Development of Madrasah Head Leadership Module to Improve MTsN Teacher Performance in Palembang

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Abstract

This study aims to develop a module on the leadership of the head of the Madrasah to improve the performance of a teacher of MTsN di Palembang valid, practical, and effective. The method used in this research is Research and Development using a model of ADDIE. The subject of this research is MTsN 1 Palembang. Analysis techniques in this study use interviews, observation, documentation, and tests. The results of this study are the assessment carried out by material experts, media experts, and workshop instructors collaborating with researchers as expert speakers and media experts. The module is declared practical with the results of the questionnaire responses. Participants obtained a score of 4.55, while the questionnaire respondents from instructor workshops obtained a score of 4.44 and entered the classification as very good, so it is worth using in the leadership of the head of the Madrasah to improve the performance of a teacher of MTsN di Palembang as well as the test results of the workshop conducted at the end of the research, the modules developed are categorized effectively demonstrated by the percentage of mastery learning, the workshop participants are on the classification very well with the results of the average value of the 4 participants (88%) of respondents considered complete (pass) and only 1 participant (12%) have not been completed (no pass). The conclusion is that this module was successfully developed and declared valid, practical, and effective.

Keywords: *Development, Madrasah Head Leadership, Module*

Introduction

Leadership is very important in an educational institution (Husaini, 2019; Alfiyanto et al., 2021) States that a leader is a person who can provide influence, for example, to achieve common goals in teams and groups and to move a person or team or group to work together to carry out the tasks given to him. It takes the ability or effort of someone we know as "leadership" (Kristiawan, 2017). Educational institutions' leadership concerns how a school/madrasah principal can encourage teachers' performance. Interpersonal communication skills and the right decision-making process will positively impact teacher performance (Murtiningsih, 2017).

Performance comes from the word "Performance" and is often interpreted by performance or work behavior and work results. Performance is a form of work or business resulting in physical appearance or ideas. The phenomenon that occurs is a decrease in teacher performance achievement. The decline in teacher performance is caused by the high number of teacher absences and the low score for teacher performance. Not only must they meet 24 hours of teaching per week, but teachers also have to get good and bad assessments for their performance

during the year, which we know as Teacher Performance Assessment (PKG), which aims to increase teacher motivation to work better with an assessment of four teacher competencies including educational, personality, social, and professional competencies. Performance appraisal requirements must meet certain measures and standards using performance indicators as a measuring tool (Leniwati, 2017). This is in line with the Regulation of the Minister of National Education Number 35 (concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Scores, 2010).

By providing certification to teachers to improve the quality of educators, the government is expected to improve teacher performance to boost the quality of education in Indonesia (Pratiwi, 2013). However, the growing reality is that the certification program was unexpected. Teachers who have passed certification and received professional benefits did not show satisfactory performance improvement (Harapan, 2016). Teachers should address certification as a process that can support teachers' abilities in a more professional direction and have better and standardized performance (Susilaningsih, 2013).

The Minister of Education and Culture, Muhadjir Effendy, stated that certification does not reflect teachers' abilities yet. The cause is that the provision of certification is only procedural to get benefits. This opinion aligns with the Minister of Finance, Sri Mulyani, who stated that additional professional allowances supported by certification are not in line with improving teacher quality (Andreas, 2018). In South Sumatra, the number of MTsN for the 2019/2020 school year reached 35 at the time of KBM implementation in the morning (Ministry of Education and Culture, 2019), while in Palembang itself, the number of MTsN for the 2019/2020 academic year reached two madrasahs with the time of KBM implementation in the morning (South Sumatra, 2019)(Sumsel, 2019). Certified teachers are only preoccupied with the obligation to carry out teaching duties 24 hours per week and pursue a level of welfare. At the same time, the quality of the learning process is still neglected (Harapan, 2016).

Implementing the certification program should be more aimed at increasing teacher awareness of the importance of improving the performance quality in the place where they serve, especially teachers at the MTsN level in Palembang City. The teacher is the second parent of his students in the Madrasah, but this role is not realized in the daily implementation of duties and functions. The teacher is said to be the second parent of his students in school; this is interpreted based on the role of parents at home, for some free time is transferred to the teacher in the Madrasah. The extent to which groups of teachers welcome and maintain the trust given is often a problem (Scratch Putera Timur Nusantara, 2012). Discipline is a must for a teacher to be able to carry out tasks well so that they can achieve maximum performance. Discipline is an attitude of respect and respect, obedience, and obedience to applicable regulations, both written and unwritten, and the ability to carry them out and not avoid receiving sanctions if he violates the duties and authorities given to him (Siswanto, 2005). A teacher's Discipline can be seen when class learning occurs. But in fact, there are still teachers who are supposed to teach but go to public places.

