

The Influence of Madrasah Principal Leadership, Compensation, and Discipline on The Loyalty of Private Madrasah Aliyah Teachers in Tanah Datar Regency

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Abstract: *The issue of teacher loyalty in madrasahs has become a major concern, as it directly affects the quality of education. Low levels of teacher loyalty are often caused by weak leadership from the madrasah principals, inadequate compensation, and low teacher discipline. Poor teacher loyalty can lead to decreased learning quality, increased teacher absenteeism, and a decline in the reputation of educational institutions. This study aims to analyze the influence of madrasah principal leadership, compensation, and teacher discipline on the loyalty of teachers in Private Islamic Senior High Schools (Madrasah Aliyah Swasta) in Tanah Datar Regency. The study employs a quantitative approach using a survey method through the distribution of questionnaires to teachers of Private Madrasah Aliyah as respondents. The data analysis technique used is path analysis. The research findings indicate that: (1) Principal leadership has a direct and significant effect on teacher loyalty, as evidenced by a t-value of 4.227 > t-table 1.96; (2) Compensation has a direct and significant effect on teacher loyalty, with a t-value of 7.314 > t-table 1.96; (3) Teacher discipline has a positive and significant effect on teacher loyalty, with a t-value of 2.715 > t-table 1.96; (4) Principal leadership has an indirect effect on loyalty through the discipline variable, with a t-value of 1.971 > t-table 1.96; (5) Compensation has an indirect effect on loyalty, with a t-value of 2.545 > t-table 1.96; (6) The total effect of principal leadership on teacher loyalty is 0.588; (7) The total effect of compensation on teacher loyalty is 1.294.*

Keywords: *Madrasah Principal Leadership, Compensation, Discipline, Loyalty, Teachers*

Introduction

Education is a conscious and planned process to create a conducive learning environment for the comprehensive development of students' potential. In this context, the success of education is largely determined by the quality of the educational institution itself, which depends in part on the role of teachers as the spearhead of the teaching and learning process. Teachers not only play a role in transferring knowledge, but also in shaping the character, ethics, and values of students. Therefore, teacher loyalty to

educational institutions is a crucial aspect in ensuring the continuity and quality of education.

Recognizing the importance of teacher loyalty, it is necessary to increase teacher loyalty in educational institutions. To increase teacher loyalty, it is necessary to understand several factors that influence teacher loyalty. Internal factors that influence teacher loyalty are factors that influence teachers from within, such as discipline and order. Then, several external factors that influence teacher loyalty are satisfaction with the salary received by teachers, school leadership, workload as educators, coworkers, awards received from the school, and satisfaction with school facilities.¹

Teacher loyalty has very important implications in the context of modern education. When teachers feel emotionally and professionally attached to their school, this creates a strong foundation for effective and sustainable educational continuity. Teacher loyalty plays an important role in the continuity of effective education. Loyal teachers demonstrate a high level of commitment to the school's vision and mission, not only in academic teaching, but also in character building and student development. This loyalty creates stability in the learning environment, increases job satisfaction, and motivates teachers to continue developing their professionalism in order to achieve better quality education.²

Teacher loyalty is reflected in their commitment to their duties, responsibilities, and loyalty to the vision and mission of the school or madrasah. Loyal teachers tend to show high dedication, are willing to work beyond their main duties, and actively contribute to creating a positive learning environment. However, this loyalty does not just appear out of nowhere, but is influenced by various factors, both internal and external. Some of the main factors that influence teacher loyalty include the leadership of the madrasah principal, the compensation system, and the level of teacher discipline.

Visionary and highly principled madrasah leadership can be a key driver in building teacher loyalty. Leaders who are fair, supportive, and set an example will create a healthy and productive work environment. Madrasah leadership is key to success, especially in curriculum development. Without strong leadership, monitoring activities become merely administrative tasks rather than reflective and strategic processes for improving the quality of education.³

¹ Patricia Shannon Sumargo, *Analisis Faktor-Faktor yang Mempengaruhi Tingkat Loyalitas Guru* (Jakarta: Universitas Indonesia Publisher, 2021), <https://lib.ui.ac.id/detail?id=20514519&lokasi=lokal>.

² Ridwal Trisoni, "Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan," *Ta'dib* 14, no. 2 (2016). <https://dx.doi.org/10.31958/jt.v14i2.205>

³ Muhammad Fazis, "Peranan Manajer Sekolah dalam Pelaksanaan Bimbingan dan Konseling Menghadapi Masyarakat Ekonomi ASEAN," *PROCEEDING IAIN Batusangkar* 1, no. 1 (2017): 158-75.

The head of the madrasah plays an important role in providing vision, direction, and managing resources so that the curriculum runs in a planned, participatory, and quality-oriented manner, thereby enabling it to respond to the challenges of the times and the needs of students.⁴ In addition, adequate compensation—both material and non-material—can increase job satisfaction and encourage teachers to remain loyal to their institutions. Teacher discipline is also an important indicator, not only demonstrating professional responsibility, but also reflecting the level of loyalty to the institution.

The phenomenon found in several private Islamic high schools in Tanah Datar Regency shows that despite limitations in terms of compensation and leadership, most teachers still show high loyalty. This is interesting to explore further, given the differences between theory and practice in the field. A number of previous studies have also shown a positive influence between leadership, compensation, discipline, and teacher loyalty. Saiful Rahman, Hermanto, dan Akhmad Saufi⁵ found that organizational climate and compensation affect teacher loyalty with job satisfaction as a mediator. Dhenok Afrianingrum⁶ shows that school leadership, compensation, and work motivation have a significant effect on teacher loyalty and performance. Yanthi Meitery Gunawan dan Tarto⁷ found that work culture and discipline influence teacher loyalty, while Noha Lazulva Aminin⁸ emphasizes that leadership style and work motivation influence the loyalty of madrasah teachers. These results indicate that leadership, compensation, and discipline play an important role in increasing teacher loyalty.

