PRINCIPAL LEADERSHIP, E-LEARNING SUPERVISION, TEACHER PERFORMANCE WITHIN LEARNING TRANSFORMATION AT MADRASAH ALIYAH NEGERI IN JAMBI PROVINCE

Samsu
UIN Sulthan Thaha Saifuddin Jambi
Email: samsu@uinjambi.ac.id

Abstract: Learning transformation is heavily influenced by leadership, supervision, and teacher performance. Leadership has a very important role in realizing learning transformation, while supervision is a coaching activity on how to assist teachers in improving teaching using e-learning, whereas teacher performance is how to see the result of the work achieved by teachers in realizing learning transformation. This study aims to reveal the relationship between principals’ leadership, e-learning supervision, and teacher performance with the transformation of learning at Madrasah Aliyah Negeri (well-known MAN) in Jambi Province. The research approach is a quantitative with a survey method. The research population is civil servant teachers with a total sample of 94 teachers selected by total sampling. The research data were analyzed using Pearson’s Product Moment correlation and multiple regression using the SPSS version 23.0. The results showed that the implementation of principal’s leadership had a strong significant correlation with learning transformation (77.2%), e-learning supervision had a moderately significant correlation with learning transformation (53.1%), teacher performance had a strong significant correlation with learning transformation (69.7%), and the implementation of principal leadership, e-learning supervision, teacher performance together have a very strong significant correlation with learning transformation (83.5%). This study recommends that learning transformation will increase if the application of principal leadership, e-learning supervision, and teacher performance is given at MAN in Jambi Province.

Keywords: leadership, e-learning supervision, teacher performance, learning transformation

Abstrak: Penelitian ini bertujuan untuk mengungkap hubungan kepemimpinan kepala sekolah, supervisi e-learning, dan kinerja guru dengan transformasi pembelajaran di Madrasah Aliyah Negeri di Provinsi Jambi. Pendekatan penelitian adalah pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah guru Pegawai Negeri Sipil dengan jumlah sampel 94 guru yang dipilih secara total sampling. Data penelitian dianalisis dengan teknik korelasi Product Moment Pearson dan regresi berganda dengan menggunakan aplikasi SPSS versi 23.0. Hasil penelitian menunjukkan implementasi kepemimpinan kepala sekolah berkorelasi signifikan yang kuat dengan transformasi pembelajaran (77,2%), supervisi e-learning berkorelasi signifikan yang sedang dengan transformasi pembelajaran (53,1%), kinerja guru berkorelasi signifikan yang kuat dengan transformasi pembelajaran (69,7%), dan implementasi kepemimpinan kepala sekolah, supervisi e-learning, kinerja guru secara bersama-sama berkorelasi signifikan yang sangat kuat dengan transformasi pembelajaran (83,5%). Penelitian ini merekomendasikan bahwa transformasi pembelajaran akan meningkat jika
penerapan kepemimpinan kepala sekolah, supervisi e-learning, dan kinerja guru diberikan di MAN Provinsi Jambi.

Kata-kata kunci: kepemimpinan, supervisi e-learning, kinerja guru, transformasi pembelajaran

I. Introduction

As a variant of education in the education system in Indonesia, Madrasah is a modernization of traditional Islamic boarding schools. Historically, the birth of Madrasah was a response to the concerns of Islamic leaders who graduated from the Middle East on the condition of Islamic education in Indonesia, which was increasingly lagging behind the school system introduced by the Dutch to the Natives. Even though they have contributed to the nation's intellectual life, the existence of Madrasah as an educational institution has not received proper recognition from the government. It is even faced with discrimination and marginalization. This situation continued until the constitution of education system No. 2/1989 and government regulations No. 28 & 29/1990. The issuance of these regulations politically became the starting point for significant changes experienced by Madrasah, from religious schools to public schools with Islamic characteristics. Ideologically and socio-culturally, granting a new predicate is by the aspirations of the Indonesian population, who are predominantly Muslim.

The embryo of this change can historically be traced from the issuance of the Joint Decree (SKB) of three ministers in 1975 as a response to the demands of Muslim leaders on the reality of discrimination experienced by Madrasah. Although the title of the SKB is "Improving the quality of education in madrasah," its implicit mission in the field is equality and alignment of Madrasah with public schools. This policy has consequences for the necessity of restructuring and reformulating the madrasah curriculum, namely by including a more significant portion of general subjects and reducing the portion of religious subjects. With this curriculum structure, Madrasah graduates are expected to have the same rights and opportunities as public school graduates, continuing their education to a higher level and entering the world of work.

