

The Influence Of Principals' Leadership Style, The Organizational System And Work Motivation On School Effectiveness

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Abstract: This study aimed at examining the Effect of Principal Leadership Style, Organizational Systems and Work Motivation on School Effectiveness. This research is located in the State Vocational High School in Jambi Province which consists of SMKN 2 Jambi City, SMKN 1 Batanghari Vocational School, and SMKN 1 Merangin Vocational School. This research is a quantitative research with survey as a method for collecting data. Simple random sampling technique was chosen in this research with a sample of 219 teachers. The Hypothesis tested uses path analysis with a significance level $\alpha = 0.05$. The results showed that the Principal Leadership Style, Organizational System and Work Motivation partially or simultaneously affect the School Effectiveness. The implication is the better the Principal's Leadership Style, Organizational System and Work Motivation will increase the School's Effectiveness.

Index's Term : Principal's Leadership Style, Organizational System, Work Motivation

1. INTRODUCTION

Education is very important and occupies a central position in development because it is oriented to improving the quality of human resources. Education is a process of transforming cultural values as cultural inheritance activities from one generation to another. These cultural values undergo a process of transformation from the previous generation to the present generation into the future (Tobari et al, 2018; Irmayani et al, 2018; Lian et al, 2018; Fitrija et al, 2019). Schools as a part of the National education system certainly require a serious attention and management. Therefore, future school leadership with a rapid development and open societal change requires more creative, innovative and dynamic abilities. Principals who are merely waiting and too adhering to bureaucratic rules, think structurally and do not dare to innovate to match the demands of their communities, will be abandoned by people (Sarina et al, 2019; Wandasari et al, 2019; Salwa et al, 2019; Apriana et al, 2019). In a society that is growing so fast and in which open competition occurs there is always a demand for quality of service that is different from the previous community. The government is very serious in handling the field of education, because with a good education system, it is expected that the next generation of the nation will have quality and be able to adjust to live in a society, nation and state. The quality of education or schools are also called high-achieving schools, good schools, effective schools, and excellent schools. All school members, especially school principals and teachers, must continue to increasing the awareness that school as a social system is a dynamic organization and a place for the process of culture and empowerment of students that lasts throughout life (Khsasanah et al, 2019). Education is expected to foster the ability to deal with the demands of change in present and future realities, both internal and external changes. One of the considerations is the stipulation of Indonesian constitution No. 20 of 2003 concerning the National Education System (2007: 2) that "The national education system must be able to guarantee equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing local, national and global life so that education reforms are needed in a planned, directed and continuous way". School education institutions not only have

good teacher quality but inputs process and output / outcome which will ultimately state the extent to which schools are able to achieve their goals or objectives. Understanding of an effective school is something that is very difficult to run without knowing the goals and functions in the school, but an effective school can be interpreted as a good school or an ideal school (Renata et al, 2018; Andriani et al, 2018). Vocational High School (SMK) is formal education that organize vocational education as a continuation of junior high school (SMP), MTS and equivalent. Education in vocational school aims to form graduates who are ready to enter the workforce, whether employed or self-employed. Vocational Schools are expected to be able to prepare reliable human resources in accordance with the times. To meet these objective the effectiveness of schools in the delivery of education is needed. Since the launch of the ASEAN Economic Community (AEC) in 2015, all countries in Southeast Asia have positioned Technical and Vocational Education and Training (TVET) as the main focus in the education system and make it a priority for education. In addition, TVET was also identified as one of the seven priority education areas in Southeast Asia that was agreed at the Strategic Dialogue of Education Ministers (SDEM) forum in September 2014. The 2nd High Officials Meeting (HOM) on SEA-TVET organized by the Ministry of Education and Culture in Bali in May 2016, and the 3 rd HOM SEA-TVET organized by the Malaysian Ministry of Education in Kuala Lumpur in May 2017, agreed that it was important to prepare a regional strategy by improving 21st century expertise, global competitiveness, innovation and creativity of vocational students . This will be needed by young workers in Southeast Asia to increase knowledge and competencies that will be used in their careers in the future.



Figure 1. Graph of open unemployment rates according to the highest level of education completed (BPS Data 2017-2018).

The Indonesian Ministry of Manpower (Kemenaker) noted that most SMK graduates were unemployed and had not a place to work yet. According to data from the Central Statistics Agency (BPS) as of August 2017 the number reached 11.41% of 7.01 million unemployed people. Although as of February 2018 there has been a decline, SMK graduates still occupy the highest unemployment ranks in Indonesia by education unit. In the last year the unemployment rate in Jambi Province recorded by the local Statistics Agency (BPS) increased 2.28 thousand people. Jambi Provincial BPS Head Dadang Hardiawan said, seen from the level of education, the Open Unemployment Rate (TPT) for Vocational High Schools (SMK) of 7.75 percent still dominates among other education levels. Regarding the concept of effectiveness, in the Qur'an, Allah says in Surah Al-Insyrah verse 7 :

فَإِذَا فَرَغْتَ فَانصَبْ (سورة الإنشراح: ٧)

Meaning: So when you have finished (from one matter), work earnestly (other affairs). (Surah Al-Insyrah: 7) The explanation from Al-Azhar's interpretation of the verse is that when a work or plan has been completed it has come true; Fan-shab! That means be prepared to start a new job. With the realization that all the work that has been completed or that you will start again is inseparable from difficulties, but even in that difficulty ease will participate. There will be inspiration that God will give to you, as long as you always rely on all your work for faith (Abdulmalik, 2003: 8043). Islamic teachings require people to do something that must be effective and truly in the sense that the word is not half measures. When someone has finished his work, then he just focuses his concentration on something else. Another verse that gives a suggestion that a manager is seen from the results of his work listed in the letter An-Najm verse 39, which reads:

وَأَنْ تَيْسَرَ لِلْإِنْسَانِ إِلَّا مَا سَعَى (سورة النجم: ٣٩)

Meaning: And that a man has nothing but what he has tried. (Q.S. An Najm: 39). The statement of the paragraph is that: (1) so as not to underestimate the work performed; (2) giving meaning to work; (3) the realization that work is a mode of existence (a form of human existence); (4) works in essence a form of devotion to God that has implications for oneself. According to Thobroni, the establishment of a process approach in assessing the effectiveness of schools - educational institutions -, refers to Hoy and Ferguson (2012: 134) based on two assumptions. First, educational institutions are an open system that must utilize and reflect the surrounding environment. Second, educational institutions are a dynamic system, and large their needs are increasingly complex that it is impossible to define only through a small number of organizational goals and student achievement. Organizational effectiveness is a condition that shows the extent to which an organization embodies the activities carried out, and the goals achieved (Akdum, 2011: 70). Organizational effectiveness according to Robbins is a process of activities in the context of achieving organizational goals. Robbins (2010: 27) revealed that there are three approaches in understanding organizational effectiveness, namely: (1) the objective approach, emphasizing the central role of implementing objectives as criteria for assessing effectiveness; (2) systems theory approach, emphasizing the defense of basic elements with input-process-expenditure-return criteria to assess effectiveness; and (3) multiple constituency approach, with an emphasis on the relative relationship between the interests of individual groups in the