However, this study has a different focus because it examines the influence of madrasah principal leadership, compensation, and discipline on teacher loyalty in Private Madrasah Aliyah in Tanah Datar Regency, using path analysis through the LISREL application and making discipline an

⁴ Muhammad Fazis dan Vicky Rizki Febrian, "Analisis Manajemen Kurikulum Merdeka Belajar oleh Stakeholders Pendidikan pada Madrasah di Kabupaten Tanah Datar," *Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2024): 111–22. <https://dx.doi.org/10.31958/manapi.v3i2.13781>

⁵ Saiful Rahman, Hermanto Hermanto, dan Akhmad Saufi, "Pengaruh Iklim Organisasi dan Kompensasi Terhadap Loyalitas Guru Honor dengan Dimediasi Kepuasan Kerja (Studi pada SMKN se Kota Mataram)," *Empiricism Journal* 4, no. 1 (30 Mei 2023): 19–34. <https://doi.org/10.36312/ej.v4i1.1216>

⁶ Dhenok Afrianingrum, "Pengaruh Kepemimpinan Kepala Sekolah, Kompensasi, Dan Motivasi Kerja Terhadap Loyalitas Guru Dan Kinerja Guru Di SMK Pelita Nusantara 1 Semarang" (Semarang: Skripsi, 2020).

⁷ Yanthi Meitery Gunawan, "Pengaruh Budaya Kerja Dan Disiplin Kerja terhadap Loyalitas Guru (Survei Pada Guru di Sekolah Dasar Negeri Kota Tangerang)," in *Prosiding Seminar Nasional Unimus*, vol. 1, 2018, <https://prosiding.unimus.ac.id/index.php/semnas/article/viewFile/82/79>.

⁸ Noha Lazulva Aminin, "Mengukur Loyalitas Guru Swasta Mts Dan Ma Al-Mawaddah Coper Tahun Pelajaran 2020-2021 Ditinjau Dari Gaya Kepemimpinan Dan Motivasi Kerja" (Iain Ponorogo, 2020).

intervening variable. In addition, this study focuses on the context of private madrasahs, which have rarely been studied in previous research. Therefore, this study is expected to contribute new insights into understanding the factors that influence teacher loyalty in Islamic educational institutions. It also aims to examine the influence of madrasah leadership, compensation, and discipline on teacher loyalty in private Madrasah Aliyah in Tanah Datar Regency, as an effort to gain a deeper understanding of the factors that can strengthen the quality of human resources in education.

Methods

This study used field research with quantitative methods, employing a survey to collect the data needed to evaluate the influence of madrasah principal leadership, compensation, and teacher discipline on teacher loyalty in private madrasahs in Tanah Datar Regency. The survey method was chosen because it allowed researchers to collect data from a large number of diverse samples in an efficient and systematic manner. Survey research is a research method used to collect data from various respondents.⁹ This research was conducted through questionnaires or interviews, with the aim of describing the characteristics or opinions of a particular population. This survey research was conducted with the aim of describing various aspects of the population under study. It will provide accurate information and describe the entire population while minimizing time and costs.¹⁰

The research was conducted at private Islamic high schools in Tanah Datar Regency, West Sumatra Province. The population in this study consisted of all teachers at private Islamic high schools in Tanah Datar Regency, West Sumatra Province, totaling 152 people. The sample used in this study was determined by proportional random sampling. The technique of proportional random sampling is a type of probability sampling, in which respondents are selected fairly and representatively, ensuring that every member of the population has an equal chance of being selected for the sample. Sampling is conducted randomly without regard to strata within the population. After calculating the sample size to be used in this study using the Slovin formula, it was determined that a sample size of 110 people from a population of 152 would be representative of the entire population.

Results and Discussion

1. Research Results

a. Data Description

The data description in this study was conducted descriptively using descriptive statistics. In this study, descriptive analysis was performed using SPSS version 20. The purpose of

⁹ Masri Singarimbun, "Metode penelitian survai," 1995.

¹⁰ Sugiyono, "Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D," 2013.

statistical descriptive data description was to observe the distribution of data, data deviation, and the size of the research variables. The results of this descriptive data analysis can be used as a reference in observing the response trends of respondents for each research variable, namely the variables of madrasah principal leadership, compensation, teacher discipline, and teacher loyalty at private Madrasah Aliyah in Tanah Datar Regency, which had a total of 110 respondents. The description of the data for all research variables is as follows:

Table 1. Descriptive Statistics of Research Variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
KEPEMIMPINAN KEPALA MADRASAH	110	54.00	18.00	72.00	54.7727	7.70400	59.352
KOMPENSASI	110	30.00	10.00	40.00	30.4455	4.15654	17.277
KEDISIPLINAN GURU	110	39.00	13.00	52.00	41.2000	5.38738	29.024
LOYALITAS GURU	110	72.00	24.00	96.00	76.4818	9.94179	98.839
Valid N (listwise)	110						

1. Madrasah Principal Leadership

Based on the results of descriptive statistical analysis of the principal leadership variable in Table 1 above, it can be seen that there were a total of 110 respondents. The maximum score obtained from the questionnaire results was 72, while the minimum score was 18. Thus, the data range was 54, obtained from the difference between the maximum and minimum scores, namely $72 - 18 = 54$. The average leadership score of madrasah principals obtained from the data was 54.7, rounded up to 55. The standard deviation and variance of the madrasah principal leadership questionnaire data were 7.7 and 59.4.

Table 2. Category of Madrasah Principal Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kurang Baik	5	4.5	4.5	4.5
	Sedang	26	23.6	23.6	28.2
	Baik	79	71.8	71.8	100.0
	Total	110	100.0	100.0	

Based on Table 2, it can be seen that 79.1% of madrasah principals have good leadership, 20% have moderate leadership, and 0.9% have poor leadership. For further clarification, the

frequency of madrasah principal leadership categories can be seen in the following bar chart:

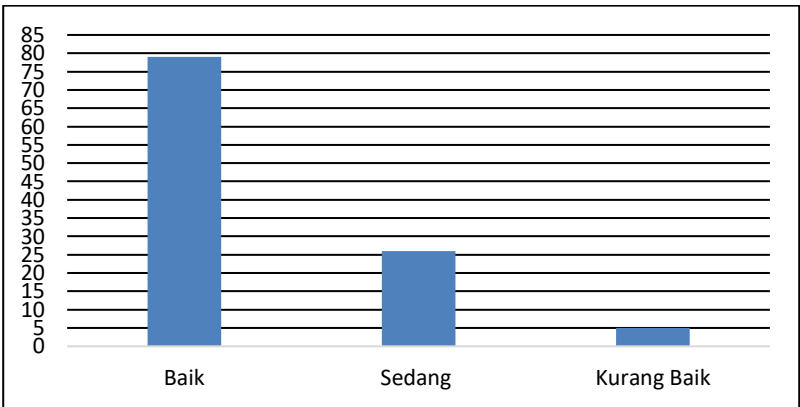


Figure 1. Categories of Madrasah Principal Leadership

2. Compensation

Based on the results of descriptive statistical analysis of compensation variables in Table 1 above, it can be seen that there were a total of 110 respondents. The maximum score obtained from the questionnaire was 40, while the minimum score was 10. Thus, the data range was 30, obtained from the difference between the maximum and minimum scores, namely $40 - 10 = 30$. The average compensation value obtained from the data is 30.4. The standard deviation and variance of the compensation questionnaire data are 4.2 and 17.3.