By comparing the beginning of his birth and his current situation, Steenbrink calls the changes experienced by the Madrasah with the term "big change." Referring to the criteria put forward by Ross & Bailey regarding the characteristics of educational change, the changes experienced by the Madrasah are in the category of transformation. School transformation refers to a radical modification in the form and substance of education by reinterpreting teaching, learning, and knowledge¹. From a policy perspective, educational change is called social intervention in education, and the goal is for better conditions.

Although policy always brings change, it should not always be assumed to improve. Because educational activities do not stand alone, many factors influence and even determine internal factors and various external factors. Therefore, according to Fullan, the purpose of educational change is presumably is to help schools accomplish their goals more effectively by replacing some structures,

---

programs, and practices with better ones\textsuperscript{2}. The term ‘educational change’ has a specific meaning: a distinct approach to educational change that enhances student outcomes and strengthens the school’s capacity to manage change\textsuperscript{3}.

Likewise, according to Wilson Bangun, changes in the format of education must be followed by changes at the implementing level, namely changes in school management, because management is a process that requires human resources to run the wheels of an organization. Humans have the knowledge and skills in doing their jobs, so they can get what is expected efficiently and effectively. In addition, humans have the knowledge and skills to coordinate with other people.\textsuperscript{4} In order to functionally run all aspects of management, there must be well-maintained coordination between members of the organization and their work units. Educational management implies cooperation to achieve goals. Complex goals require complex methods, which cannot be achieved by one person alone but through collaboration with other people and all aspects\textsuperscript{5}.

The development of educational demands gives color to educational institutions. It is one of the factors for the birth of Islamic-based educational institutions, namely Madrasah. Religious lessons or knowledge of the hereafter are obtained, and the development of modern Madrasah provides general lessons about worldly knowledge. Teachers have significant responsibilities to manage Madrasah with high integrity as people who have been trusted by all parties to manage Madrasah. To support this, along with the program for accelerating the implementation of change (transformation) of Madrasah in its new format, the Ministry of Religion launched a digital transformation program for Madrasah education. This program is implemented by cooperating with the giant digital company Google.

Director-General of Islamic Education Muhammad Ali Ramdhani said the synergy between the Ministry of Religious Affairs and Google supports the realization of “Great Dignified Madrasah.” This slogan was launched more than two years ago, in early February 2018. This collaboration is also to improve and equalize the quality of Madrasah education in the Industrial Revolution 4.0 era and to welcome Indonesia’s demographic bonus phase (2030-2045). The hope is that madrasah education can contribute more in bringing Indonesia to rank five as the world’s economic power towards a prosperous society (well-being)\textsuperscript{6}.

The program format is aimed at the learning model. First, flipped classroom to develop critical thinking skills. Second, blended learning develops communication and collaboration skills, and third, project-based learning gets students to think and work creatively in solving various problems. Departing from this reality, It is necessary to examine the implementation of the transformation of MAN learning in Jambi Province through the relationship between the implementation of principal leadership, e-learning supervision, and teacher performance with learning transformation at MAN, which has implemented learning transformation during the Covid-19 pandemic by taking location settings

\begin{thebibliography}{99}
\item Suryosubroto, Manajemen Pendidikan di Sekolah, Jakarta: Rineka Cipta, 2010, p. 16.
\end{thebibliography}
Principal Leadership, E-Learning Supervision, Teacher Performance within Learning Transformation at Madrasah Aliyah Negeri in Jambi Province

Several previous studies related to the transformation of learning at MAN focused more on the influence of madrasah culture; almost no researchers tried to see the relationship between principal leadership, e-learning supervision, and teacher performance. Several researchers, including Novan Ardy Wahyuni 7 discussed the transformation of Madrasah education after the Constitution of National Education System No. 20 of 2003, Anwar Jani also discussed the relationship of principal competence, teacher performance, and madrasah culture in the context of learning transformation at MTS 1 Jambi City 8, Wahyu Angraini also discussed the transformation of Madrasah learning during the Covid-19 pandemic 9. Rizal concluded that with the authority, determination, and creativity of the principal’s leadership, he built the authority to ensure that learning through Online E-learning could be carried out without ignoring the demands of the education curriculum in Madrasah 10.