Learning tools are an important component that a teacher must have to support his performance in Madrasah. Learning tools are everything or several preparations prepared by teachers individually and in groups so that the implementation and evaluation of learning can be carried out systematically and results can be obtained as expected (Nazarudin, 2007). One of the learning tools that teachers often overlook is the Learning Tool, which consists of a syllabus, lesson plan (RPP), Education Calendar, and other supporting components in learning tools. Many teachers still do not have learning tools, especially lesson plans. Even if there is, it is last year's RPP and has not been changed so that the RPP is used by teachers continuously from year to year. This usually happens to teachers who are already senior; they assume that the subject matter from year to year is the same, so they don't have to bother making new lesson plans. Many lesson plans they use use the lecture method alone without any other variations. This research aims to improve the

performance of MTsN teachers through the development of leadership modules for madrasah heads, with the hope that it will be input in improving teacher performance, especially in MTsN in Palembang City and as information material on the importance of improving the performance of MTsN teachers for madrasah heads.

Method

The type of research used is R&D (*Research* and *Development*) or what is often called "development." Research and Development method is a research method used to produce certain products and test the effectiveness of those products (Sugiyono, 2009). Development research is a process used to develop and validate a product of education (Borg, W.R., & Gall, 1983). In other words, Research and Development (R&D) is a research method intentionally, systematically to find, improve, develop, produce, or test the effectiveness of products, models, methods or strategies or ways that are superior, new, effective, efficient, productive, and meaningful (Putra, 2015).

The development steps in this study use the ADDIE model. There are five stages of the process carried out from the beginning of development to the product as a result of development, namely *Analysis, Design, Development, Implementation, and Evaluation* by Dick & Carey (Sugiyono, 2014). The stages of development implementation in this study are 1) Analyzing the Needs for Modules, 2) Designing modules, 3) Developing modules, 4) Implementing modules, and 5) Evaluating Modules. To the problems raised in this study, the subject of research researched by the author is the development of a leadership module for the head of a madrasah to improve the performance of MTsN teachers in Palembang and the subjects of this research in MTsN 1 Palembang totaling five people. This research was conducted at MTsN 1 Palembang, located at Jln. Jendral Sudirman Km 4, Kelurahan 20 Ilir D.IV, District Ilir Timur 1, Palembang City from May to July 2021.

Results and Discussion

Analysis Levels

At this stage, the researcher, the author, analyzes the material needs of the module to be developed. The needs analysis was carried out through a one-day interview, namely on May 3, 2021, of the acting officer replacing the retired head of the Madrasah at MTsN 1 Palembang. Based on needs analysis data obtained through interviews with respondents of madrasah heads at MTsN 1 Palembang, it can be concluded that, in general, teacher performance decreases due to the high number of teacher absences to teach, causing learning activities to be not optimal, lack of teacher awareness to improve the quality of learning causes students to be less active in the learning process, there are still many teachers who are lacking Discipline in carrying out their duties, lack of teacher awareness to arrive on time, lack of teacher interest to make learning tools.

Figure 1. Interview Atmosphere Between Researchers and Respondents

Researchers found that the performance of madrasah teachers in MTsN 1 Palembang has a fairly low competence in implementing their main duties and functions as a teacher, especially in the implementation of the learning process, so the head of the Madrasah on duty needs the modules that the researchers develop.

Figure 2. Related Posts Teacher Absence

Based on Figure 2, researchers found that the performance of madrasah teachers in MTsN 1 Palembang had fairly low performance, as seen from the monitoring carried out by the Head of Penmad, who still saw quite a high number of teacher absences, both offline and online. Hence, it needed to be improved again so that the learning quality in Madrasah improved.

Figure 3. Posts Related to Teacher Discipline

Based on Figure 3, researchers found that the performance of madrasah teachers at MTsN 1 Palembang had fairly low performance, as seen from the assessment conducted by the South Sumatra Ministry of Religion Team and the Head of the Palembang City Kankemenag who found that there were still many teachers who lacked Discipline in carrying out their duties so that assessment and coaching needed to be held.