Table 3. Compensation Categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kurang Baik	5	4.5	4.5	4.5
	Sedang	23	20.9	20.9	25.5
	Baik	82	74.5	74.5	100.0
	Total	110	100.0	100.0	

Based on Table 3, out of 110 respondents, 74.5% or 82 teachers received good compensation. Twenty-three teachers received moderate compensation, with a percentage of 20.9%. Then, 5 teachers received poor compensation, with a percentage of 4.5%. For further clarification, the frequency of compensation categories can be seen in the following bar chart:

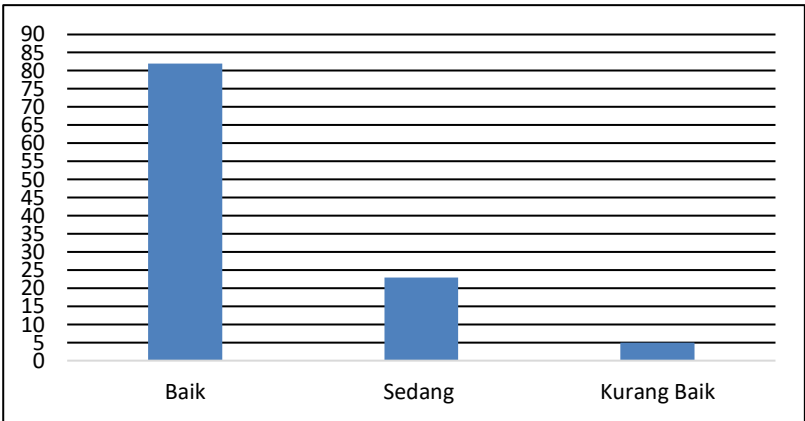


Figure 2. Compensation Categories

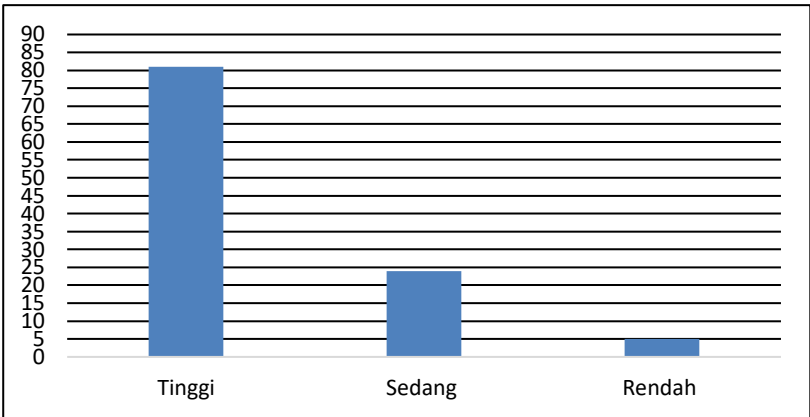
3. Teacher Discipline

Based on the results of descriptive statistical analysis of teacher discipline variables in Table 1 above, it can be seen that there were a total of 110 respondents. The maximum score obtained from the questionnaire results was 52, while the minimum score was 13. Thus, the data range was 39, obtained from the difference between the maximum and minimum scores, namely $52 - 13 = 39$. The average teacher discipline score obtained from the data is 41.2, which is rounded to 41. The standard deviation and variance of the teacher discipline questionnaire data are 5.4 and 29, respectively.

Table 4. Teacher Discipline Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	5	4.5	4.5	4.5
	Sedang	24	21.8	21.8	26.4
	Tinggi	81	73.6	73.6	100.0
	Total	110	100.0	100.0	

Based on Table 4, 81 teachers had high discipline with a percentage of 73.6%. Meanwhile, 24 teachers had moderate discipline with a percentage of 21.8%. Then, there were 5 teachers with low discipline, with a percentage of 4.5%. Furthermore, for clarity, the frequency of teacher discipline categories can be seen in the following bar chart:



Gambar 3. Kategori Kedisiplinan Guru

4. Teacher Loyalty

Based on the results of descriptive statistical analysis of teacher loyalty variables in Table 1 above, it can be seen that there were a total of 110 respondents. The maximum score obtained from the questionnaire was 96, while the minimum score was 24. Thus, the data range was 72, obtained from the difference between the maximum and minimum scores, namely $96 - 24 = 72$. The average teacher loyalty score obtained from the data is 76.5. The standard deviation and variance of the teacher loyalty questionnaire data are 9.9 and 98.8.

Table 5. Teacher Loyalty Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	5	4.5	4.5	4.5
	Sedang	26	23.6	23.6	28.2
	Tinggi	79	71.8	71.8	100.0
	Total	110	100.0	100.0	

Based on Table 5, with a percentage of 71.8%, there are 79 teachers who have high loyalty. Then, 26 teachers have moderate loyalty with a percentage of 23.6%. Furthermore, there are teachers with low loyalty with a percentage of 4.5%, namely 5 people. For further clarification, the frequency of teacher loyalty categories can be seen in the following bar chart:

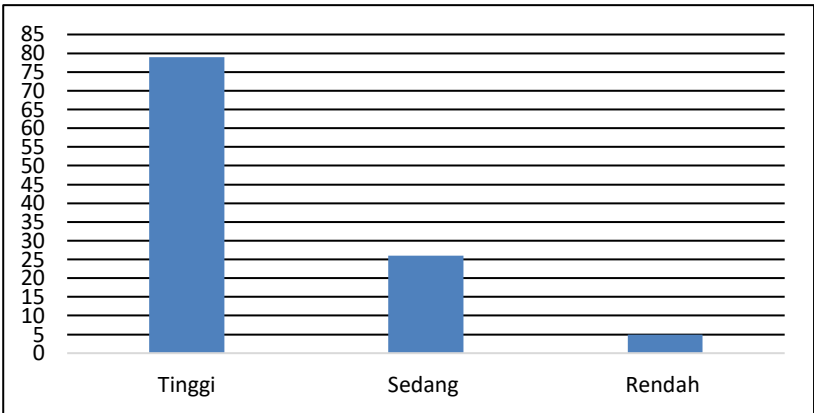


Figure 4. Teacher Loyalty Categories

b. Requirements Analysis Testing

Before conducting research, it is necessary to test the analysis requirements, namely classical assumption tests. The following are some classical assumption tests:

1. Normality Test

The normality test in this study was conducted to examine the variables used in the path analysis, namely Madrasah Principal Leadership (X_1), Compensation (X_2), Teacher Discipline (X_3) and Teacher Loyalty (Y) normally distributed or not. This is done because the ideal model has residual values that are normally distributed.¹¹ Data normality testing can be done in several ways, namely normal data has a significance value from the Kolmogorov-Smirnov test sample greater than 0.05. Then, by looking at the histogram graph, the P-Plot graph that has been analyzed using SPSS version 20.

¹¹ Hassan Suryono dan Triana Rejekiningsih, “Uji persyaratan analisis statistik,” *Jurnal Inovasi Pendidikan* 8, no. 2 (2007).

Table 6. Kolmogorov-Smirnov Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		110
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	5.38118716
Most Extreme Differences	Absolute	.106
	Positive	.106
	Negative	-.046
Kolmogorov-Smirnov Z		1.108
Asymp. Sig. (2-tailed)		.172

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the Kolmogorov-Smirnov normality test in Table 6, it can be seen that the data is normally distributed because it has a Sig value > 0.05. So it can be said that each research variable, namely the leadership of the madrasah principal (X₁), Compensation (X₂), Teacher Discipline (X₃) and Teacher Loyalty (Y) normally distributed. In addition, normality can also be seen from the histogram graph in Figure 5 and the P-Plot graph in Figure 6.

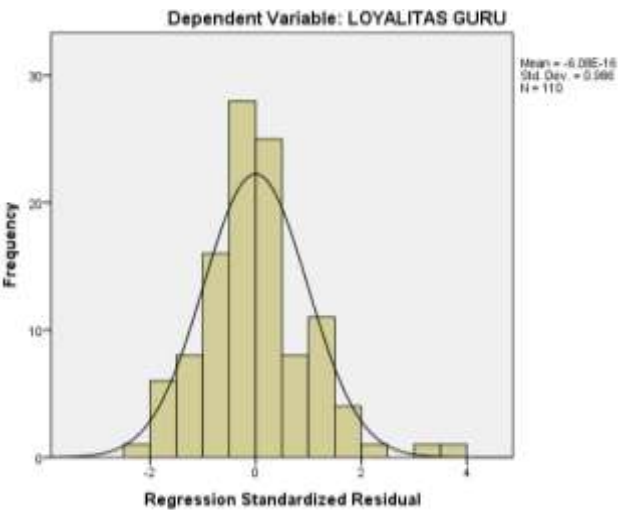


Figure 5. Normality Test Histogram Graph

The histogram graph above shows a bell shape, because the data from all research variables, namely Madrasah Principal Leadership (X₁), Compensation (X₂), Teacher Discipline (X₃) and

Teacher Loyalty (Y) can be said to be normally distributed.
Normal P-P Plot of Regression Standardized Residual

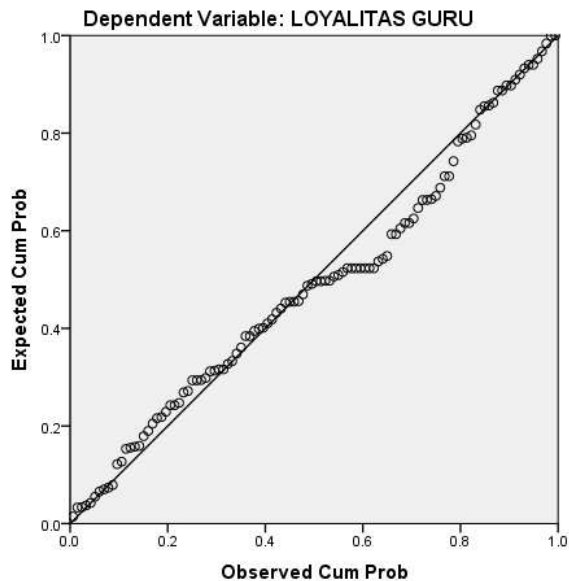


Figure 6. P-Plot Normality Graph

Figure 6 above shows a P-Plot graph which can be described as points scattered along a diagonal line. Therefore, the residual values of the research variables, namely Madrasah Principal Leadership (X_1), Compensation (X_2), Teacher Discipline (X_3) and Teacher Loyalty (Y) can be said to be normally distributed from the results of the analysis that has been conducted.

2. Linearity Test

Table 7. Testing the Linearity of Madrasah Principals' Leadership with Teacher Loyalty

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
loyalitas * kepemimpinan	Between Groups	(Combined)	22.029	2	11.014	96.683	.000
		Linearity	21.786	1	21.786	191.241	.000
		Deviation from Linearity	.242	1	.242	2.125	.148
	Within Groups		12.190	107	.114		
	Total		34.218	109			

Based on Table 7, it can be concluded that the leadership variable of the madrasah principal (X_1) has a significantly linear relationship with the teacher loyalty variable (Y). Because the significance value of the Deviation from Linearity value is greater than 0.05, namely the Deviation from Linearity value of $0.148 > 0.05$.