Leadership is the process of influencing and directing employees to do the work assigned to their employees 11. Leadership is an essential aspect that a leader must act as the organizer of his group to achieve what has been set. Leadership can be defined as directing and influencing activities related to employees’ assignments to achieve the goals 12. The success of education in achieving its targets and objectives is not only influenced by procedures, regulations, operating standards, human resources, or infrastructure owned by educational institutions. However, the leadership model run by a leader will also determine the performance of educational institutions in achieving their goals. How many educations rise, after having reliable leadership management, and how many educations fall because a leader abandons them 13. The practice of leadership is related to influencing the behavior and feelings of others, both individually and in groups, in specific directions so that leadership refers to the process to help direct and mobilize people or their ideas 14. The Holy Qur'an (al-Anbiya: 73) explains that being a leader must do good.

Supervision is a coaching activity carried out by a professional to assist teachers and other education personnel in improving teaching materials, methods, and evaluations by continuously stimulating, coordinating, and guiding so that teachers become more professional in improving the achievement of school goals.

---

Supervision is the supervision of the implementation of educative technical activities in schools, such as the teaching and learning process, teachers' supervision, and supervision of the situation that causes it, not just physical supervision of the biological material. E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. Ardiansah defines e-learning as a learning system used as a means for teaching and learning processes that are carried out without having to meet face-to-face directly between teachers and students\textsuperscript{15}. Chandrawati defines e-learning as a distance learning process by combining principles in the learning process with technology\textsuperscript{16}, this opinion is supported by Michael who defines e-learning as learning that is structured with the aim of using electronic or computer systems, so as to support the learning process\textsuperscript{17}.

Meanwhile, Madrasah e-learning is a free application for madrasah products aimed at supporting the learning process from Madrasah Ibtidayah, Tsanawiyah, and Aliyah, to make it more structured, exciting, and interactive\textsuperscript{18}. Madrasah e-learning can be accessed by madrasah operators, subject teachers, counseling guidance teachers, homeroom teachers, and madrasah principals. Each has its user enter into the madrasah e-learning application, anytime and anywhere. E-learning madrasah is made as comfortable as possible for users to attract the spirit of learning efficiently, quickly, wherever, and whenever. Furthermore, to download the Madrasah e-learning application, the user must first log in as a madrasah operator (operators can download at the link https://elearning.kemenag.go.id/). In that process, the user must upload a Decision Letter (SK) as one of the main requirements for getting the madrasah e-learning application\textsuperscript{19}.

The term "performance" refers to "work" or "deed." Performance, according to Vroom in Samsu, is a function of skills/intelligence and motivation. If it is associated with the teacher, it denotes the impact of his ability and motivation in teaching at the Madrasah\textsuperscript{20}. The intertwined relationship between teacher characteristics and teacher productivity is the issue of how best to evaluate teacher performance\textsuperscript{21}. Ruky in Supardi, the word performance gives three meanings: achievement as in the context or sentence "high-performance car" or a high-speed car, performance, as in the context or sentence "Folk dance performance" or performances of folk dances, and task execution. While in the context "in performing his/her duties" or carrying out his obligations. When applied in educational institutions, performance implies work results, abilities or achievements, encouragement to carry out a job. Performance is an activity carried out to carry out complete tasks and responsibilities under the expectations and goals set\textsuperscript{22}. Donni Juni Priansa stated that teacher performance is the result of

\textsuperscript{15} Ardiansyah, Ivan. Eksplorasi Pola Komunikasi dalam Diskusi Menggunakan Moddle pada Perkuliahan Simulasi Pembelajaran Kimia, Universitas Pendidikan Indonesia, Bandung-Indonesia, 2013, p. 23.
\textsuperscript{17} Ibid.
\textsuperscript{18} https://elearning.kemenag.go.id/Retrieval at November 11, 2020.
\textsuperscript{19} Ibid.,
\textsuperscript{21} Harris, D. N., & Sass, T. R. "Skills, productivity and the evaluation of teacher performance."
\textsuperscript{22} Supardi, Kinerja Guru, Jakarta: Grafindo, 2014, p. 45.
work achieved by teachers in schools in order to achieve school goals. Hendarman stated that teacher performance could be improved through the leadership competence of professional principals. The success of the teacher's work is directly related to the principal. The principal is the decision-maker and becomes the reference for all policies in the school. In other words, school principals have a significant role in realizing the schools' innovations.