Figure 4. Post Implementation of Picket Teacher System

Based on Figure 4, researchers found that the performance of madrasah teachers at MTsN 1 Palembang had fairly low performance, as seen from the results of the lack of teacher awareness to arrive on time, so it is necessary to improve the quality of servants by teachers, one of which is to implement a picket system that can help in monitoring teacher activities.

Planning Stages

1. Team Building

The design phase was carried out from May to June 2021. The first step researchers take at this stage is determining the team to develop the module. The team formed consisted of the main developer, namely the researcher himself. Expert validators consisting of material experts, namely Dr. Yasir Arafat, M.M., CIQaR; media experts, namely Dr. Happy Fitria, M.Pd; and linguists, namely Dr. Achmad Wahidy, M.Pd. Practitioner validators came from teachers, namely Zainal Abidin, S.Ag., M.Pd (Former Head of MTs Darul Hudda whose address is in Cinta Manis, Banyuasin South Sumatra Province), Anton Bagio, S.Pd.I., M.M (Head of MTs Paradigma Palembang who has served for 15 years as head of the Tsanawiyah Madrasah).

Figure 5. Practitioner Validator

After forming a team of developers who will assist researchers in developing this module, the next step is to ensure that the material related to leadership used in this module is available. Researchers, as the main developer, ensure that the material to be used for development is to the needs of madrasahs and comes from resource persons who are experienced in their fields and have qualified competencies in improving the performance of MTsN teachers in Palembang.

2. Module Design

Furthermore, researchers compile the parts needed in the module, such as preparing a module needs map and module framework, designing cover images, compiling instruments needed to develop material in the module, and referencing references used to develop module content. The framework of this module consists of: 1) Opening and initial tests; (2) Introduction that explains the background of writing the module, competency targets, workshop objectives, competency maps, scope and organization of workshops, and how to use modules; (3) Activity 1 which outlines the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (4) Activity 2 which outlines the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (5) Activity 3 which describes the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (6) Activity 4 which outlines the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (7) Activity 5 which outlines the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (8) Activity 6 which outlines the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Exercises/Cases/Tasks, Summary, Feedback, Reflection and Follow-up; (9) Activity 7 which outlines

the Workshop Objectives, Goal Achievement Indicators, Material Description, Workshop Activities, Reflection and Follow-up.

Development Stage

The development phase *is* carried out from May to June 2021. At this stage, researchers develop modules based on designs prepared at the design stage and carried out with the team that has been formed. The module is then given to validators for validation and limited testing in *focus group discussions.*

1. Module Development

Module development is done by compiling module content consisting of several activities workshop participants must complete. These activities include analysis, reflective thinking, guidance, brainstorming, group discussion, practice, and presentation activities that workshop participants will carry out. This module is developed according to the design principles that are prepared. Modules are developed with the following competencies:

a. Train participants in understanding effective and practical leadership.

b. Enable participants to assess their leadership style and to develop improvement plans.

c. We are improving leadership quality to facilitate community participation in preparing and implementing the vision, mission, and madrasah program.

2. Answer key preparation

The structured module for the training facilitator handle also features an answer key. The answer key is printed at the end of the module after the workshop activity.

3. Module Validation

At this stage, the researcher then validates the module through experts, namely Dr. Yasir Arafat, M.M., CIQaR, as a material expert lecturer; Dr. Happy Fitria, M.Pd, as a media expert lecturer; Dr. Achmad Wahidy, M.Pd as a linguist lecturer. The module is consulted with the supervisor and revised, and then the module is validated by one material expert, one media expert, and one linguist. The validation results are then analyzed by calculating the average score of the module assessment sheet results and converting the average score into qualitative scores according to the assessment aspect. A module is said to be valid if it meets the minimum module assessment classification of good. The following describes the results of the validator assessment.

