impact on the performance of Inclusive Madrasah teachers. The results of this research are different from the findings of Sherly, Lie, Candra, Siallagan, & Sudirman (2021), there is an indirect and significant influence on teacher perceptions regarding the principal's competence on teacher performance through job satisfaction. If the implementation of school principal supervision is carried out in a comprehensive and structured manner, it will be followed by good job satisfaction which will improve teacher performance (Sherly, Lie, Candra, Siallagan, & Sudirman, 2021; Muhammad & Syahid, 2022). Hidayati (2012) stated that the supervision competency of Madrasah Principals has been low so far, due to the habitual factor in carrying out supervision which is not preceded by planning, supervision is only carried out when there are urgent problems that require direction and guidance from the Principal of the Madrasah.

Teacher's perceptions regarding the social competence of Madrasah Principals do not influence teacher performance through job satisfaction of Inclusive Madrasah teachers. This was obtained because there was no direct influence on teacher's perceptions regarding the social competence of Madrasah Principals on the job satisfaction of Inclusive Madrasah teachers. These results are different from Hutagaol's (2012) research, there is a significant relationship between teacher perceptions regarding the social competence of the principal and teacher job satisfaction. Teacher satisfaction can be felt when a school principal has an effective relationship with educators, students, teaching staff and the community. Teacher's perceptions regarding the social competence of Madrasah Principals, which include the ability to collaborate with other parties for the benefit of the madrasah, the ability to participate in social activities, social sensitivity towards other people or groups, have no effect on job satisfaction so that ultimately they cannot improve teacher performance in Inclusive Madrasahs.

Based on the results of the direct influence hypothesis test, it was found that there was a direct influence on teacher perceptions regarding the personality competency of Madrasah Principals on teacher performance in Inclusive Madrasahs. The results of this research support the research results of Lawuningtyas (2018) which shows that there is a direct influence of teacher perceptions regarding the personality competence of the school

principal on teacher performance. Having a healthy and intact personality, with the characteristics of a personality competency formula can be seen as a starting point for someone to become a successful school principal, thus influencing the performance of teachers and other staff.

There is a direct influence on teacher perceptions regarding the managerial competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The results of this research are the same as Lelah, Satori & Agustina's (2020) research, which shows that there is a direct influence on teacher perceptions regarding the managerial competence of the Principal on teacher performance. The managerial competencies possessed by school principals can influence teachers to improve their performance optimally as educators in achieving school goals. Madrasah empowerment can only be done if the Madrasah Principal has the managerial ability to turn the madrasah into a quality madrasah (Hidayati, 2012). Increasing the competence of the Principal of Inclusive Madrasahs will have an impact on improving the performance of teachers in inclusive Madrasahs.

There is no direct influence on teachers' perceptions regarding the supervision competence of Madrasah Principals on the performance of Inclusive Madrasah teachers. The results of this research are not much different from Wati's (2018) research, there is no influence of teachers' perceptions regarding the supervision competence of Principals on teacher performance. Supervision of Madrasah Principals is expected to help teachers develop their abilities to achieve the learning goals they have designed. This can run well if Madrasah Principals are able to carry out their main duties and functions well (Wati, 2018).

There is no direct influence on teacher perceptions regarding the entrepreneurial competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The results of this research are different from the research of Supardi, Syahwani, Wahyudi. (2017) there is a significant influence of teacher perceptions regarding the principal's entrepreneurial competence on teacher performance at Singkawang City State High School. The low entrepreneurial competency of Madrasah Principals so far is due to the fact that there are still many Madrasah Principals who are not used to carrying out innovative and creative activities to carry out reforms in madrasahs (Hidayati, 2012).

There is no direct influence on teacher perceptions regarding the social competence of Madrasah Principals on teacher performance in Inclusive Madrasahs. The results of these findings are different from the results of Lawuningtyas's (2018) research, namely that there is a relationship between teacher perceptions regarding the social competence of school principals and teacher performance. The low social competence of school principals causes teachers to be less enthusiastic in their work so that the performance achieved is less than optimal (Lawuningtyas, 2018).

There is an influence of teacher job satisfaction on teacher performance in Inclusive Madrasahs. The results of these findings are the same as research by Hendrawijaya, Hilmi, Hasan, Imsiyah & Indrianti (2020) where job satisfaction has a positive and significant effect on teacher performance. The more factors in the work environment that suit the teacher's desires and needs, the higher teacher satisfaction and performance will be, and vice versa (Hendrawijaya, Hilmi, Hasan, Imsiyah & Indrianti, 2020)

One of the research limitations is the limited number of articles regarding the performance of teachers in inclusive schools and the competency of Madrasah Principals from a psychological aspect, this is what causes the choice of theories and measuring tools to still be general in nature with educational approaches and educational management and not yet presenting inclusive schools/Madrasahs. Thank you to all parties who guided and assisted researchers in completing this research.

## Suggestion

For the sake of development in further research, there are both theoretical and practical suggestions below.

### Theoretical Suggestions

1. Based on the research results, in further research it is recommended to look for other factors that might influence teacher performance as well as appropriate theories. In order to gain deeper and broader knowledge about teacher performance so that an accurate research model can be obtained, especially from psychological factors such as emotional intelligence or from external factors such as compensation and organizational culture.
2. Explore other variables as mediating factors such as motivation, self-esteem, and self-efficacy, in order to obtain more comprehensive input in efforts to improve teacher performance.
3. Carry out a research approach using a comparative method to see the differences between Inclusive Madrasah teachers based on gender (male and female), Inclusive Madrasah status (public and private) on each variable, including teacher performance, self-efficacy, competency of the Madrasah Principal, and job satisfaction. And for the same approach, namely quantitative, substantive measurement of variables not based on perceptions of a condition, needs to be developed to obtain a more accurate picture and understanding.
4. Looking for theories and variable measuring tools that can be developed specifically for inclusive education in Madrasahs. This aims to obtain more specific and in-depth research results regarding teacher performance in Inclusive Madrasahs.

### Practical Suggestion

Based on the research results, variables that significantly influence teacher performance, both directly and indirectly, are suggested:

1. The results of the research show that job satisfaction has a direct effect on teacher performance, and is able to become a mediating variable for the personality and managerial competence of Madrasah Principals on teacher performance. It is recommended for Principals of Inclusive Madrasahs to maintain their teacher's sense of job satisfaction. The higher the satisfaction felt by teachers will influence how teachers carry out their profession. Teachers with high job satisfaction will continue to be motivated and have positive desires regarding the efforts they will make, teachers will always be enthusiastic and try to achieve goals which are realized by good performance. Management and Principals of Inclusive Madrasahs need to maintain their teacher's sense of job satisfaction by developing programs to facilitate teachers' needs, so that teacher's job satisfaction will continue to be maintained optimally and can improve their performance.
2. To Madrasah Principals in applying the Madrasah Principal's competency in increasing teacher job satisfaction so that ultimately it can have an effect on improving teacher performance, namely the personality and managerial competence of Madrasah Principals.
3. The Ministry of Religious Affairs, central and regional, needs to carry out regular, planned and monitored training regarding personality competencies and managerial competencies for Principals of Inclusive Madrasahs throughout Indonesia. There is a need for guidelines for competency development for Madrasah Principals related to the five competencies that must be mastered and the basis for competency development. There needs to be efforts or policies that can strengthen the position of Madrasah Principals to become a separate profession, not just teachers who are given additional duties. With Madrasah Principals being a special profession, the

recruitment of Madrasah Principals will focus more on the competencies that must be possessed by a School/Madrasah Principal.

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