This research used a quantitative approach with the type of correlational research, namely research used to determine whether there is a relationship between two or several variables. The aims of the correlational technique are: (1) to find evidence based on the results of data collection, whether there is a relationship between variables or not, (2) to answer the question of whether the relationship between variables is strong, moderate, or weak, and (3) to obtain mathematical certainty. whether the relationship between variables is a convincing (significant) relationship or an inconclusive relationship. This study examines the partial and simultaneous correlation between the implementation of principal school leadership (X₁), e-learning supervision (X₂), and teacher performance (X₃) on the transformation of MAN learning (Y) as follows:

\[ \begin{align*} X_1 &= \text{Principal Leadership Implementation} \\ X_2 &= \text{E-learning Supervision} \\ X_3 &= \text{Teacher performance} \\ Y &= \text{Learning Transformation at MAN} \end{align*} \]

This study consists of four variables, namely the implementation of the principal's leadership (X₁), supervision of e-learning (X₂), teacher performance (X₃), and the transformation of MAN learning (Y). The four variables are further elaborated into several sub-variables and then indicators. The study population was all MAN under the auspices of the Regional Office of the Ministry of Religious Affairs in Jambi Province, with 37 schools. According to Arikunto, if the research subjects have the same characteristics, the sample represents the district/region. Then the school that is the sample in this study is taken from one school, each representing the city district in Jambi Province. The respondents are principals,

---

25 Samsu, S., & Rusmini, R. "The Influence of Principals' Leadership Styles on School Innovation in Jambi (Case Study in Several Senior High Schools in Jambi)." *Al-Ta Lim Journal* (Al-Ta Lim Journal), 2016, pp. 52-64.
teachers, education staff, and students from each sample school, which is proportional to the condition of school personnel.

Data collection in this study used a questionnaire using a Likert scale in positive and negative statement items. Data collection is in the form of a list of written statements presented to the selected sample. In this study, the questionnaire was a Google Form application that sent the link to the sample WhatsApp. The primary data were analyzed using SPSS software version 23.0 to see the relationship between independent variables and the dependent variable through multiple regression statistical analysis, partial correlation, and simultaneous correlation. In contrast, the supporting data were analyzed using descriptive analysis, namely data analysis through tables and diagrams to see the mean, mode, and median.

This study proved whether there was a relationship between the implementation of principal leadership, e-learning supervision, and teacher performance with the transformation of learning at MAN in Jambi Province. The correlation of implementing the principal's leadership (x₁) with the transformation of learning at MAN in Jambi Province (Y). Calculation of the correlation coefficient between Principal Leadership Implementation and Learning Transformation at MAN in Jambi Province is as follows:

Table 1
The results of the correlation analysis between the implementation of the principal's leadership and learning at MAN in Jambi province

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Principal Leadership Implementation</th>
<th>Learning Transformation at MAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Leadership</td>
<td>1</td>
<td>.879**</td>
</tr>
<tr>
<td>Implementation</td>
<td>N 64</td>
<td>.000</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Sig. (2-Tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Transformation</td>
<td>.879**</td>
<td>1</td>
</tr>
<tr>
<td>at Madrasah</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Aliyah</td>
<td>64</td>
<td>64</td>
</tr>
</tbody>
</table>

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

As presented in the table above. The correlation coefficient value between X₁ and Y is described as follows:

Figure 1. Correlation Analysis Results X₁ with Y

---

The calculation of the coefficient of determination is between the implementation of the principal's leadership and the transformation of learning at MAN in Jambi Province obtained a value of 0.772. The Implementation of Principal Leadership contributes to the Transformation of Learning at MAN in Jambi Province by 77.2%, other factors influence the remaining 22.8%. The hypothesis significance test was carried out by t-test with the results of the calculations as shown in table 2 below:

Table 2. Correlation Test Results X\textsubscript{1} with Y

<table>
<thead>
<tr>
<th>( r_{1y} )</th>
<th>( r_{1y}^2 )</th>
<th>Dk</th>
<th>( t_{count} )</th>
<th>( t_{table} )</th>
<th>( t_{table} )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.772</td>
<td>0.772</td>
<td>62</td>
<td>14,511</td>
<td>0.05</td>
<td>2.388</td>
<td>Ha accepted</td>
</tr>
</tbody>
</table>