Table 1. Material Validation Results in the Module

Cor. Nu.	Average	Classification
1	4.76	
2	4.53	
	4.64	Excellent
3	4.61	

Based on the data in Table 1, it is known that the score of the module material validation results is 4.64 and is included in the very good classification. Thus, it can be concluded that the material in the module is declared valid. The validation data are described in detail in Table 2:

Table 2. Penilaian Materi Pada Modul

Nu.	Statement	Average Score
1	Compatibility of the material presented with the content of the leadership module of the head of the Madrasah	4.66
2	Conformity of the material to the expected competence	4.66
3	The possibility of participants understanding the leadership material of the head of the Madrasah	4.66
4	Explanation of the leadership material of the head of the Madrasah to improve teacher performance	4.66
5	Explanation of the material on the competence of the personality of the head of the Madrasah	4.33
6	Explanation of managerial and entrepreneurial competence material for madrasah heads	4.66
7	Explanation of the material on supervision and social competence of the head of the Madrasah	5.00
8	Explanation of competency material for changing the head of the Madrasah	5.00
9	Explanation of competency material ready to challenge the head of the Madrasah	4.66
10	Follow-up plan related to competencies that must be possessed by the head of the Madrasah	4.66
11	Suitability of the title with the content of the leadership module of the head of the Madrasah	4.66
12	The modules presented support understanding and facilitate participants in understanding the concept of the material.	4.33
13	The module material presented supports the purpose of the workshop.	4.33
	Average	4.64

Based on the data in Table 2, it is known that the score of the module material validation results is 4.64 and is included in the very good classification. Thus, it can be concluded that the material in the module is declared valid. The validation data are described in detail in Table 3:

Table 3. Details of material assessment on modules

Nu.	Statement	A	B	C	Average
1	Compatibility of the material presented with the content of the leadership module of the head of the Madrasah	5	4	5	4.66
2	Conformity of the material to the expected competence	5	4	5	4.66
3	The possibility of participants understanding the leadership material of the head of the Madrasah	4	5	5	4.66
4	Explanation of the leadership material of the head of the Madrasah to improve teacher performance	5	5	4	4.66
5	Explanation of the material on the competence of the personality of the head of the Madrasah	4	5	4	4.33
6	Explanation of managerial and entrepreneurial competence material for madrasah heads	5	5	4	4.66
7	Explanation of supervision and social material of the head of the Madrasah	5	5	5	5.00
8	Explanation of competency material for changing the head of the Madrasah	5	5	5	5.00
9	Explanation of competency material ready to challenge the head of the Madrasah	5	4	5	4.66
10	Follow-up plan related to competencies that must be possessed by the head of the Madrasah	4	5	5	4.66
11	Suitability of the title with the content of the leadership module of the head of the Madrasah	5	4	5	4.66
12	The modules presented support understanding and facilitate participants in understanding the concept of the material.	5	4	4	4.33
13	The module material presented supports the purpose of the	5	4	4	4.33

workshop.	
Average	4.64

The next assessment is the form of the module developed. The following are the results of the validator's assessment of the form of the module developed.

Table 4. Validation Results of Developed Module Forms

Cor. Nu.	Average		Classification
1	4.50		
2	4,37	4.45	Excellent
3	4.50		

Based on the data in Table 4, it can be concluded that the developed module form is declared valid with a module form validation score of 4.45 and is included in the very good classification. The validation data are described in detail in Table 5:

Table 5. Form Assessment of Developed Modules

Nu	Statement	Average Score
1	Clarity of workshop objectives	5.00
2	Clarity of instructions for the use of the module	5.00
3	Suitability of the material displayed in workshops	4.66
4	Use of hints in modules to attract attention in workshops	4.33
5	Techniques for using the leadership module of the head of the Madrasah	4.00
6	Clarity of captions on each Illustration	5.00
7	Clarity and suitability of font size in the displayed writing	3.66
8	Preparation of the order of presentation and relationships between materials	4.00
	Average	4.45

Based on the data in Table 5, it can be concluded that the developed module form is declared valid with a module form validation score of 4.45 and is included in the very good classification. The validation data are described in detail in Table 6:

Table 6. Details of the Assessment Form of the Developed Module

Nu	Statement	A	B	C	Average
1	Clarity of workshop objectives	5	5	5	5.00
2	Clarity of instructions for the use of the module	5	5	5	5.00
3	Suitability of the material featured in the workshop	5	4	5	4.66
4	Use of hints in modules to attract attention in workshops	4	5	4	4.33
5	Techniques for using the leadership module of the head of the Madrasah	4	4	4	4.00
6	Clarity of captions on each Illustration	5	5	5	5.00
7	Clarity and suitability of font size in the displayed writing	4	3	4	3.66
8	Compilation of the sequence of presentation and inter-material relevance	4	4	4	4.00
	Average				4.45

Next, the validators' assessment of motivation on the module. The following table shows the results of expert assessments on motivation in the module.