organization. It can also be said that this approach is a combination of the goal and system approach. Schools as organizations are social associations formed by the community, both legal and non-legal entities, which function as a means of community participation in the development of the nation and state. As creatures that always live together, humans form social organizations to achieve certain goals that they cannot achieve themselves (Abdullah, 2011: 143). Philip Robinson in his book Mahmud (2012: 163) refers to schools as organizations that are social units that are deliberately formed for certain purposes, namely to facilitate the teaching of knowledge. School effectiveness is the ability of schools as educational service management institutions to optimize the function of all available school resources effectively to achieve goals and be efficient in the use of these resources. School effectiveness consists of school management and leadership dimensions, teachers, education personnel, other personnel, students, curriculum, infrastructure, classroom management, school and community relations, managers of other special fields, the results actually refer to the expected results and even indicate closeness or similarity between real results and expected results (Mukhtar and Iskandar, 2009: 175). In an Asian-level conference organized by management research associations held at Brighton University, it was concluded that indicators of the effectiveness of educational institutions include strategies, infrastructure, school culture, school development capacity (Semiha Kiziltas and Irem Dickmen, 2013: 523). Meanwhile, when looking at the school system, namely human resources, effective communication, the process of providing education, teacher productivity, infrastructure, and technology utilization. Based on the theory described above, it can be synthesized what is meant by school effectiveness is the ability of the school as an educational institution to achieve the level of accuracy or success of an institution in effectively optimizing all school resources for the same goal to meet common needs. Indicators of school effectiveness in this study are a set of scores achieved from a number of characteristics of effective schools with indicators: (1) institutional culture; (2) facilities and infrastructure; (3) human resources; and (4) school output. Principal's leadership is one of the supports of the success of a school to be an effective school. To be an effective school there needs to be a strong headmaster's leadership because the meaning of leadership is one's attitude to be able to influence others to work according to their responsibilities and to achieve their desired goals. The ignorance of educational goals is very dependent on the skill and wisdom of the principal as a leader. The principal is a professional official who is in the school organization and collaborates with teachers, staff and other employees in educating students to achieve educational goals. Professional school principals will know the needs of the school specifically, thus he will make adjustments so that education and schools are able to develop and progress, in accordance with the needs and developments of the times (Donni & Rismi, 2014: 49; Kristiawan et al, 2019; Renata, 2018). Kontz, O'Donnel and Weihrich quoted by Wahjosumidjo (2013: 103) suggest that what is meant by leadership in general, is influence, art or the process of influencing others, so that they willingly strive towards achieving organizational goals. Leadership is an important force in the framework of management, therefore the ability to lead effectively is the key to becoming an effective manager. The essence of leadership

is participation, the willingness of others or subordinates to follow the wishes of the leader, that is what causes a person to become a leader. Leadership style according to Husaini Usman (2013: 349) is the norm of behavior displayed by someone when he influences the behavior of others. For years people have talked about leadership styles and they have identified two extreme leadership styles, namely authoritarian and laizes-faire. Between authoritarian and laizes-faire there is a democratic leadership style. Based on the explanation of the theory that has been described by experts, as a synthesis of the principal's leadership style variables in this study are the techniques or ways that principals do to influence human resources in schools to behave in accordance with what is desired to achieve school goals. While the dimensions and indicators of the principal's leadership style variables referred to are, (1) relationship (the relationship of leaders and subordinates); (2) has quality; (3) member rights; and (4) obligations and responsibilities. Research conducted by Martinis Yamin, Risnita and Warnida (2016: 4672) explains that leadership that is believed to accelerate the achievement of school goals is effective leadership, which is the type of leadership that succeeds in persuading, encouraging, influencing, and leading followers using various appropriate methods and strategies to jointly achieve the goals that have been determined. The use of appropriate leadership styles that are supported by a positive school culture will support the creation of highly effective leadership. In other words, increasing the effectiveness of school principal leadership can be sought by enhancing school culture and democratic leadership styles. The delivery of education in schools is an organizational institution that involves many components, including the principal, teachers and administrative staff who are the human resources at the school. In an organization a solid work is needed and can communicate between fellow leaders and subordinates. The school is an organization. And organization is a social system. A social system, consisting of several components, namely: structure, individual, culture, and politics. According to Mizberg, organizational structure is the rule of how members of the organization are given certain tasks and coordinate between them, and they individually have different views about their duties in the organization (Supardi, 2015: 1). An organization as a group consisting of parts that influence each other, which has a certain singular purpose. The actions of certain parts, will affect other parts, and leaders cannot deal with individual parts separately. The organization as an open sociotechnical system consists of a number of subsystems. One of the most important subsystems is organizational goals and values. The organization concerned draws most of its values from the broader sociocultural environment (Winardi, 2012: 33). There is broad agreement among organizational theorists regarding the perspective system that is relevant to the way the organization works. The meaning of the system is a collection of interrelated and interdependent parts arranged so as to produce a unity. While the organization is a social entity (entity) that is consciously coordinated, with a relatively disputing boundary that works on a relatively continuous basis to achieve common goals or joint goals (Stephen P. Robbins, 2014: 11). The system is divided into two, namely closed and open. A closed system is a system that does not interact with the environment. Conversely, an open system is a system that interacts with its environment. School as an open social system, according to Getzels, is an open social system that is

influenced and influences its environment. Organization as a social system has two dimensions, namely nomothetic or sociological and idiographic or psychological. The sociological nomothetic dimension refers to the institution which is characterized by the roles and expectations of the institution, while the psychological dimension refers to individuals with their personalities and disposition needs (Husaini Usman, 2013: 188). Based on the explanation of the theory that has been described by experts, as a synthesis of organizational system variables in this study are the parts of the organization that are related and influence each other which are jointly directed to achieve organizational goals. While the dimensions and indicators of the intended organizational system variables are, (1) organizational structure; (2) strategic planning; (3) communication; and (4) coordination. One of the challenges faced by a school principal is how he can direct and move his subordinates to want to work in accordance with their abilities for the benefit of the school or organization. One thing that needs to be done is to motivate subordinates to be able to carry out their duties and responsibilities as a good employee. The principal must provide motivation to his subordinates. George R. Terry & Leslie W Rue in his book Wibowo (2010: 379) said motivation is an impetus for a series of processes of human behavior in achieving goals. According to Siagian (2009: 102) motivation is a driving force for someone to make the largest possible contribution for the success of an organization to achieve its goals. With the understanding, that the achievement of organizational goals means also achieved the personal goals of the members concerned. Usman (Husaini Usman, 2013: 301) suggests that motivational techniques can be done in a way, (1) positive thinking, which is thinking that what is done will achieve success; (2) creating a strong change, a change from a bad state for the better; (3) building self-esteem, self-esteem is a principle of life that is championed and defended; (4) strengthening implementation, consistent with procedures and processes for achieving success; (5) raising the weak to become strong; (6) eradicating procrastination. Motivation is an encouragement that causes people to behave, both encouragement from within (intrinsic motivation) and encouragement that comes from outside themselves (extrinsic motivation). Factors from within are the values of life that are lived with all heart, for example life for work, work is within the framework of worship. Factors from outside the self such as career expectations, salary, bonuses or community appreciation (Hanif & Darsono, 2009: 41). Work motivation is formed from the attitude of individuals in dealing with work situations in the organization. Motivation is a condition or energy that drives an individual who is directed or directed to achieve organizational goals. It is the pro and positive mental attitude towards teamwork situations that strengthens their motivation to achieve maximum performance (Anwar Prabu Mangkunegara, 2010: 164). Based on the explanation of the theory that has been described previously, it can be synthesized the meaning of work motivation is the push which evokes the will of the individual and forms an active attitude in working to achieve organizational goals. To measure work motivation in this study using two dimensions, namely: (1) intrinsic; and 2) extrinsic. Indicators of intrinsic motivation are, (a) working better; (b) responsibility; (c) accomplishments; (d) Achievement. While the indicators of extrinsic motivation are, (a) supervision; (b) work relations; (c) security; (d) opportunity. Based on the author's initial survey, the total number of State