The test results showed the value of \( t_{count} > t_{table} \), which is 14,511 > 1.670. There was a partially significant correlation between the implementation of the principal’s leadership (X\textsubscript{1}) and the transformation of learning at MAN in Jambi Province (Y); thus, Ha is accepted. Based on the calculation results obtained \( r_{1y} \) is 0.879. The value of the correlation coefficient ranges from 0.71 to 0.90. These results indicate a strong or high correlation between the implementation of the principal's leadership (X\textsubscript{1}) and the transformation of learning at MAN (Y) in Jambi Province. The correlation between e-learning supervision (X\textsubscript{2}) and learning transformation at MAN (Y) is shown by the calculation of the correlation coefficient between e-learning supervision and learning transformation at MAN in Jambi Province can be seen in the following table:

Table 3

The results of the correlation analysis between e-learning supervision and transformation of learning at MAN using SPSS 23.0

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Learning Transformation at MAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Learning Supervision Pearson Correlation</td>
<td>E-learning Supervision 1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>( .729^{**} )</td>
</tr>
<tr>
<td>N</td>
<td>64</td>
</tr>
<tr>
<td>Learning Transformation Corelation at Madrasah Aliyah Negeri (2.tailled)</td>
<td>Learning Transformation at MAN</td>
</tr>
<tr>
<td>Person Sig.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>64</td>
</tr>
</tbody>
</table>

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

Table 3 above shows the value of the correlation coefficient between X\textsubscript{2} and Y, which is described as follows:
The calculation of the coefficient of determination was between the implementation of the principal’s leadership (X2) and the transformation of learning (Y) at MAN obtained a value of 0.531. Then Kd = \( r^2 \times 100\% = 0.531 \times 100\% = 53.1\% \). The e-learning supervision contributed to the transformation of learning at MAN in Jambi Province by 53.1%, then the remaining 46.9% is influenced by other factors. The hypothesis significance test was carried out by t-test with the following results:

<table>
<thead>
<tr>
<th>( r^2_y )</th>
<th>( r^2_y^2 )</th>
<th>DK</th>
<th>( t_{count} )</th>
<th>( t_{table} )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.729</td>
<td>0.531</td>
<td>62</td>
<td>8,386</td>
<td>1.670</td>
<td>2.388</td>
</tr>
</tbody>
</table>

From the table above, the value of \( t_{count} > t_{table} \) which is at number 8.386 > 1.670. There is a partially significant correlation between the supervision of e-learning and the transformation of learning at MAN. This conclusion showed that Hₐ is accepted. Meanwhile, based on the calculation results obtained 2y of 0.729. The value of the correlation coefficient ranges from 0.71 to 0.90. These results indicated a strong or high correlation between the supervision of e-learning and the transformation of learning at MAN in Jambi Province. For the teacher performance (X₃) with learning transformation at MAN (Y), the results of the correlation coefficient analysis can be seen in the following table:

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

As presented in the table above, the value of the correlation coefficient between X₃ and Y is described as follows:

<table>
<thead>
<tr>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Performance</td>
</tr>
<tr>
<td>Learning Transformation at Madrasah</td>
</tr>
<tr>
<td>Learning Transformation at Aliyah Negeri</td>
</tr>
<tr>
<td>Learning Transformation</td>
</tr>
<tr>
<td>Teacher Performance</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

Figure 3
Results of X₃ Correlation Analysis with Y
The coefficient calculation of determination was between the implementation of the principal’s leadership and the transformation of learning at MAN obtained a value of 0.772. The implementing the principal’s leadership contributed to the transformation of learning at MAN by 69.7%, and then the remaining 30.3% was influenced by other factors. The hypothesis significance test was carried out by t-test with the following calculation results:

<table>
<thead>
<tr>
<th>$r_{3y}$</th>
<th>$r_{3y}^2$</th>
<th>DK</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.835</td>
<td>0.697</td>
<td>62</td>
<td>11,949</td>
<td>1.670</td>
<td>Ha accepted</td>
</tr>
</tbody>
</table>

Data processing shows the value of $t_{count} > t_{table}$, which is $11.949 > 1.670$. It means that a partially significant correlation between teacher performance ($X_3$) and learning transformation at MAN ($Y$), thus indicating Ha is accepted. Based on the calculation results obtained $r_{3y}$ of 0.835. These results indicated a strong or high correlation between teacher performance ($X_3$) and learning transformation at MAN in Jambi Province ($Y$). The correlation between the implementation of the principal’s leadership ($X_1$), e-learning supervision ($X_2$), and teacher performance ($X_3$) simultaneously with the transformation of learning at MAN ($Y$) can be seen from the calculation results as shown in the following table:

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>R Square</td>
</tr>
<tr>
<td>1</td>
<td>.914&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

II. Predictors: (Constant), implementation of principal leadership, e-learning supervision, teacher performance, learning transformation at MAN.