Table 7. Results of Motivation Validation in the Module

Cor. Nu.	Average		Classification
1	4.42		
2	4.28	4.42	Excellent
3	4.57		

Based on these data, it can be concluded that the motivation in the module is declared valid with a module assessment score of 4.42 and is included in the Very Good classification. The validation data are described in detail in Table 8:

Table 8. Motivation Assessment on Modules

Nu.	Statement	Average Score
1	Interestingness of the created modules	4.66
2	Modules can foster participant motivation	4.33
3	The use of modules can help remember the concept of the material	4.66
4	Suitability of module use to workshop speed	4.00
5	Modules help participants to learn independently without limited space and time.	4.66
6	The use of modules can generate leadership activity	4.33
7	Modules made according to the needs of participants	4.33
	Average	4.42

Based on these data, it can be concluded that the motivation in the module is declared valid with a module assessment score of 4.42 and is included in the Very Good classification. The validation data are described in detail in Table 9.

Table 9. Form Assessment of Developed Modules

Nu.	Statement	A	B	C	Average
1	Interestingness of the created modules	5	4	5	4.66
2	Modules can foster participant motivation	4	4	5	4.33
3	The use of modules can help remember the concept of the material	5	4	5	4.66
4	Suitability of module use to workshop speed	4	4	4	4.00
5	Modules help participants to learn independently without limited space and time	5	5	4	4.66
6	The use of modules can generate leadership activity	4	4	5	4.33
7	Modules made according to the needs of participants	4	5	4	4.33
	Average				4.42

Based on these data, it can be concluded that the form on the developed module is declared

valid with a module assessment score of 4.42 and is included in the Very Good classification—finally, validators' assessment of language and readability in modules. The validation data are described in detail in Table 10.

Table 10. Language Validation Results and Module Readability

Cor. Nu.	Average		Classification
1	3.50		
2	4.25	4.08	Excellent
3	4.50		

Based on the expert's assessment, it can be concluded that the language and readability in the module are declared valid with a module assessment score of 4.08 and are included in the Good classification. The validation data are described in detail in Table 11

Table 11. Language and Readability Assessment on Modules

Nu.	Statement	Average Score
1	The language used in the module corresponds by participant's ability level	4.66
2	Languages used in modules Simple and communicative	4.33
3	The terms used are by Workshop materials	4.00
4	Module free from typing errors	3,33
	Average	4.08

Based on the expert's assessment, it can be concluded that the language and readability in the module are declared valid with a module assessment score of 4.08 and are included in the Good classification. The validation data are described in detail in Table 12.

Table 12. Language and Readability Assessment on Modules

Nu.	Statement	A	B	C	Average
1	The language used in the module corresponds to the participant's ability level	4	5	5	4.66
2	Languages spoken in simple and communicative modules	4	4	5	4.33
3	Terms used according to workshop materials	3	5	4	4.00
4	Module free from typing errors	3	3	4	3.33
	Average				4.08

4. Module Revision

Module revisions are carried out based on suggestions and input from validators during Module validation. Some suggestions were given for improvements to the initial product before revision. First, according to Dr. Wahidy, M.Pd., the module can already be used, but there still has to be an improvement in typing language. Second, according to Dr. Happy Fitria, M.Pd., the module can already be used but must be added with references to leadership modules by researchers or other authors by adjusting the content to the needs of the author's variables. Third, according to Dr. Yasir Arafat, M.M., CIQaR., modules can already be used. Still, the writing system and physical appearance of modules must be improved, and a literature review that explains the theory of the module by the variables is needed. The validation results were tested limited and refined at *a focus group discussion* held in June 2021. Based on the results of the FGD, this module is declared suitable for use. Here's an example of a limited-tested module display.

Figure 5. Module Cover

Implementation Phase

The implementation phase is carried out from preparation to the implementation of workshops from June to July 2021. At this stage, researchers, together with respondents, namely the acting head of the Madrasah (research subject), prepare themselves to carry out the use of leadership modules (workshop participants) and workshop media (Madrasah headroom). Next, researchers tested the effectiveness and practicality of the module. The modules that have been validated and tested are limited in the FGD and then implemented experimentally to the head of the Madrasah at the leadership of the head of the Madrasah to improve teacher performance. The workshop instructor from the Madrasah Supervisor of the Ministry of Religion Palembang who assisted researchers in implementing this module, Hj. Selfi Ariani, M.M. In the workshop, researchers are facilitators in applying this module. Furthermore, the workshop schedule will be carried out from June to July 2021. The image of the Workshop Atmosphere at the Implementation stage can be seen in Figure 6

Figure 6. Atmosphere and Initial Test of the Implementation Phase

At the implementation stage, researchers test the effectiveness and practicality of modules

on research subjects. Based on the results of implementation, several findings were obtained as follows.