Vocational Schools in Jambi Province is currently 101 schools, out of the total 19 Vocational Schools in Jambi which have been accredited A, the rest are still accredited B and C. This is based on preliminary research conducted by the researchers, as the object of this research is the accredited State Vocational School A, representing the northern, southern and central regions of Jambi Province, namely Merangin Vocational high School(number 1 (SMKN 1), Batanghari Vocational High School number 1 (SMKN 1) and Vocational High School number 4 (SMKN 4) Jambi City . Therefore, what will be the object of this study is the Public Vocational High School which represents the Regency or City in Jambi Province and is superior in terms of quality and quantity. The characteristics of the schools which are the reasons for the research include: (1) The three schools are superior schools that look in terms of quantity and quality; (2) the three Schools have "A" accreditation from the National Accreditation Board; (3) The three schools have the same history that used to be the High School Economics and Middle School (SMEA) and have now become the State Vocational High School (SMK) in Jambi Province. The variables in research this is the style of leadership of the head of school, the system organization, motivation to work, and the effectiveness of the school. Style leadership head of school and system organization into a variable -free (dependent variable), the effectiveness of the school into a variable dependent (independent variable), and the motivation to work into the variable link (intervening variable). Motivation work selected as the variable link as motivation to work very needed by the teacher at an institution of school , by reason that the leader is the head of the school as a stakeholder policy needs to have competence in giving motivation to the teachers in the work for the sake of creation of environment that is conducive and effective in schools . Some research results that have been published through journals and dissertations that support this research show the occurrence of differences between variables that have an influence or not on other variables. This research study is very important to be presented because it is supported by several studies that discuss this issue as a current issue. First, research by Mukhtar, Risnita, Nur'aini, Muhamad Taridi (2018: 524) in Riau revealed that " The Effect of Leadership Styles, Organizational Culture, and Achievement Motivation towards Organization Commitment of Qari 'and Qari'a in Riau Islands " . This study is also in accordance with research studies by Saowanee Sirisookslipa, Wallapha Ariratanaa , and Tang Keow Ngangc (2015: 1031) who stated that " The Impact of Leadership Styles of School Administrators on Affecting Teacher Effectiveness" . Furthermore, this study is also in accordance with research findings by Madali (2016 : 71) in Bekasi City, where the results of the study can be concluded that " International Journal, The Effect of Organizational Structure, Leadership Behaviors and Decision Making Toward Organization Commitment , A CausaL Study on Association of Indonesian Islamic Education Teachers (AGPAIL) Bekasi City " . This study is also important because it is in accordance with the latest findings by Anwar Sewang (2016: 8) in Sulawesi, which concluded " The Influence of Leadership Style, Organizational Culture, and Motivation on the Job Satisfaction and Lecturer's Performance at the College of Darud Dakwah Wal Irsyad (DDI) at West Sulawesi " . This study is also in accordance with the findings of other recent studies by Mukhtar, Martinis Yamin, Hamzah, Muhamad

Taridi (2019 : 306) who concluded that " The Effect of Organizational Culture, Leadership Style and Work Satisfaction on the Principals' Performance in Riau Island " . Studies with the research problem is also important study because it supported research Mochamad Mochklas , Budiyanto and suwitho (2016: 78) in Surabaya, which revealed that the " Influence of Leadership Style, Organizational Culture, Work Motivation Employee Loyalty (Study at PT. Hilon Surabaya) " .

2. RESEARCH METHODOLOGY

This research uses a quantitative approach. While the method used is descriptive survey method. Cresswell (2012: 376) explains that survey research methods in which researchers survey a sample or the entire population of people to describe attitudes, behaviors, opinions, or characteristics of a population by taking data samples from one population using a questionnaire as a primary data collection tool. Similar expressed Bambang (2012: 143) , the survey method is a quantitative study using the same structured questions to then be recorded, processed and analyzed. Judging from the subject matter, this study was designed as a survey research. In terms of time, this study was designed as a cross-sectional study , where the research was in the specified period. The data analysis technique used in this study is path analysis . This model is used to analyze the pattern of relationships between variables in order to find out whether there is a direct or indirect influence on a set of independent (exogenous) variables on the dependent variable (endogenous). The target or subject of this research is the education management which consists of the leadership and the teaching and educational staff. This means that data related to the effectiveness of education management. Thus, the unit of analysis in this study is a combination of individual and school. This is in accordance with the opinion of Cresswell (2012: 630) , "the unit of analysis refers to the unit (eg, individual, family, school, school district) the researcher uses to gather the data, some might might be students, teachers, parents, adults, some combination of these individuals, or entire schools " . The determination of individual analysis units has the advantage of being efficient. Weaknesses if the individuals targeted by the study are not objective in providing data. This weakness can be overcome by developing adequate instruments. The model analyzed is based on theories and concepts that are able to explain the relationship of causality between the variables studied. In accordance with the formulation of the problem and research objectives and hypotheses, as many as four variables were identified, including: (1) the principal's leadership style; (2) organizational systems; (3) work motivation; and (4) school effectiveness. Sampling in this study uses probability sampling techniques that provide equal opportunities to all populations to be sampled, according to Sugiyono (2017: 65) in the probability sampling technique there are several types of sampling methods, namely random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, area (cluster) sampling (sampling by region). And in detail, this research uses cluster sampling techniques (sampling by region). Noting this description, the research sample area was obtained, namely, the northern region was represented by Merangin Regency, the southern region was represented by Batanghari Regency and the central region was represented by Jambi City. Given the total

number of respondents in these three regions amounted to 219 people (SMK N 2 Kota Jambi = 96 people, SMK N 1 Batanghari = 44 people, and SMK N 1 Merangin = 79 people. Of these 219 people, 73 people were used as trial samples, and 146 people as research samples.

Table 1. Research Samples

| DISTRICT / CIITY | SCHOOL NAME | TEAHER AMOUNT |
|------------------|-------------|---------------|
| 1. Jambi City | SMK N 2 | 96 |
| 2. Batanghari | SMK N 1 | 44 |
| 3. Merangin | SMK N 1 | 79 |
| Total | | 219 |

Source : Data processed 2018

There are several reasons for taking samples from the three Schools as research objects, namely: (1) The three Schools are superior Schools seeing in terms of quantity and quality; (2) the three Schools have "A" accreditation from the National Accreditation Institution; (3) The three schools have the same history that used to be the Economics High School (SMEA) and have now become the State Vocational High School (SMK) in Jambi Province. The steps taken in the data analysis stage in this study are (1) descriptive statistical analysis; (2) testing requirements analysis; and (3) hypothesis testing.

1. FINDINGS AND DISCUSSION

The description of the research data presented in this section includes four research variables namely leadership style , organizational systems , work motivation , and school effectiveness . Complete data summary scores for each variable can be seen in the output of SPSS 22.0. Complete data summary scores for each variable can be seen in the following table.

Table 2. Statistics Results of School Principal Leadership Outputs , Organization Systems , Work Motivation and School Effectiveness

| | | X1_LEADE RSHIP STYLE | X2_SYS TEM OF ORGANI ZATION | X3_WOR K MOTIVA TION | X4_SCHOO L EFFECTIVIT Y |
|----------------|---------|----------------------|-----------------------------|----------------------|-------------------------|
| N | Valid | 146 | 146 | 146 | 146 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 128,67 | 129,65 | 126,97 | 132,64 |
| Median | | 128,34 | 130,68 | 123,39 | 132,76 |
| Mode | | 128,07 | 131,64 | 124,74 | 133,11 |
| Deviation Std. | | 8,74 | 9,9 | 14,55 | 13,91 |
| Range | | 47 | 63 | 82 | 81 |
| Minimum | | 105 | 99 | 83 | 89 |
| Maximum | | 152 | 162 | 165 | 170 |
| Sum | | 18786 | 18929 | 18537 | 19394 |

A. Testing Requirements Analysis

The testing of the normality of each variable is done in two ways, manually using descriptive statistics and the help of SPSS version 22.0, with test results for each variable is as follows:

1) Testing the Normality of Leadership Style Variable Data (X₁)

Based on the distribution of Leadership style variable questionnaire (X₁) and according to the steps in the

calculation of normality test, obtained research data are as follows :

Table 3. Helper Table for Testing Data Normality with Chi Square Variable Leadership Style (X₁)

| | Interval | F _o | F _h | F _o - F _h | (F _o - F _h) ² | (f _o - f _e) ² |
|---|-----------|----------------|----------------|---------------------------------|---|---|
| 1 | 105 - 112 | 4 | 3 | 1 | 1 | 0,33 |
| 2 | 113-120 | 23 | 20 | 3 | 9 | 0.45 |
| 3 | 121 - 128 | 47 | 50 | 3 | 9 | 0.18 |
| 4 | 129 - 136 | 45 | 50 | -5 | 25 | 0.5 |
| 5 | 137 - 146 | 24 | 20 | 4 | 16 | 0.8 |
| 6 | 145 - 152 | 3 | 3 | 0 | 0 | 0.00 |
| | Total | 146 | 146 | | $\chi^2_{counted}$ | 2.26 |
| | | | | | χ^2_{table} | 11,070 |

Comparing the amount of Chi Square = 2.26. Furthermore, this amount is compared to chi squared with dk (degrees of freedom 6 - 1 = 5. Based on the Chi Square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the chi square amount of the table = 11.070. Because the amount ($\chi^2_{counted}$) = 2.26 < χ^2_{table} = 11.070 , then the data distribution of the statistical value of 146 samples can be declared normal.