Based on the above calculations, obtained $t_{count}$ is 101.337 and 2.76 at a significance level of $\alpha= 0.05$. These results indicate the value of $t_{count} > t_{table}$, which is at number $101.337 > 1.999$; thus, it can be concluded that Ha is accepted. This calculation showed a positive relationship between the implementation of principal leadership, e-learning supervision, teacher performance, and the transformation of learning at MAN in Jambi Province. Thus, it can be understood that the better the implementation of principal leadership, e-learning supervision, and teacher performance, the better the transformation of learning at MAN in Jambi Province. The calculation results also showed that the hypothesis is accepted.

The contribution of implementing principal leadership, e-learning supervision, and teacher performance simultaneously to the transformation of learning at MAN in Jambi Province, can be seen from the value of the coefficient of
determination (R^2). The coefficient of determination (R^2) is = 0.835.100% = 83.5%. The contribution of the implementation of principal leadership, e-learning supervision, and teacher performance simultaneously to the transformation of learning at MAN in Jambi Province is 83.5%, other factors influence the remaining 16.5%.

The results of hypothesis testing have proven that there was a significant relationship either partially or simultaneously between the implementation of principal leadership, e-learning supervision, and teacher performance with learning transformation at MAN in Jambi Province. The relationship between the implementation of the principal’s leadership (X_1) and learning transformation (Y) by testing the first hypothesis resulted in a correlation coefficient of 0.879, a coefficient of 0.772, and a t\textit{count} of 14,511. Based on the results of this calculation, it can be interpreted that there was a positive and significant relationship between the implementation of the principal’s leadership and the learning transformation of the MAN in Jambi Province, which is 77.2%, with a close relationship (value) of 0.862. Based on the correlation coefficient interpretation table, the existing correlation coefficient values indicated a strong correlation between the implementation of principal leadership (X_1) and learning transformation (Y) at MAN in Jambi Province. It was proven by the research conducted by Creemers and Scheerens, quoted by Supardi\textsuperscript{30}. The implementation of principal’s leadership was the atmosphere contained in a school, which described the cheerful and friendly atmosphere or concern for one another. The atmosphere occurred because of a good relationship between the principal and the teacher and between the teacher and students.

The results of testing the second hypothesis showed that the correlation of e-learning supervision (X_2) with learning transformation at MAN in Jambi Province obtained a correlation coefficient value of 0.729, a coefficient of determination of 0.531, and a t\textit{count} of 8.386. Based on this test, it showed that the supervision of e-learning has a positive and significant correlation with the transformation of learning at MAN in Jambi Province by 53.1%. Every teacher's openness in reporting, teacher confidence to continue implementing e-learning in learning, and teacher loyalty to the values and goals of madrasahs influence the transformation of learning at MAN in Jambi Province.

Calculation of the close relationship between e-learning supervision and learning transformation at MAN in Jambi Province resulted in a value of \textit{r}s is 0.682. Based on the correlation coefficient interpretation table, the correlation coefficient value indicated a moderate correlation between e-learning supervision (X_2) and learning transformation at MAN in Jambi Province (Y). This study proved the opinion of Luthans, quoted by Edy Sutrisno, stating that supervision was a strong impetus to make members in an organizational group willing to carry out improvement of good relations within the organization. Supervision creates a particular belief and acceptance of values to surprise the organization's goals.

The correlation of teacher performance (X_3) with learning transformation at MAN in Jambi Province (Y) showed that the results of the third hypothesis test obtained a correlation coefficient value of 0.53, a coefficient of determination of 0.697, and a t\textit{count} of 11.949. This finding showed that teacher performance was positively and significantly correlated with the transformation of learning at MAN in Jambi Province, which is 69.7%. Teachers’ performance in this Madrasah will

determine changes in the transformation of learning at MAN in Jambi Province, which is getting higher. All forms of teacher accountability to leaders for the rules, authorities, duties, and functions of teachers will influence the transformation of learning in madrasahs. Calculation of the close relationship between teacher performance and learning transformation at MAN in Jambi Province resulted in a value of $r_s$ is 0.835. Based on these findings, it showed that there was a strong correlation between teacher performance ($X_3$) and learning transformation at MAN in Jambi Province ($Y$).