1. Module Practicality Testing

This study used respondent questionnaires to obtain practical data on using modules. Data were obtained from respondent questionnaires for workshop participants. The results of the questionnaire analysis of participant respondents can be seen in Table 13.

Table 13. Average Response Questionnaire Score

Nu.	Assessed aspects	Valuation	
		Workshop Participants	Structure Workshop
1	The leadership module of the head of the Madrasah to improve the performance of MTsN teachers in Palembang makes it easier for participants to learn.	4.0	5.0
2	Using the head of Madrasah's leadership module to improve MTsN teachers' performance in Palembang can motivate participants to learn to apply better leadership.	4.0	5.0
3	Using the head of Madrasah's leadership module to improve MTsN teachers' performance in Palembang can motivate participants to learn to apply better leadership.	5.0	4.0
4	Using the leadership module of the head of the Madrasah to improve the performance of MTsN teachers in Palembang can organize the stages of workshops conducted by researchers.	5.0	4.0
5	The head of the Madrasah's leadership module is to improve MTsN' performance. Teachers can find out the benefits of implementing leadership.	4.0	5.0
6	Leadership material for the head of the Madrasah to improve the performance of MTsN teachers in Palembang is offered in modules according to the needs of participants.	4.0	5.0

7	The techniques offered in the madrasah head leadership module make the workshop implementation easier for participants to understand.	5.0	4.0
8	The leadership workshop of the head of the Madrasah to improve the performance of MTsN teachers in Palembang was interesting to follow.	5.0	4.0
9	With the leadership module of the head of the Madrasah to improve the performance of public MTs teachers in Palembang, information was obtained on how to implement leadership.	5.0	5.0
	Overall Average	4.55	4.44
	Classification	Practical	

The results of data analysis from the participant respondent questionnaire obtained a score of 4.55. They entered the very good classification, while the respondent questionnaire from the facilitator obtained a score of 4.44 and entered the very good classification. This shows that the developed module is declared practical because the average score is 4.55 and 4.44, which is included in the assessment classification so well that it is worth using.

2. Module Effectiveness Testing

A result test before and after the workshop is used to get the module's effectiveness value. Learning outcome test data was obtained by documenting workshop results tests conducted by workshop participants (Madrasah Head Leadership) with minimum completeness criteria (KKM) of 75. The results of the workshop tests can be seen in Table 14.

Table 14. *Workshop Pretest* Results

Nu	Question	Pretest			
		Finish		Unfinished	
		F	%	F	%
1	Q 1	2	40 %	3	60 %
2	Q 2	1	20 %	4	80 %
3	Q 3	2	40 %	3	60 %
4	Q 4	1	20 %	4	80 %
5	Q 5	1	20 %	4	80 %

	Average	1	28 %	4	72 %

Based on Table 14, *the pretest* results of workshop participants from MTsN 1 Palembang obtained an average result of 72% of workshop participants were incomplete (did not pass), and only 28% of participants were completed. Thus, it can be concluded that the average respondent did not pass before the workshop.

Table 15. *Workshop Posttest* Results

No	Question	Pretest			
		Finish		Unfinished	
		F	%	F	%
1	Q 1	4	80 %	1	20 %
2	Q 2	5	100 %	0	0 %
3	Q 3	4	80 %	1	20 %
4	Q 4	4	80 %	1	20 %
5	Q 5	5	100 %	0	0 %
	Average	4	88 %	1	12 %

Table 15 shows the posttest results of workshop participants from MTsN 1 Palembang with an average result of 4 workshop participants, or 88% of respondents, completed (passed) and only 1 participant, or 12%, who had not completed (did not pass). Based on the workshop test results analysis, the modules compiled are declared effective and suitable for use.