2) Testing Normality of Organizational System Variable Data (X₂)

Based on the distribution of the Organizational System variable (X₂) questionnaire and in accordance with the steps for calculating the normality test, the research data obtained are as follows:

The table 4. Helper Table for Testing Normality of Data with Chi Square Variable Organizational System (X₂)

| | Interval | F _o | F _h | F _o - F _h | (F _o - F _h) ² | (f _o - f _e) ² |
|---|----------|----------------|----------------|---------------------------------|---|---|
| 1 | 99-109 | 5 | 3 | 2 | 4 | 1,33 |
| 2 | 110-120 | 20 | 20 | 0 | 0 | 0.00 |
| 3 | 121-131 | 52 | 50 | 2 | 4 | 0.08 |
| 4 | 132-142 | 55 | 50 | 5 | 25 | 0.5 |
| 5 | 143-153 | 11 | 20 | -9 | 81 | 4.05 |
| 6 | 154-164 | 3 | 3 | 0 | 0 | 0.00 |
| | Total | 146 | 146 | | $\chi^2_{counted}$ | 5,96 |
| | | | | | χ^2_{table} | 11,070 |

Comparing the amount of Chi Square = 5.96 . Furthermore, this amount is compared to chi squared with dk (degrees of freedom 6 - 1 = 5. Based on the Chi Square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the chi square amount of the table = 11.070 . Because the amount ($\chi^2_{counted}$) = 5.96 < table (χ^2_{table}) = 11.070 , then the data distribution of the statistical value of 146 samples can be declared normal.

3) Testing Normality of Variable Data on Work Motivation (X₃)

Based on the distribution of Work Motivation variable questionnaire (X₃) and according to the steps in the calculation of normality test, obtained research data are as follows:

Table. 5. Helper Table for Testing Data Normality with Chi Square Variable Work Motivation (X₃)

| | Interval | F _o | F _h | F _o - F _h | (F _o - F _h) ² | $\frac{(f_o - f_e)^2}{f_e}$ |
|---|----------|----------------|----------------|---------------------------------|---|-----------------------------|
| 1 | 83-94 | 1 | 3 | -2 | 4 | 1.33 |
| 2 | 95-108 | 16 | 20 | -4 | 16 | 0.8 |
| 3 | 109-122 | 51 | 50 | 1 | 1 | 0.02 |
| 4 | 123-146 | 65 | 50 | 15 | 225 | 4.5 |
| 5 | 147-160 | 11 | 50 | -9 | 81 | 3.05 |
| 6 | 161-74 | 2 | 3 | -1 | 1 | 0.33 |
| | Total | 146 | 146 | | | $\chi^2_{counted}$ 11,03 |
| | | | | | | χ^2_{table} 11,070 |

Comparing the amount of Chi Square = 11,03. Furthermore, this amount is compared to chi squared with dk (degrees of freedom 6 - 1 = 5). Based on the Chi Square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the chi square amount of the table = 11.070 . Because Amount of ($\chi^2_{counted}$) = 11.03 < ($\chi^2_{counted}$) = 11.070 , then the data distribution of the 146 sample statistical values can be declared normal.

4) Testing the Normality of School Effectiveness Data (X₄)

Based on the distribution of the questionnaire variables Effectiveness of School (X₄) and the corresponding calculation steps normality test, study the data obtained are as follows:

Table . 6. T abel Helper for Normality Test Data with Chi Square Performance Variable Effectiveness of School (X₄)

| | Interval | F _o | F _h | F _o - F _h | (F _o - F _h) ² | $\frac{(f_o - f_e)^2}{f_e}$ |
|---|-----------|----------------|----------------|---------------------------------|---|-----------------------------|
| 1 | 89 - 102 | 3 | 3 | 0 | 0 | 0.00 |
| 2 | 103 - 116 | 17 | 20 | -3 | 9 | 0.45 |
| 3 | 117 - 130 | 43 | 50 | -7 | 49 | 0.98 |
| 4 | 131 - 144 | 53 | 50 | 3 | 9 | 0.18 |
| 5 | 145 - 158 | 25 | 20 | 5 | 25 | 1.25 |
| 6 | 159 - 172 | 5 | 3 | 2 | 4 | 1.33 |
| | Jumlah | 146 | 146 | | | χ^2_{hitung} 4.19 |
| | | | | | | χ^2_{tabel} 11,070 |

Furthermore, this amount is compared to chi squared with dk (degrees of freedom 6 - 1 = 5). Based on the Chi Square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the chi square amount of the table = 11.070 . Because Amount($\chi^2_{counted}$) = 4.19 < table (χ^2_{table}) = 11.070 , then the distribution of 146 statistical data values can be declared normal).

Homogeneity Testing Data

Homogeneity test is performed to determine that: the data of each score tasteless l of populations having the same variance. Homogeneity testing of variance using the Bartlett Test. The testing process adopted is to first segment data based on common endogenous variable exogenous variable data, then calculated the value of dk, 1 / dk, variant Si2,(dk) logSi2, (dk) Si2. The results of the variance homogeneity test calculations are as follows.

1) Homogeneity Test of Leadership Style Data Variation (X₁) with School Effectiveness (X₄)

| NO | X ₁ | k | Ni | X ₃ | db | Si ² | log Si ² | db.Si ² | db.log Si ² |
|----|----------------|----|-----|----------------|-----|-----------------|---------------------|--------------------|------------------------|
| ΣX | 18786 | 40 | 146 | 19394 | 106 | 5670.439 | 60.49806 | 20133.77 | 225.2296 |

Based on the results of the table above it is known that $\chi^2_{counted}$ = 37,635, χ^2_{table} = 136,93 because $\chi^2_{counted}$ < χ^2_{table} then the School Effectiveness (X₄) on Leadership Style (X₁) is declared homogeneous . The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table.

The table. 7. Homogeneity Test Results Analysis Effectiveness of School (x₄) on Style Leadership (X₁) with SPSS

Test of Homogeneity of Variances
X4_ SCHOOL EFFECTIVENESS

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 1,814 | 28 | 106 | .066 |

Based on the results of the table above it is known that r count = 0, 066, because r count > α, then the School Effectiveness (X₄) variable on Leadership Style (X₁) is declared homogeneous.

2) Homogeneity Test of Organizational System Data (X₂) with School Effectiveness (X₄)

The table . 8. Homogeneity Test Results of Organizational System (X₂) data variants with School Effectiveness (X₄)

| NO | X ₂ | k | Ni | X ₄ | db | Si ² | log Si ² | db.Si ² | db.log Si ² |
|----|----------------|----|-----|----------------|-----|-----------------|---------------------|--------------------|------------------------|
| ΣX | 18929 | 40 | 146 | 19394 | 106 | 5171.566 | 59.64804 | 17299.46 | 220.4022 |

Based on the results of the table above it is known that $\chi^2_{counted}$ = 32,641, χ^2_{table} = 136,96 because $\chi^2_{counted}$ < χ^2_{table} then the variable of School Effectivity (X₄) on Organizational System (X₂) is declared homogeneous .

The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table.

Table . 9. Homogeneity Test Results Analysis Effectiveness of School (x₄) on System Organizations (X₂) with SPSS

Test of Homogeneity of Variances
X4_ SCHOOL EFFECTIVENESS

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 1,821 | 28 | 106 | .116 |

Based on the results of the table above it is known that r count = 0, 116 , because r count > α, then the School Effectiveness (X₄) variable for Organizational Systems (X₂) is declared homogeneous.

3) Homogeneity Test Variants of Work Motivation Data (X₃) with School Effectiveness (X₄)

The table . 10. Homogeneity Test Results variants of work motivation Competency data (X₃) with School Effectiveness (X₄)

| N O | X ₁ | K | Ni | X ₃ | D b | Si ² | log Si ² | db. Si ² | db.lo g Si ² |
|-----|----------------|---|----|----------------|-----|-----------------|---------------------|---------------------|-------------------------|
| Σ X | 18 | | 14 | 19 | 9 | 6772. | 76.0 | 141 | 183.9 |
| | 53 | | 6 | 39 | 3 | 348 | 43 | 4 | 697 |

Based on the results of the table above it is known that $\chi^2_{counted} = 43,435$, $\chi^2_{table} = 120,96$ because $\chi^2_{counted} < \chi^2_{table}$ then the variable of Work Motivation (X_3) on School Effectivity (X_4) is declared homogeneous .

The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table.