Table 8. Linearity Test of Compensation with Teacher Loyalty

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
loyalitas * kompensasi	Between Groups	(Combined)	20.636	2	10.318	81.282	.000
		Linearity	20.234	1	20.234	159.402	.000
		Deviation from Linearity	.401	1	.401	3.162	.078
	Within Groups		13.582	107	.127		
	Total		34.218	109			

Based on Table 8, the Deviation from Linearity value obtained is 0.078. Therefore, it can be concluded that there is a significant linear relationship between the compensation variable (X_2) with the variable of teacher loyalty (Y). Because the significance value of the Deviation from Linearity value is greater than 0.05, namely the Deviation from Linearity value of $0.078 > 0.05$.

Table 9. Linearity Test of Teacher Discipline with Teacher Loyalty

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
loyalitas * kedisiplinan	Between Groups	(Combined)	16.587	2	8.294	50.332	.000
		Linearity	16.105	1	16.105	97.737	.000
		Deviation from Linearity	.482	1	.482	2.926	.090
	Within Groups		17.631	107	.165		
	Total		34.218	109			

Based on Table 9, the Deviation from Linearity value obtained is 0.090. Therefore, it can be concluded that there is a significant linear relationship between the teacher discipline variable (X_3) with the variable of teacher loyalty (Y). Because the significance value of the Deviation from Linearity is greater than 0.05, namely the Deviation from Linearity value of $0.090 > 0.05$.

3. Multicollinearity Test

The multicollinearity test in this study is intended to determine whether there is a significant correlation between the exogenous variables in the regression model. If there is a strong correlation, it will be difficult to determine the individual effect of each exogenous variable on the endogenous variable. One way to detect multicollinearity or high correlation between exogenous variables is to look at the Variance Inflation Factor (VIF) and tolerance value. Multicollinearity does not occur if the Variance Inflation Factor $VIF < 10$ and the tolerance value > 0.10 .¹² The results of the multicollinearity test in this study can be seen in Table 10 below.

¹² Siti Mar'atush Sholihah et al., "Konsep uji asumsi klasik pada regresi linier berganda," *Jurnal Riset Akuntansi Soedirman* 2, no. 2 (2023): 102–10.

Table 10. Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.078	4.120		.747	.457		
	KEPEMIMPINAN KEPALA MADRASAH	.367	.097	.274	3.786	.000	.446	2.242
	KOMPENSASI	.428	.163	.185	2.621	.010	.470	2.130
	KEDISIPLINAN GURU	.921	.127	.511	7.252	.000	.472	2.118

a. Dependent Variable: LOYALITAS GURU

Based on Table 10, it can be concluded that there are no symptoms of multicollinearity in the variables of this study. This is because the VIF value of the Madrasah Principal Leadership variable is 2.242, the VIF value of the Compensation variable is 2.130, and the VIF value of the Teacher Discipline variable is 2.118. Where the VIF values of all exogenous variables are greater than 10 (VIF > 10). Then, the tolerance value of the Principal Leadership variable is 0.446, the tolerance value of the Compensation variable is 0.470, and the tolerance value of the Teacher Discipline variable is 0.472. Thus, it can be seen that the tolerance value of each variable is greater than 0.1 (tolerance value > 0.1).

4. Heteroscedasticity Test

The heteroscedasticity test in this study aims to examine whether there is variance heteroscedasticity in the regression model. If the residual variance is not uniform, it is called heteroscedasticity. This test is important to ensure that the regression model constructed is valid and the results are reliable.¹³ The heteroscedasticity test in this study can be seen in Table 11.

¹³ I Wayan Widana dan Ni Putu Lia Muliani, “Uji persyaratan analisis” (Klik Media, 2020).

Table 11. Heteroscedasticity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.898	2.695		3.673	.000
X1	-.150	.138	-.298	-1.083	.281
X2	.195	.167	.206	1.167	.246
X3	-.074	.166	-.119	-.448	.655

a. Dependent Variable: Abs_RES

If the Sig. value is > 0.05 , then it can be said that there is no heteroscedasticity. Based on the table above, it can be seen that the significance value for each variable is greater than 0.05. Where in X₁ Sig. $0.281 > 0.05$, X₂ Sig. $0.246 > 0.05$ and on X₃ Sig. $0.655 > 0.05$. Therefore, it can be concluded that there is no heteroscedasticity between exogenous and endogenous variables, namely the variables of Madrasah Principal Leadership, Compensation, Teacher Discipline, and Teacher Loyalty.

5. Autocorrelation Test

Table 12. Durbin Watson Autocorrelation Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.867 ^a	.752	.745	5.45680	1.797

a. Predictors: (Constant), KEDISIPLINAN GURU, KOMPENSASI, KEPEMIMPINAN KEPALA MADRASAH

b. Dependent Variable: LOYALITAS GURU

Based on Table 12, the autocorrelation test results obtained a Durbin Watson value of 1.797. Autocorrelation does not occur if the Durbin Watson value is between the DU (Durbin Watson Upper Bound) value and four minus the DU value. The DU value is obtained from the Durbin Watson comparison table at a significance level of 5%. Where the number of independent variables is 3 and the number of samples is 110, the DU value in the Durbin Watson distribution table is 1.7455. So, after calculating $DU < D < 4 - TWO$, the result is $1.7455 < D < 2.2545$. Thus, the Durbin

Watson value is between $1.7455 < 1.797 < 2.2545$. Based on this comparison, it can be concluded that there are no signs of autocorrelation.

c. Hypothesis Testing

This study uses path analysis, which is used to analyze the relationship patterns between variables in order to determine the direct and indirect effects of exogenous and endogenous variables and to determine the total effect of direct and indirect effects.¹⁴ Path analysis in this study was conducted to determine the influence of madrasah principal leadership (X₁) and compensation (X₂) towards teacher loyalty (Y), through teacher discipline (X₃) Private Madrasah Aliyah in Tanah Datar Regency. The following are the results of path analysis of all variables analyzed using Lisrel version 8.8:

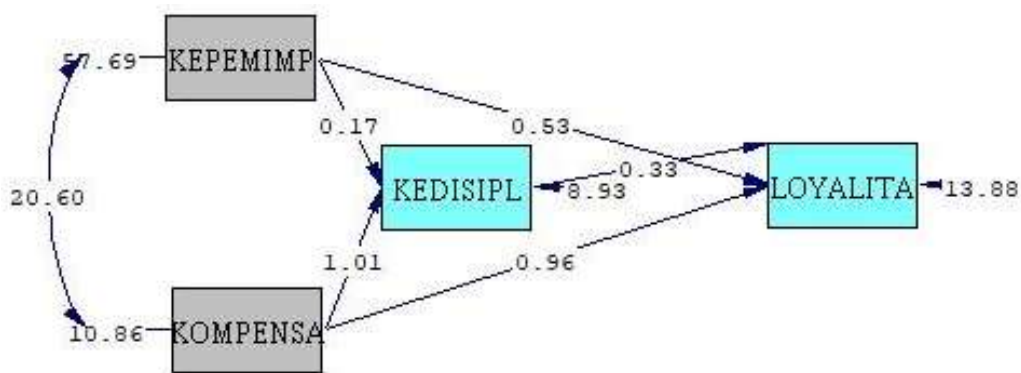


Figure 7. Path Analysis Results (Standard Coefficients)

Based on the results of the path analysis shown in the graph above, it can be seen that the standard coefficient or direct path coefficient of the influence of the principal's leadership variable on teacher loyalty is 0.53. The direct influence of compensation on teacher loyalty is 0.96. Furthermore, there is the indirect influence of the principal's leadership variable, where the standard coefficient or path coefficient of the principal's leadership influence on teacher discipline is 0.17 and the influence of teacher discipline on teacher loyalty is 0.33. Then there is the indirect effect of the compensation variable, where the standard coefficient or path coefficient of the effect of compensation on teacher discipline is 1.01 and the effect of teacher discipline on teacher loyalty is 0.33.

¹⁴ Hironymus Ghodang, *Path analysis (analisis jalur)*, ed. oleh Fiona Ghodang, 1 ed. (Medan: Penerbit Mitra Grup, 2020).

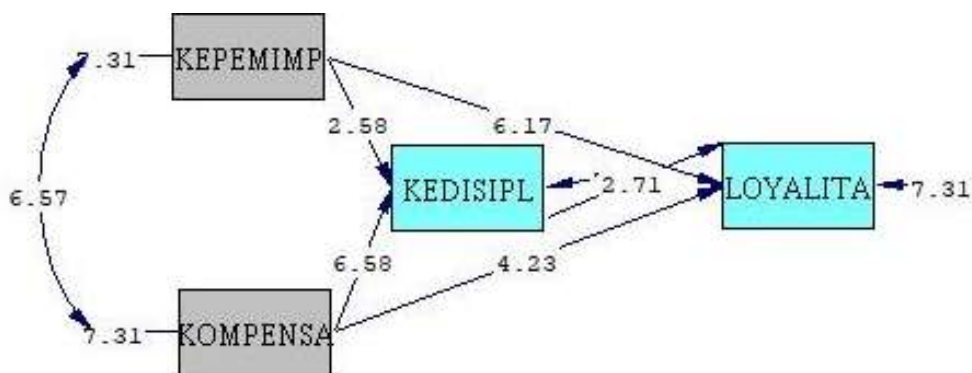


Figure 8. Path Analysis Results (T-Value)

Based on the results of the path analysis shown in the graph above, it can be seen that the T-value of the direct effect of the headmaster's leadership variable on teacher loyalty is 6.17. The direct effect of compensation on teacher loyalty is 4.23. Furthermore, the indirect effect of the variable of madrasah principal leadership, where the T-value of the effect of madrasah principal leadership on teacher discipline is 2.58 and the effect of teacher discipline on teacher loyalty is 2.71. Then there is the indirect effect of compensation variables, where the T-value of the effect of compensation on teacher discipline is 6.58 and the effect of teacher discipline on teacher loyalty is 2.71.

1. Direct Influence between Research Variables

Table 13. Direct Effects from Path Analysis Results

Direct Influence	Path Coefficient (Standard Coefficient)	Standard Error	T-Statistic Value (T Calculate)	R-Square (Coefficient of Determination))
Madrasah Principal Leadership on Teacher Discipline	0.173	0.0669	2.581 > 1.96 (Significant)	0.692
Compensation for Teacher Discipline	1.014	1.220	7.314 > 1.96 (Significant)	
Madrasah Principal Leadership and Teacher Loyalty	0.531	0.228	4.227 > 1.96 (Significant)	0.835

Direct Influence	Path Coefficient (Standard Coefficient)	Standard Error	T-Statistic Value (T Calculate)	R-Square (Coefficient of Determination))
Compensation for Teacher Loyalty	0.963	1.898	7.314 > 1.96 (Significant)	
Teacher Discipline and Teacher Loyalty	0.327	0.121	2.715 > 1.96 (Significant)	

Based on Table 13 above, the following hypothesis can be tested:

- a. The direct influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency
H₀₁ : There is no direct positive and significant influence of madrasah principal leadership on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.
Ha₁ : There is a direct, positive, and significant influence of madrasah principal leadership on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

Hypothesis testing is performed by comparing the value of the statistical test calculation (T count) with the T table value at a significance level of 0.05. Ha will be accepted if the statistical value of T (T count) > T table, and H₀ will be rejected if the statistical value of T (T count) < T table. From the research results, a statistical value of T (calculated T) of 4.227 > T table 1.96 was obtained, so it can be concluded that Ha₁ is accepted and H₀₁ rejected. There is a direct, positive, and significant influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency.

- b. The direct effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency
H₀₂ : There is no direct positive and significant effect of compensation on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.
Ha₂ : There is a direct, positive, and significant influence of compensation on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

From the research results, a statistical value of T (calculated T) of 7.314 > T table 1.96 was obtained, so it can be concluded that Ha₂ is accepted and H₀₂ rejected. There is a

direct, positive, and significant influence of compensation on the loyalty of MAS teachers in Tanah Datar Regency.

- c. The direct influence of teacher discipline on the loyalty of MAS teachers in Tanah Datar district

H₀₃ : There is no direct positive and significant effect of teacher discipline on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

Ha₃ : There is a direct, positive, and significant influence of teacher discipline on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

From the research results, a statistical value of T (calculated T) of 2.715 > T table 1.96 was obtained, so it can be concluded that Ha₃ is accepted and H₀₃ rejected. There is a direct, positive, and significant influence of teacher discipline on MAS Teacher Loyalty in Tanah Datar Regency.