Evaluation Phase

The evaluation phase will be carried out during July 2021 after all development steps have been completed by analyzing the suitability between needs analysis with module design, module design with development, and development with implementation. Module improvements at the evaluation stage are based on suggestions and comments from workshop participants and instructors written in respondent questionnaires and delivered at the end of the workshop process. In addition, module improvements are also based on the results of observation and evaluation after the workshop, which is carried out through initial *tests (pretest)* and final tests *(posttest).* Researchers evaluated the workshop process to see the suitability of the module implementation with the design made. The results were evaluated by researchers *using a posttest* to see respondents' achievement levels from the pretest and after they were given a workshop using this module. Based on the evaluation of the test results given before and after the workshop, it can be concluded that this module has an effect because there is an increase in respondents' scores before and after the workshop. The following is presented as an evaluation table of workshop results.

Table 16. Evaluation of Workshop Test Results

Completeness	Pretest		Posttest		Criterion
	F	**%**	**F**	**%**	
Complete Workshop Participant Value	1	28	4	88	Effective
Unfinished Workshop Participant Ratings	4	72	1	12	

Based on the workshop's process evaluation results, it can be concluded that all observed aspects are "present" and, on average, "excellent." The evaluation results of the workshop process are presented in the following table.

Table 17. Results of Evaluation in the Workshop Process

Nu	Observed Aspects	Average	Criterion
1.	Giving a pretest to participants to determine the level of ability of participants in the leadership of the head of the Madrasah to improve the performance of MTsN teachers in Palembang	4.63	Excellent
2.	Opening the workshop by conveying to the participants what indicators they wanted to master from the madrasah head leadership workshop to improve the performance of MTsN teachers in Palembang	4.60	Excellent
3.	Develop workshop materials with the competence of leadership materials of madrasah heads to improve the performance of MTsN teachers in Palembang.	4.66	Excellent
4.	Observe the participants' understanding as often as possible by providing questions based on the leadership material of the head of the Madrasah to improve the performance of MTsN teachers.	4.90	Excellent
5.	Ask participants to do questions on the questions given.	4.76	Excellent
6.	Call participants to answer or solve questions.	4.60	Excellent

Nu	Observed Aspects	Average	Criterion
7.	Summing up workshop materials	4.66	Excellent
8.	Task assignment.	4.76	Excellent
9.	We are closing the workshop with a posttest done by participants independently.	4.73	Excellent

Based on the results of the development research that has been described, the development of modules carried out through steps, namely *Analysis,* Design, *Development*, Implementation*, and* Evaluation, abbreviated as the ADDIE model, resulted in a leadership module for the head of the Madrasah to improve the performance of MTsN teachers in Palembang who declared to meet valid, practical, and effective qualities. The assessment results of media, material, workshop instructors, researchers, and material experts are valid because the modules developed meet the minimum good classification. The average score given for assessment on module material is 4.64, which is a very good classification. The average score given for module form assessment was 4.45, which is a very good classification. The module's motivation assessment average score was 4.42, with an excellent classification. The average score for the module's language assessment and readability was 4.08, with an excellent classification.

Conclusion

Based on the research findings stated above, it can be concluded that module development is considered valid, practical, and effective. This is evidenced from the results achieved, namely: 1) The results of the assessment conducted by expert experts, that the module developed was declared valid with a validation assessment score on the module material of 4.64 and was included in the very good classification; The validation given for module form assessment was 4.45 with excellent classification; The score given for the module's motivation assessment was 4.42 with an excellent classification; The validation score awarded for the language assessment and readability of the module was 4.08 with an excellent classification; 2) The results of data analysis from the participant response questionnaire and workshop instructor, the module was declared practical with the results of the workshop participant response questionnaire obtained a score of 4.55; While the response questionnaire from the workshop instructor obtained a score of 4.44 and entered the classification very good so that it was suitable for use in workshops; 3) The results of learning outcomes tests conducted at the end of the study, the modules developed are categorized as effective. This is shown by the percentage of learning completeness of workshop participants is in a very good classification with an average score of 4 participants (88%) respondents declared complete (passed) and only 1 participant (12%) respondents who have not completed (did not pass).

The development of this module has an impact on the leadership of the head of the Madrasah in improving teacher performance in Madrasah and improving teacher professionalism competence and performance quality for MTsN teachers in Palembang. This module can add and provide insights and skills to assist madrasah heads in implementing leadership competencies per the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 58 of 2017 concerning Madrasah Heads in improving their teachers' performance. In this case, of course, teachers must be more professional in carrying out the tasks given according to their main duties and functions so that at the time of performance appraisal carried out by the head of the Madrasah, they can achieve the expected results.

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