The table . 11 . Homogeneity Test Analysis Results Work motivation (X 3) on School Effectiveness (X 4) with SPSS Test of Homogeneity of Variances X4_EFFECTIVITY OF MANAGEMENT

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 4,939 | 52 | 93 | .234 |

Based on the results of the table above it is known that $r_{count} = 0,234$, because $r_{count} > \alpha$, then the variable work motivation (X_3) on School Effectiveness (X_4) is declared homogeneous.

4) Homogeneity Test of Leadership Style Data Variation (X_1) with work motivation (X_3)

The table . 12. Homogeneity Test Results of Leadership Style data variants (X_1) with work motivation (X_3)

| NO | X_1 | k | ni | X_3 | db | Si^2 | log Si^2 | db. Si^2 | db.log Si^2 |
|------------|-------|----|-----|-------|-----|---------|------------|------------|---------------|
| ΣX | 18786 | 39 | 146 | 18537 | 107 | 6870.58 | 67.79826 | 23659.35 | 243.3678 |

Based on the results of the table above it is known that $\chi^2_{counted} = 17,378$, $\chi^2_{table} = 138,41$ because $\chi^2_{counted} < \chi^2_{table}$ then the variable of Work Motivation (X_3) on Leadership Style (X_1) is declared homogeneous .

The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table:

The table . 13. Homogeneity Test Analysis Results Work motivation (X_3) on Leadership Style (X_1) with SPSS Test of Homogeneity of Variances X3_Motivational Work

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 1,064 | 28 | 107 | .395 |

Based on the results of the table above is known $r_{count} = 0,395$, because $r_{counted} > \alpha$, then the variable work motivation (X_3) on Leadership Style (X_1) is declared homogeneous.

5) Test Homogeneity Variant Data System Organizations (X_2) with motivation work (X_3)

The table . 14. Homogeneity Test Results of Organizational System (X_2) data variants with work motivation (X_3)

| NO | X_1 | K | ni | X_3 | db | Si^2 | log Si^2 | db. Si^2 | db.log Si^2 |
|------------|-------|----|-----|-------|-----|----------|------------|------------|---------------|
| ΣX | 18929 | 40 | 146 | 18537 | 106 | 6807.775 | 64.17196 | 18440.08 | 223.3517 |

Based on the results of the table above it is known that $\chi^2_{arithmetic} = 32,44$, $\chi^2_{tables} = 136,93$ because $\chi^2_{arithmetic} < \chi^2_{tables}$, then the variable work motivation (X_3) on Organizational Systems (X_2) is declared homogeneous.

The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table.

The table . 15. Results of Homogeneity Test Analysis Work motivation (X_3) on Organizational Systems (X_2) with SPSS Test of Homogeneity of Variances X3_Motivational Work

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 1,627 | 28 | 106 | .090 |

Based on the results of the table above it is known that $r_{count} = 0,090$, because $r_{count} > \alpha$, then the variable of work motivation (X_3) on the Organizational System (X_2) is declared homogeneous.

6) Homogeneity Test of Organizational System Data Variant (X_1) with Leadership Style (X_2)

The table . 16. Homogeneity Test Results in Leadership Style data variants (X_1) with Organizational Systems (X_2)

| NO | X_1 | k | ni | X_3 | db | Si^2 | log Si^2 | db. Si^2 | db.log Si^2 |
|------------|-------|----|-----|-------|-----|----------|------------|------------|---------------|
| ΣX | 18786 | 39 | 146 | 18929 | 107 | 3491.259 | 53.88439 | 11931.47 | 196.267 |

Based on the results of the above table are known $\chi^2_{count} = 52.412$, $\chi^2_{tables} = 138.41$ for $\chi^2_{count} < \chi^2_{table}$, then the variable Style of Leadership (X_1) a bag System Organizations (X_2) otherwise homogeneous.

The results of homogeneity test analysis using excel and manual obtained the same value with the help of the SPSS program can be seen in the following table.

The table . 17. Results of Analysis of Leadership Style Homogeneity Test (X_1) on Organizational Systems (X_2) with SPSS Test of Homogeneity of Variances X2_Sistem Organizations

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| 2,035 | 28 | 106 | .505 |

Based on the results of the table above, it is known that $r_{count} = 0,505$, because $r_{count} > \alpha$, then the Organizational System variable (X_2) on Leadership Style (X_1) is declared homogeneous.

Regression Linearity Test

Linearity test is done by finding the equation of the regression line of exogenous variables to endogenous variables. Linearity test is done by looking for regression equations, then tested related to the regression coefficients and linearity of the regression line by using a simple linear regression analysis variance table. The decision is taken by comparing the calculated F value (regression) den F table value dk (numerator: denominator) for a significance level of 5%. With criteria if $F_{regression} < F_{table}$, then the relationship between variables is stated linear. For the linearity test of endogenous variables with exogenous variables using the help of the SPSS program, if the calculated F value (tuna match) is smaller than the F table with $\alpha = 0.05$, so the regression of the exogenous variable over the endogenous variable is line a r.

1. Calculation of Linearity and Influence (X_1) against (X_4)

Linearity test between variable effectiveness of school (X_4) with a leadership style (X_1) statistical calculations manually obtained calculation results as shown in the following table.

The table . 18. Variant Analysis of Variables X_1 and X_4

| Tabel Anava | | | | | | |
|-----------------|-----|---------|-----|--------------|-------------|------|
| Sumber Variabel | Db | JK | RJK | F_{hitung} | F_{tabel} | Ket. |
| Total | 146 | 2605240 | | | | |

| Tabel Anava | | | | | | | |
|-----------------|-----|----------|----------|---------|--------|--------|------------|
| Sumber Variabel | Db | JK | RJK | Fhitung | Ftabel | Ftabel | Ket. |
| Total | 146 | 2605240 | | | | | |
| Koefisien (a) | 1 | 2576214 | 2576214 | | | | |
| Regresi (b/a) | 1 | 1604.719 | 1604.719 | 8.4270 | 3.91 | 8.81 | signifikan |
| Sisa Tuna | 144 | 27421.3 | 190.43 | | | | |
| Cokok | 51 | 11952.4 | 234.36 | 1.409 | 1.41 | 1.76 | Linear |
| Galat | 93 | 15469.0 | 166.33 | | | | |

Test criteria if the value of r (probability / critical value) is smaller or equal to (=) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on the results of calculations with the SPSS program it appears that the value of r is smaller than the α level used (ie 0.05) or $0,000 < 0.05$, so that the leadership style variable (X_1) for school effectiveness (X_4) is linear patterned.

2. Calculation of Linearity and Influence (X_2) against (X_4)

Linearity test between the variables of school effectiveness (X_4) and the organizational system (X_2) statistical calculations manually obtained calculation results as listed in the following table.

The table . 19. Variant Analysis of Variables X_2 and X_4

| Tabel Anava | | | | | | | |
|-----------------|-----|---------|---------|---------|----------------------|----------------------|------------|
| Sumber Variabel | db | JK | RJK | Fhitung | Ftabel α 0.05 | Ftabel α 0.01 | Ket. |
| Total | 146 | 2605240 | | | | | |
| Koefisien (a) | 1 | 2576214 | 2576214 | | | | |
| Regresi (b/a) | 1 | 94.490 | 94.490 | 0.4703 | 3.91 | 8.83 | signifikan |
| Sisa Tuna | 144 | 28931.6 | 200.91 | | | | |
| Cokok | 38 | 5492.0 | 144.53 | 0.654 | 1.55 | 1.81 | Linear |
| Galat | 106 | 23439.5 | 221.13 | | | | |

Test criteria if the value of r (probability / critical value) is smaller or equal to (=) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on calculations using SPSS looks r smaller than the level of α used (ie 0.05) or $0.000 < 0.05$, so the variable system of organization (X_2) on the effectiveness of school (X_4) linear patterned.

3. Calculation of Linearity and Influence (X_3) against (X_4)

Linearity test between the variables of school effectiveness (X_4) with work motivation (X_3) statistical calculations manually obtained the results of calculations as listed in the following table.

The table . 20. Variant Analysis of Variables X_3 and X_4

Test criteria if the value of r (probability / critical value) is smaller or equal to (=) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on the results of calculations with the SPSS program it appears that the value of r is smaller than the level of α used (ie 0.05) or $0,000 < 0.05$, so the work motivation variable (X_3) on school effectiveness (X_4) is linear patterned.