2. Indirect Influence between Research Variables

Table 14. Indirect Effects of Path Analysis Results

Indirect Influence		Z Sobel	Description
Madrasah Principal Leadership on Teacher Loyalty through Teacher Discipline (Leadership => Discipline => Loyalty)	0.173 × 0.327 = 0.056571	1.97062135	Z Sobel > 1.96 (Significant Indirect Effect)
Compensation for Teacher Loyalty through Teacher Discipline (Compensation => Discipline => Loyalty)	1.014 × 0.327 = 0.331578	2.54529455	Z Sobel > 1.96 (Significant Indirect Effect)

Based on Table 14 above, the following hypothesis can be tested:

- a. The indirect influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency

H₀₄ : There is no positive and significant indirect influence of madrasah principal leadership on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

Ha₄ : There is a positive and significant indirect influence of madrasah principal leadership on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

From the research results, a statistical value of T

(calculated T) of $1.971 > T$ table 1.96 was obtained, so it can be concluded that H_{a4} is accepted and H_{04} rejected. There is a positive and significant indirect influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency.

- b. The indirect effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency

H_{05} : There is no positive and significant indirect effect of compensation on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

H_{a5} : There is a positive and significant indirect effect of compensation on the loyalty of teachers at private Madrasah Aliyah in Tanah Datar Regency.

From the research results, a statistical value of T (calculated T) of $2.545 > T$ table 1.96 was obtained, so it can be concluded that H_{a5} is accepted and H_{05} rejected. There is a positive and significant indirect effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency.

3. Total Direct and Indirect Impact

Table 15. Total Direct and Indirect Impacts

	Direct Influence	Indirect Influence	Total Influence
Madrasah Principal Leadership and Teacher Loyalty	0.531	$0.173 \times 0.327 = 0.056571$	0.587571
Compensation for Teacher Loyalty	0.963	$1.014 \times 0.327 = 0.331578$	1.294578

Based on Table 15 above, the total direct and indirect effects between the research variables can be seen as follows:

- a. The total influence of madrasah principal leadership on MAS teacher loyalty in Tanah Datar Regency was obtained from the sum of direct and indirect influences, namely $0.531 + (0.173 \times 0.327) = 0.588$.
- b. The total effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency is obtained from the sum of the direct and indirect effects, namely $0.963 + (1.014 \times 0.327) = 1.294$.

4. Coefficient of Determination (*R-Square*)

Table 16. Coefficient of Determination of Research Variables

Direct Influence	R-Square S-(Coefficient of Determination)
Madrasah Principal Leadership on Teacher Discipline	0.692
Compensation for Teacher Discipline	
Madrasah Principal Leadership and Teacher Loyalty	0.835
Compensation for Teacher Loyalty	
Teacher Discipline and Teacher Loyalty	

Based on Table 16 above, the results obtained from the influence of madrasah principal leadership and compensation on teacher discipline is 0.692. This 0.692 means that the magnitude of the influence of madrasah principal leadership and compensation on teacher discipline is 69.2%. Furthermore, the influence of madrasah principal leadership, compensation, and teacher discipline on teacher loyalty is 0.835. This 0.835 means that the magnitude of the influence of madrasah principal leadership, compensation, and teacher loyalty on teacher loyalty is 83.5%.

2. Discussion

a. The Influence of Madrasah Principal Leadership on Teacher Loyalty

The results of this study indicate that there is a positive and significant influence of madrasah principal leadership on the loyalty of MAS teachers in Tanah Datar Regency with a t-value of $4.227 > 1.96$, which means that the calculated t-value is greater than the table t-value. These results are in line with the results of Afrianingrum's study,¹⁵ It can therefore be concluded that the leadership of the madrasah principal can foster and encourage teachers' loyalty to their work and the madrasah where they teach. The better the leadership of the madrasah principal, meaning that the principal is able to motivate the teachers, the greater the teachers' loyalty to their work will be. Furthermore, based on Table 16, it can also be concluded that loyalty is influenced by the leadership of the madrasah principal, compensation, and teacher discipline, which together account for 83.5%. Thus, the remaining 16.5% of teacher loyalty is influenced by other variables and factors.

The leadership of the madrasah principal plays a strategic role

¹⁵ Afrianingrum, "Pengaruh Kepemimpinan Kepala Sekolah, Kompensasi, Dan Motivasi Kerja Terhadap Loyalitas Guru Dan Kinerja Guru Di SMK Pelita Nusantara 1 Semarang."

in shaping teachers' loyalty to the educational institution. When the madrasah principal is able to establish open communication, reward teachers for their performance, and set an example in carrying out their duties, this will foster a sense of belonging and emotional attachment among teachers to the madrasah. Teachers who feel valued and involved in decision-making will be more motivated to show commitment and loyalty to the institution. Conversely, authoritarian and unresponsive leadership can reduce work enthusiasm and even cause teachers to want to move to other institutions. Therefore, quality leadership by madrasah principals is one of the main factors that can increase teacher loyalty in the long term.

b. The Effect of Compensation on Teacher Loyalty

This study found that compensation had a positive and significant effect on the loyalty of MAS teachers in Tanah Datar Regency, with a t-value of $7.314 > 1.96$, where the calculated t-value was greater than the table t-value. Therefore, it can be concluded that compensation can affect teachers' loyalty in teaching. Where, if the compensation given is better, teachers will feel appreciated and that their salaries are appropriate, so teachers will also increase their loyalty in their work and also be more loyal to the madrasah.

Compensation is one of the main factors that influence teachers' loyalty to educational institutions. Fair, appropriate compensation that is commensurate with teachers' workload and responsibilities will create a sense of satisfaction and security at work. Teachers who feel that their welfare is taken care of by the madrasah tend to be highly motivated and show loyalty to the institution where they work. In addition, good compensation is not only in the form of a base salary, but also includes allowances, incentives, awards, and other supporting facilities. When teachers' financial needs are met, they will be more focused on carrying out their professional duties without being distracted by economic issues. This encourages teachers to stay longer, contribute maximally, and support the vision and mission of the madrasah. Thus, adequate compensation plays an important role in creating strong and sustainable teacher loyalty.