This finding is in line with the opinion of R. Bittel quoted by Mukhtar who stated that teacher performance is a responsibility, either personally or to subordinates whom a leader has delegated, and it is the obligation of the organization or school that he is dismissed or given the authority to perform the task.

The results of the fourth test were the correlation of principal leadership implementation ($X_1$), e-learning supervision ($X_2$), and teacher performance ($X_3$) with learning transformation at MAN in Jambi Province ($Y$), showing a correlation coefficient value of 0.914. the coefficient of determination is 0.835, and $F_{count}$ is 101.337. The finding revealed that the implementation of principal leadership, e-learning supervision, and teacher performance have a positive and significant correlation simultaneously with the transformation of learning at MAN in Jambi Province. The changes that occurred in the transformation of learning at MAN in Jambi Province were determined by the implementation of the principal's leadership, e-learning supervision, and teacher performance of 83.5%. Based on the calculation of the relationship simultaneously, it is obtained that $r_{yx1x2x3}$ is 0.914. These results indicated that there was a solid correlation between the implementation of principal leadership ($X_1$), e-learning supervision ($X_2$), and teacher performance ($X_3$) and the transformation of learning at MAN in Jambi Province ($Y$).

The calculation of the multiple linear regression equation between the implementation of principal leadership, e-learning supervision, and teacher performance with learning transformation at MAN in Jambi Province resulted in the equation $Y = 1,790 + 0,474X_1 + 0,236X_2 + 0,293X_3$. The regression coefficient value of the principal’s leadership implementation obtained is 0.474, the e-learning supervision obtained is 0.236, and the teacher performance obtained is 0.293. Based on the results of the analysis of simple correlation tests and multiple correlations, it is known that each independent variable correlates with the dependent variable. The correlation index for implementing the principal’s leadership is interpreted as having a strong correlation with the transformation of learning at MAN in Jambi Province. The correlation index score for e-learning supervision is interpreted as having a moderate correlation with the transformation of learning at MAN in Jambi Province, as well as the correlation index number for teacher performance interpreted as having a strong correlation with learning transformation at MAN in Jambi Province. The correlation index number for the implementation of principal leadership, e-learning supervision, and teacher performance is interpreted as having a solid correlation with the transformation of learning at MAN in Jambi Province.

Learning Transformation at MAN in Jambi Province was in line with Chris Rowley's opinion, which stated that learning transformation is an organized and planned effort consisting of structured activities that will result in a joint planning effort between workers with the organization they work for. The determining factors related to the transformation of the learning system are the principal's leadership, supervision, and teacher performance. The tests carried out on the four research hypotheses resulted in a description of the research constellation as follows:

![Diagram of the research with correlation coefficient value]

The research above showed that implementing principal leadership, e-learning supervision, teacher performance correlated with learning transformation, either partially or simultaneously, at MAN in Jambi Province.

**III. Closing**

Based on the research results above, it concluded that there was a significant and robust relationship between the implementation of principal leadership and learning transformation at MAN in Jambi Province. This means that increasing the implementation of the principal's leadership will increase the transformation of learning. In addition, there was also a significant and moderate relationship between e-learning supervision and learning transformation. When the supervision of e-learning increases, it increases the transformation of learning. Likewise, there was a significant and robust relationship with learning transformation in teacher performance. Improving teachers' performance will provide an increase in the transformation of learning. Meanwhile, simultaneously, it showed a significant and solid relationship between the implementation of principal leadership, e-learning supervision, and teacher performance with the transformation of learning at MAN in Jambi Province.

The research conclusion above showed that part of the strongly correlated variables was implementing the principal's leadership and teacher performance on the transformation of learning at MAN in Jambi Province. E-learning supervision has a moderate correlation with learning transformation.

---

Practical Implication

The practical implications of the research shows that the learning transformation will increase if the application of principal leadership, e-learning supervision, and teacher performance is given at MAN in Jambi Province. Thus, teachers' performance can be improved by improving the accountability of teachers' work so that it has an impact on increasing the transformation of learning at MAN, namely by making accurate work reports to superiors.

BIBLIOGRAPHY