4. Calculation of Linearity and Influence (X_1) against (X_3)

Linearity test between work motivation variables (X_3) and leadership style (X_1) statistical calculations manually obtained the calculation results as listed in the following table.

The table . 21. Variant Analysis of Variables X_1 and X_3

| Tabel Anava | | | | | | | |
|-----------------|-----|---------|---------|---------|--------|--------|------------|
| Sumber Variabel | db | JK | RJK | Fhitung | Ftabel | Ftabel | Ket. |
| Total | 146 | 2386191 | | | | | |
| Koefisien (a) | 1 | 2353564 | 2353564 | | | | |
| Regresi (b/a) | 1 | 11.531 | 11.531 | 0.0509 | 3.91 | 8.83 | Signifikan |
| Sisa Tuna | 144 | 32615.3 | 226.50 | | | | |
| Cokok | 38 | 6044.5 | 159.06 | 0.635 | 1.55 | 1.81 | Linear |
| Galat | 106 | 26570.8 | 250.67 | | | | |

Test criteria if the value of r (probability / critical value) is smaller or equal to (=) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on the results of calculations with the SPSS program it appears that the value of r is smaller than the α level used (ie 0.05) or $0,000 < 0.05$, so that the leadership style variable (X_1) on work motivation (X_3) is linear patterned.

5. Calculation of Linearity and Influence (X_2) against (X_3)

Linearity test between work motivation variables (X_4) and organizational systems (X_2) statistical calculations manually obtained the results of calculations as listed in the following table.

The table . 22. Variant Analysis of Variables X_2 and X_3

| Tabel Anava | | | | | | | |
|-----------------|-----|---------|---------|---------|--------|--------|-------------------|
| Sumber Variabel | db | JK | RJK | Fhitung | Ftabel | Ftabel | Ket. |
| Total | 146 | 2386191 | | | | | |
| Koefisien (a) | 1 | 2353564 | 2353564 | | | | |
| Regresi (b/a) | 1 | 124.583 | 124.583 | 0.5520 | 3.91 | 8.83 | Sangat signifikan |
| Sisa | 144 | 32502.2 | 225.71 | | | | |
| Tuna Cacak | 38 | 11602.3 | 305.32 | 1.45 | 1.55 | 1.81 | Linear |

Test criteria if the value of r (probability / critical value) is smaller or equal to ($=$) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on the results of calculations with the SPSS program it appears that the value of r is smaller than the level of α used (ie 0.05) or $0,000 < 0,05$, so the organizational system variable (X_1) on work motivation (X_3) is linear patterned.

6. Calculation of Linearity and Influence (X_1) against (X_2)

Linearity test between the variables of the system organization (X_2) with a leadership style (X_1) statistical calculations manually obtained calculation results as shown in the following table.

The table. 23. Variant Analysis of Variables X_1 and

| Tabel Anava | | | | | | | |
|-----------------|-----|---------|---------|---------|--------|--------|------------|
| Sumber Variabel | db | JK | RJK | Fhitung | Ftabel | Ftabel | Ket. |
| Total | 146 | 2469293 | | | | | |
| Koefisien (a) | 1 | 2454158 | 2454158 | | | | |
| Regresi (b/a) | 1 | 1.670 | 1.670 | 0.0159 | 3.91 | 8.83 | Signifikan |
| Sisa | 144 | 15133.5 | 105.09 | | | | |
| Tuna Cacak | 38 | 2447.2 | 64.40 | 0.538 | 1.55 | 1.81 | Linear |

Test criteria if the value of r (probability / critical value) is smaller or equal to ($=$) than the α level determined then the distribution is linear patterned. In other cases, the distribution is not linearly patterned. Based on the results of calculations with the SPSS program it appears that the value of r is smaller than the α level used (ie 0.05) or $0,000 < 0,05$, so that the leadership style variable (X_1) over the organizational system (X_2) is linear patterned.

Hypothesis test

Hypothesis testing conducted in the previous discussion proves that the principal's leadership style, organizational system, and work motivation influence the effectiveness of schools in the State Vocational High Schools in Jambi Province. The ten hypotheses proposed also prove the influence of the dependent variable either partially or simultaneously on independent variables.

The table. 24. Summary of Calculation Results for the Coefficient Direct Effect and the coefficient of Significance Value

| Hipotesis | Variabel | Koefisien korelasi (r) | Koefisien Jalur (q) | t _{hitung} /F _{hitung} | t _{table} | |
|-----------|-------------------|------------------------|---------------------|--|--------------------|-----------------|
| | | | | | $\alpha = 0,05$ | $\alpha = 0,01$ |
| 1 | X_1X_4 | 0,58 | 0,53 | 8,54 | 1,969 | 2,347 |
| 2 | X_2X_4 | 0,24 | 0,58 | 2,97 | 1,969 | 2,347 |
| 3 | X_3X_4 | 0,50 | 0,85 | 6,93 | 1,969 | 2,347 |
| 4 | X_1X_3 | 0,20 | 0,33 | 2,45 | 1,969 | 2,347 |
| 5 | X_2X_3 | 0,60 | 0,87 | 9,0 | 1,969 | 2,347 |
| 6 | $X_1X_2 - X_4$ | 0,23 | - | 23,00 | 3,45 | |
| 7 | $X_1X_2 - X_3$ | 0,37 | - | 42,05 | 3,45 | |
| 8 | $X_1X_2X_3 - X_4$ | 0,835 | - | 7,635 | 3,45 | |

Table. 25. Summary of Calculation Results for Indirect Influence Coefficients and Significance Value coefficients

| Variabel | EFFECT | | | |
|---------------------------|----------|---------------------|--------------------|-------|
| | Indirect | | t _{table} | |
| | P | t _{hitung} | 0,05 | 0,01 |
| $X_1 - X_4$ melalui X_3 | 0,2805 | 7,28 | 1,969 | 2,614 |
| $X_2 - X_4$ melalui X_3 | 0,7395 | 13,19 | | |

First Hypothesis: There is a direct influence of Leadership Style (X_1) on School Effectiveness (X_4).

Hypothesis testing criteria H_0 is rejected if the value of $t_{count} > t_{table}$, and H_0 is accepted if the value of $t_{count} < t_{table}$. Based on the results of data analysis manually obtained path coefficient X_1 to X_4 (ρ_{41}) = 0, 53, with a real level $\alpha = 0.05$ and $dk = 144$ obtained t_{table} value = 1, 969. The result of the calculation to get the value of $t_{count} = 8.54$. Based on these criteria turned out to be the value of $t_{arithmetic} (8.54) > t_{table} (1, 969)$, so that H_0 is rejected and H_1 accepted. This means that the hypothesis stating style of leadership (X_1) directly affect the effectiveness of the School (X_4) may be accepted as verified. Based on the calculation above, the influence of leadership style (X_1) of the School Effectiveness (X_4) amounted to 32.05%, while the remaining 67.95% influenced by other variables. leadership is necessary if an organization wants to be successful. So, any organization that is successful, has a general nature that causes the organization can be distinguished from organizations that are not successful. These common characteristics and characteristics are effective and inspiring leadership. Effective leadership must give direction to the efforts of all workers in achieving organizational goals. Without leadership or guidance, the relationship between individual goals and organizational goals may be tenuous (weak). The effectiveness of the emphasis on doing things right, related to the results. Effectiveness describes the process or steps of activities that must be taken to achieve the goal. According to Richard M. Steers effectiveness can be understood when viewed from the angle of the extent to which the organization managed to get and utilize resources in its pursuit of goals. Effectiveness is reflected in the preparation that can be done to give birth to a process that is more meaningful in achieving goals. Effectiveness describes the meaningful management of resources in achieving the planned objectives. Second Hypothesis: There is a direct influence on Organizational Systems (X_2) toward School Effectiveness (X_4). Hypothesis

testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient X_1 to X_4 (ρ_{42}) = 0,54, with a significant level $\alpha = 0,05$ and $dk = 144$ obtained value of $t_{tabel} = 1,969$. The calculation results get the value of $t_{hitung} = 2,97$. Based on these criteria it turns out that the value of $t_{hitung} (2,97) > t_{tabel} (1,969)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis that the Organizational System (X_2) has a direct effect on School Effectiveness (X_4) can be accepted because its truth is tested. Based on the above calculation results, the magnitude of the influence of the Organizational System (X_2) on School Effectiveness (X_4) is 63,22%, while the remaining 36,78% is influenced by other variables. According to Gitosudarmono and Mulyono in his book Syarif Makmur (2010: 122) argues that organizational effectiveness must be able to describe the harmonious reciprocal relationship between the organization and its wider environment. Organizational effectiveness also is whether an organization is able to survive and continue to live in its environment, so that the survival of the organization concerned is the final measure or a long-term measure of organizational effectiveness. Allah says in the Koran Al-Kahf verses 103-104. Meaning: 103. Say: "Will we tell you about those who have lost the most?" 104. Those who have wasted their actions in the life of this world, while they think that they are doing their best. (Surah Al-Kahf: 103-104). The above verse explains that the people who lose their actions are the ones who have done in vain. So by wasting these actions then they do not work effectively. Effective work is work that produces results like the original plan, while efficient work is work that costs money in accordance with the original plan or lower, what is meant by cost is money, time, energy, people, materials, media and facilities. Third Hypothesis: There is a direct influence on leadership style (X_1) and organizational systems (X_2) toward school effectiveness (X_4). Hypothesis testing criteria H_0 is rejected if the value of $F_{hitung} > F_{tabel}$, and H_0 is accepted if the value of $F_{hitung} < F_{tabel}$. Based on the results of manually analyzing data obtained by the multiple correlation coefficient $X_1 X_2$ to X_4 ($R_{4,21}$) = 0,23, with a significant level $\alpha = 0,05$ and $dk = 143$, the value of $F_{tabel} = 3,45$ was obtained. The calculation results get the value of $F_{hitung} = 23,00$. Based on these criteria it turns out that the value of $F_{hitung} (23,00) > F_{tabel} (3,45)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that the leadership style (X_1) and the organizational system (X_2) towards school effectiveness (X_4) can be accepted because it is tested for its truth. Based on the two calculation of the correlation coefficient as above, the leadership style variable (X_1) and the Organizational System (X_2) together affect the school effectiveness (X_4) of 94,71% while the remaining 5,29% is influenced by other variables. Principal's leadership is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent, and accountable school. Of the various duties and functions of the school principal that must be carried out in developing the school effectively, efficiently, productively and accountably; there are at least ten keys to his leadership. The ten keys to a successful headmaster include: full vision, responsibility, example, providing the best service, developing people, fostering a sense of unity and unity, focusing on students, management that prioritizes practice, adjusting leadership style, and utilizing the power of expertise (Mulyasa, 2013: 22). Allah says in the Koran surah

Al-A'raf verse 31. Meaning: O son of Adam, wear your beautiful clothes in each (enter) mosque, eat and drink, and don't overdo it. Indeed, Allah does not like people who are overrated. (Q.S. Al-Araf: 31). The above verse encourages every Muslim to use whatever needs to be used, but Allah hates those who exceed the limits. Israf is something that is forbidden, something Allah does not like. Don't bring out something that isn't really needed. Excessive or extravagant people show that it is very contrary to effective understanding. Effectiveness is a condition that shows how far the plan can be achieved. The more plans that can be achieved, the more effective these activities are, so that the word effectiveness can also be interpreted as the level of success that can be achieved from a particular way or effort in accordance with the objectives to be achieved. Fourth Hypothesis: There is a direct influence on leadership style (X_1) toward Work Motivation (X_3). Hypothesis testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient X_1 to X_3 (ρ_{31}) = 0,33, with a significant level $\alpha = 0,05$ and $dk = 144$ obtained value of $t_{tabel} = 1,969$. The calculation results get the value of $t_{hitung} = 2,45$. Based on these criteria it turns out that the value of $t_{hitung} (2,45) > t_{tabel} (1,969)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that leadership style (X_1) has a direct effect on work motivation (X_3) can be accepted because it has been tested for its truth. Based on the results of the above calculation, the magnitude of the influence of leadership style (X_1) on Work Motivation (X_3) is 20,04%, while the remaining 79,96% is influenced by other variables. Seeing the results of the data analysis calculation above, it can be stated emphatically that the principal's leadership style gives a significant influence on work motivation. This implies that work motivation provided by a school principal is able to have a positive effect on teacher work motivation. Or in other words, that the principal's leadership style can be influenced by his work motivation. The results of this study show the same results with research conducted by Ali M. Alghazom and Meshal Al-Anazi who revealed that there is a strong relationship between leadership style and employee motivation. The results of this study reveal that leaders who want to be more effective may need to be more inspirational, support subordinates, be creative, and work to develop the abilities of their subordinates (Ali M. Alghazo, 2016: 43). Hanif Ismail (2009: 41) argues that work motivation is an encouragement that causes people to behave. Encouragement can be caused by factors that are within him (intrinsic motivation) and factors originating from outside the self (extrinsic motivation). Intrinsic factors in a person are life values that are lived with all one's soul. For example life is for work, work is in the context of worship, or work is identity, an attitude of life never give up and so on. The driving factors that come from outside of human beings such as career expectations, salaries, bonuses and community appreciation. Fifth Hypothesis: There is a direct influence on Organizational System Style (X_2) toward Work Motivation (X_3). Hypothesis testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient X_2 to X_3 (ρ_{32}) = 0,87, with a real level $\alpha = 0,05$ and $dk = 144$ obtained value of $t_{table} = 1,960$. The calculation results get the $t_{hitung} = 9,0$. Based on these criteria it turns out that the value of $t_{count (9,0)} > t_{table} (1,969)$, so that H_0 is accepted and H_1 is rejected. This means that the

research hypothesis stating Organizational System (X_2) directly affects Work Motivation (X_3) is accepted because its truth is tested. Based on the above calculation results, the magnitude of the influence of the Organizational System (X_2) on Work Motivation (X_3) of 78,09%, while the remaining 21,91% is influenced by other variables. Listening to the results of the processed data through the path analysis above, it can be explained that the organizational system that is applicable and implemented within an organization has an influence on one's work motivation. In other words, based on the results of this study, it is proven that work motivation can be influenced by the existing organizational system in the organization he is in. The organization as a container that has multiple roles and was founded with the aim of being able to provide and realize the desires of various parties, and satisfaction of its owners is no exception. The view of the organization as a whole translates that each part of the organization is interconnected, problems in one section will also affect other parts. Including the exception of the progress in one part will have an impact on the other (Irhah Fahmi, 2011: 31).

Sixth Hypothesis: There is a direct influence on leadership style (X_1) and Organizational System (X_2) toward Work Motivation (X_3). Hypothesis testing criteria H_0 is rejected if the value of $F_{hitung} > F_{tabel}$, and H_0 is accepted if the value of $F_{hitung} < F_{tabel}$. Based on the results of manually analyzing data obtained by the coefficient of multiple correlation X_1X_2 to X_3 ($R_{3,21}$) = 0,37 with a real level $\alpha = 0,05$ and $dk = 143$, the value of $F_{tabel} = 3,45$ was obtained. The calculation results get the value of $F_{hitung} = 42,05$. Based on these criteria it turns out that the value of $F_{hitung} (42,05) > F_{tabel} (3,45)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that the leadership style (X_1) and the organizational system (X_2) influences work motivation (X_3) is acceptable because it is tested for its truth. Based on the two path coefficient calculations above, the leadership style variable (X_1) and the Organizational System (X_2) together affect Work Motivation (X_3) by 86,31% while the remaining 13,69% is influenced by other variables. The results of the path analysis above prove that the leadership style and organizational system together can provide a significant influence on work motivation. It turns out that the principal's leadership style and organizational system that have been implemented have an influence on teacher work motivation. Previous research on the influence of leadership style on work motivation. Mario Buble, Ana Juras and Ivan Matic (2014: 161) in their research showed that there is a relationship between leadership style and motivation. This study also shows that there is a strong influence between the leadership style carried out by the leader and the motivational factors employed. This study also becomes data that reinforces the findings of the study.