In line with relevant research by Rahman ¹⁶, where compensation can affect teacher loyalty. The better the compensation, the more loyal teachers will be to their work and madrasah. However, if the compensation received is inadequate or inappropriate, teacher loyalty will also decline. Therefore,

¹⁶ Rahman, Hermanto, dan Saufi, "Pengaruh Iklim Organisasi dan Kompensasi Terhadap Loyalitas Guru Honor dengan Dimediasi Kepuasan Kerja (Studi pada SMKN se Kota Mataram)." <https://doi.org/10.36312/ej.v4i1.1216>

educational institutions should consider providing fair compensation that is commensurate with teachers' responsibilities.

c. The Influence of Teacher Discipline on Teacher Loyalty

The results of this study indicate that there is a positive and significant effect of teacher discipline on the loyalty of MAS teachers in Tanah Datar Regency with a t-value of $2.715 > 1.96$, which means that the calculated t-value is greater than the table t-value. This is similar to the results of Gunawan's study¹⁷, where teacher discipline at work affects teacher loyalty. So, we can say that teacher discipline can affect how loyal teachers are to their jobs and the madrasah where they teach. We can see that the more disciplined teachers are, where they follow all the rules, the more loyal they are in doing their jobs.

Teacher discipline is an important indicator that reflects professionalism in carrying out their duties as educators. Teachers with a high level of discipline usually demonstrate a strong commitment to their responsibilities, such as arriving on time, completing learning administration, and carrying out the learning process consistently. This discipline not only impacts work effectiveness, but also strengthens a sense of responsibility and attachment to the institution. Over time, this habit of discipline fosters loyalty, as teachers feel that they are an important part of a well-organized system that values hard work. In addition, a work environment that emphasizes discipline also creates a positive work culture that encourages teachers to remain loyal and contribute in the long term. Thus, teacher discipline not only plays an internal role, but also strengthens loyalty to the educational institution where they teach.

d. The Influence of Madrasah Principal Leadership on Teacher Loyalty through Teacher Discipline

Based on the research conducted, the researchers obtained results showing that there is a positive and significant indirect effect of madrasah principal leadership on teacher loyalty, namely an indirect effect through the discipline of MAS teachers in Tanah Datar Regency. The indirect effect value is obtained from the product of the direct effect of the principal's leadership on teacher discipline and the direct effect of teacher discipline on teacher loyalty, which is $0.173 \times 0.327 = 0.056571$. Furthermore, to prove that there is a positive and significant indirect influence of madrasah principal leadership on teacher loyalty, a Z value was obtained from the Sobel test. From the calculation, a Sobel Z value of 1.97062135 was obtained, which will be compared with the critical value. It can

¹⁷ Gunawan, "Pengaruh Budaya Kerja Dan Disiplin Kerja terhadap Loyalitas Guru (Survei Pada Guru di Sekolah Dasar Negeri Kota Tangerang)."

be compared that the Sobel Z value of $1.97062135 > 1.96$, so it can be seen that the Sobel Z value is greater than the critical value of 1.96. Thus, it can be concluded that the leadership of the madrasah principal can cause and encourage teacher loyalty through increased teacher discipline.

The leadership of the madrasah principal plays an important role in shaping teachers' loyalty to the institution. A madrasah principal who is able to demonstrate a visionary, firm, fair, and communicative leadership style will encourage the creation of a positive work climate. In this context, teacher discipline becomes a significant mediating factor. Good leadership usually instills values of discipline through example, clear regulations, and consistent supervision. This is in line with the results of Irfan's research¹⁸, Teachers who experience this type of leadership tend to be more disciplined in carrying out their duties, obeying rules, and demonstrating a strong work ethic. Over time, this discipline strengthens teachers' emotional attachment and commitment to the madrasah, which ultimately increases their loyalty. In other words, the leadership of the madrasah principal not only directly influences teacher loyalty but also indirectly through improving teacher work discipline.

e. The Effect of Compensation on Teacher Loyalty through Teacher Discipline

Based on the research conducted, the researchers obtained results showing that there is a positive and significant indirect effect of compensation on teacher loyalty, namely an indirect effect through the discipline of MAS teachers in Tanah Datar Regency. The indirect effect value is $1.014 \times 0.327 = 0.331578$. From the calculation results, a Sobel Z value of 2.54529455 was obtained, where the value is $2.54529455 > 1.96$, so it can be seen that the Sobel Z value is greater than the critical value of 1.96. Thus, it can be concluded that compensation can increase teacher loyalty through increased teacher discipline.

Fair and equitable compensation is one of the important factors that influence teachers' loyalty to madrasahs. Teachers who receive compensation commensurate with their workload, qualifications, and responsibilities will feel appreciated and motivated to work optimally. This sense of appreciation can encourage teachers to be more disciplined in carrying out their professional duties, such as

¹⁸ Muhammad Irfan, Saban Echdar, dan Maryadi Maryadi, "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Berprestasi, Kompensasi Dalam Meningkatkan Kedisiplinan Guru SMPN di Kecamatan Banggae Timur Kabupaten Majene," *Jurnal BISNIS & KEWIRAUSAHAAN* 9, no. 2 (6 Mei 2020): 156-64. <https://doi.org/10.37476/jbk.v9i2.3172>

arriving on time, completing learning administration, and maintaining the quality of teaching in the classroom. This discipline creates a consistent and responsible work attitude, which ultimately strengthens teachers' loyalty to the institution where they serve.

Thus, compensation not only has a direct effect on teacher loyalty, but also plays an indirect role through improved work discipline. This relationship shows that a good compensation system can be the foundation for creating a disciplined and loyal work environment.

Conclusion

Based on the results of the previous research and discussion, the following conclusions were drawn:

1. There is a direct, positive, and significant influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency.
2. There is a direct, positive, and significant influence of compensation on the loyalty of MAS teachers in Tanah Datar Regency.
3. There is a direct, positive, and significant influence of teacher discipline on MAS Teacher Loyalty in Tanah Datar Regency.
4. There is a positive and significant indirect influence of Madrasah Principal Leadership on MAS Teacher Loyalty in Tanah Datar Regency.
5. There is a positive and significant indirect effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency.
6. The total influence of madrasah principal leadership on MAS teacher loyalty in Tanah Datar Regency was obtained from the sum of direct and indirect influences, which was 0.588.
7. The total effect of compensation on the loyalty of MAS teachers in Tanah Datar Regency was obtained from the sum of the direct and indirect effects, which was 1,294.

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