Seventh Hypothesis: There is a direct influence of Work Motivation (X_3) toward School Effectiveness (X_4). Hypothesis testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient X_3 to X_4 (ρ_{43}) = 0,85, with a significant level $\alpha = 0,05$ and $dk = 144$ obtained value of $t_{tabel} = 1,969$. The calculation results get the value of $t_{hitung} = 6,93$. Based on these criteria it turns out that the value of $t_{hitung} (6,93) > t_{tabel} (1,969)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states Work Motivation (X_3) has a direct effect on School Effectiveness (X_4) can be accepted because it is tested for its truth. Based on the above calculation results, the magnitude

of the influence of Work Motivation (X_3) on School Effectiveness (X_4) is 87,04%, while the remaining 23,96% is influenced by other variables. Seeing the results of the data analysis calculation above, it can be stated emphatically that work motivation has a significant influence on school effectiveness. This implies that work motivation provided by a school principal is able to have a positive effect on school effectiveness. Or in other words, that work motivation can affect school effectiveness. The principal's leadership must pay attention to the personal goals of the teachers, in addition to their work to pay attention to organizational goals, for example motivating the performance of their subordinates. The things that illustrate the leadership style of school principals in Vocational High Schools in Jambi Province, this study proved to be significant in influencing the work motivation of teachers in Vocational High Schools in Jambi Province. School effectiveness as a school's ability to maximize school functions. So that the principal can maximize the functioning of the school well, motivating teacher performance to be more enthusiastic in doing work, making the organizational system run well in accordance with the expertise and tasks given by the leadership to each member of the organization. Eight Hypothesis: There is a direct influence of Leadership Style (X_1), Organizational System (X_2) and Work Motivation (X_3) toward School Effectiveness (X_4). Hypothesis testing criteria H_0 is rejected if the value of $F_{hitung} > F_{tabel}$, and H_0 is accepted if the value of $F_{hitung} < F_{tabel}$. Based on the results of data analysis manually obtained multiple correlation coefficients $X_1X_2X_3$ to X_4 ($R_{4,321}$) = 0,835, with a significant level $\alpha = 0,05$ and $dk = 143$, the value of $F_{tabel} = 3,45$ was obtained. The calculation results get the value of $F_{hitung} = 7,635$. Based on these criteria it turns out that the value of $F_{hitung} (7,635) > F_{tabel} (3,45)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that there is a direct influence on the Leadership Style (X_1), Organizational System (X_2) and Work Motivation (X_3) on School Effectiveness (X_4) can be accepted because of its proven truth. Based on the two path coefficient calculations above, the Leadership Style (X_1) and Organizational System (X_2) and Work Motivation (X_3) variables together affect School Effectiveness (X_4) by 30,28% while the remaining 69,72% is influenced by variables another. The results of the multiple correlation coefficient analysis on the eighth hypothesis provide information that each of them is not only partially able to influence school effectiveness, but simultaneously all three are able to have a significant influence on school effectiveness. This gives an understanding that being a principal to make an effective school is not easy, there are many things that influence it, not only the principal's leadership style but must also be supported by a strong organizational system, even more importantly supported by good work motivation. The success of a school to become a learning organization cannot be separated from the principal's leadership role, because the principal's leadership is related to the ability to influence, mobilize, and direct an action on individuals within the organization so that school goals are running effectively and can be achieved optimally. School as an organization is basically a school that is able to change and adapt to change through the utilization of existing resources, both internal and external resources. Schools as learning organizations are able to process information derived from knowledge into learning resources in order to improve school performance, so that schools are able to develop and

continue to progress in accordance with educational goals, as mandated in the national education system law (Priansa, 2014: 268). School effectiveness cannot be separated from the concept of ability to be developed through education in schools. School effectiveness is a school where all its resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn essential curriculum material at school. School effectiveness shows the ability of schools to carry out their functions optimally, both economic functions, social-humanitarian functions, political functions, cultural functions and educational functions. Ninth Hypothesis: There is an influence of Leadership Style (X_1) toward School Effectiveness (X_4) through Work Motivation (X_3). Hypothesis testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient X_1X_3 to X_4 ($\rho_{41,3}$) = 0,2805, with a significant level $\alpha = 0,05$ and $dk = 143$ obtained a value of $t_{tabel} = 1,969$. The calculation results get the value of $t_{hitung} = 7,28$. Based on these criteria it turns out that the value of $t_{hitung} (7,28) > t_{tabel} (1,969)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that there is an influence of Leadership Style (X_1) on School Effectiveness (X_4) through Work Motivation (X_3) can be accepted because it is tested for its truth. Based on the two path coefficient calculations above, the Leadership Style (X_1) variable against School Effectiveness (X_4) through Work Motivation (X_3) is 92,13% while the remaining 7,87% is influenced by other variables. Seeing the results of the data analysis calculation above, it can be said that the principal's leadership style through work motivation can have a significant influence on school effectiveness, it means that the existence of work motivation is very important and must be considered. The position of motivation at work is very important and is a necessity, because without a strong motivation of course what is done will pass away without any significant trace and does not provide benefits for the concerned itself or for others or the environment. Leadership style is a way for a leader to move the people and can adapt with various changes and bring renewal to achieve organizational goals. Leadership style is a model, a type that is owned by a leader in managing an organization (Syahrizas Abbas, 2014: 41). Respect for subordinates also means trying to maintain good with those subordinates, and maintaining good relations with humans is the application of the teachings of God to mankind described in the Koran Al-Ambiya verse 73. Meaning: And we have made them as leaders who give instructions by Our command and We have revealed to them, they do good, establish prayers, pay zakat, and only to Us they always worship. (Surah Al-Ambiya: 73) Organizations are not formed by chance and spontaneously. However, organizations are goal-oriented, have specific intentions, and are created because one or two people feel that with coordinated and joint actions from a number of people can accomplish something that cannot be done by individual actions. If a certain goal can finally be achieved, we may say that the activity is effective. In connection with that, we can say something effective when achieving certain goals (Suryadi & Dewi, 2015: 25). Tenth Hypothesis: There is an influence of Organizational Systems (X_2) toward School Effectiveness (X_4) through Work Motivation (X_3). Hypothesis testing criteria H_0 is rejected if $t_{hitung} > t_{tabel}$, and H_0 is accepted if $t_{hitung} < t_{tabel}$. Based on the results of data analysis manually obtained path coefficient

X_2X_3 to X_4 ($\rho_{42,3}$) = 0,7395, with a significant level $\alpha = 0,05$ and $dk = 143$ obtained $F_{tabel} = 1,969$. The calculation results get the $t_{hitung} = 13,19$. Based on these criteria, it turns out that the value of $t_{hitung} (13,19) > t_{tabel} (1,969)$, so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that there is an influence of the Organizational System (X_2) on School Effectiveness (X_4) through Work Motivation (X_3) can be accepted because it is tested for its truth. Based on the two path coefficient calculations above, the Organizational System variable (X_2) to School Effectiveness (X_4) through Work Motivation (X_3) is 45,3% while the remaining 54,7% is influenced by other variables. Organizational system through work motivation can have a significant influence on school effectiveness, it means it is proven that the existence of work motivation is very important. In practice the motivation and expectations of organizational participants are reflected in disciplined behavior and initiative. Organization is a complex system of society that must be studied as a whole system (total system) if the behavior of individuals in the organization, is fully understood (Suryadi & Dewi, 2015: 19). Organizational effectiveness can be considered as a measure of the quality of an organization's relationship with its environment (Winardi, 2014: 175). Suyadi (2015: 26) explains that the effectiveness of cooperative efforts (between individuals) is related to the implementation that can achieve a goal in a system, and that is determined by a view to meeting the needs of the system itself. Schools as a formal organization are inseparable from the organizational system that is run at the school institution.

CONCLUSION

Based on an analysis of the results of the study and the discussion that has been described in the previous section, this study produces the following conclusions.

1. Principal's leadership style has a positive and significant direct effect on school effectiveness.
2. The organizational system has a positive and significant direct effect on school effectiveness.
3. The principal's leadership style and organizational system have a direct, simultaneous effect on school effectiveness.
4. Principal's leadership style has a positive and significant direct effect on work motivation.
5. The organizational system has a positive and significant direct effect on work motivation.
6. Principal's leadership style and organizational system have a direct effect simultaneously on work motivation.
7. Work motivation has a positive and significant direct effect on school effectiveness.
8. Principal's leadership style, organizational system and work motivation simultaneously have a direct effect on school effectiveness.
9. There is an influence of the principal's leadership style on school effectiveness through work motivation.
10. There is an influence of the organizational system on school effectiveness through work motivation.

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