Evaluation Of Leadership Of Islamic High School Chairman In Improving Organizational Performance

Risnita, Mukhtar, Sukatin

Abstract: The purpose of this study was to determine the leadership of the head of the Islamic College in improving organizational performance. This research is a quantitative research with survey method. The object of research in Jambi province is the Islamic University of Ma'arif in Jambi City, An-Nadwah Islamic College of Kuala Tungkal, Tanjung Jabung Barat Regency, and Islamic College of Islamic Studies, Sheikh Maulana Qori Bangko, Bangko district. Data collection in this study uses questionnaire as the primary source and observation and interviews as a secondary source. The steps taken in the data analysis technique are descriptive statistical analysis, testing requirements analysis and testing hypotheses. The results showed that the leadership style possessed by the head of the Islamic High School had a significant direct effect on organizational performance in the Islamic High School environment in Jambi Province.

Index Terms: Leadership; High School of Islamic Religion; Organizational Performance.

————————————◆————————————

1 INTRODUCTION

Education plays a central role in development because it is oriented to improving the quality of human resources. Education is also a process of transforming cultural values that are undergoing processes to the current millennial generation. History records that developed countries in the world all started from their great concern in developing education (Umiarsa and Ghazali, 2010: 122). In its development, many educational organizations, both private and government, have experienced changes in management patterns in order to continue to exist in the midst of competition. Dynamic environmental conditions become one of the factors triggering organizations to improve performance in order to achieve effective and efficient in achieving organizational goals. This is in line with environmental contingency theory, that successful organizations can adapt internal and external structures to environmental characteristics (dynamic or stable) (Martono, 2014: 136).In the context of tertiary institutions, many tertiary institutions are ready to face globalization, many of the indicators have been set up by international classes, and are places for study abroad students. In the future, at least the output of universities must be equipped with good intellectual abilities, including the ability to master foreign languages, especially Arabic and English. It also prepares the teaching human resources in accordance with international standards and qualifications. The Coordinating Ministry for People's Welfare (2018: 7) explains that higher education is one of the important pillars in the national education system that aims to develop students to have academic, professional or vocational abilities, in all fields of science, technology, or art, and religious knowledge. The performance of tertiary institutions in

conducting tertiary education is one indicator of the high and low quality of human resources which is often expressed as the level of development of human resources or the Human Development Index (HDI).Based on the results of the Human Development Index (HDI) Survey, in 2017 it may have changed in the past year, placing the quality of Indonesia's human resources ranked 138 compared to countries in Southeast Asia, under Malaysia, Thailand, Vietnam. Indonesia is in the 142th position out of 148, in essence Indonesia must fight even harder to improve its HDI.Higher education is the backbone of driving the nation's competitiveness, therefore it is demanded to always improve its performance, by implementing effective performance management (Ismaya, 2015: 35). It was stated in Government Regulation No. 60 of 1999 that the higher education program aims to a) prepare students to become members of the community who have academic and professional abilities, develop and enrich the treasury of science, technology and arts; b) develop and disseminate knowledge, art technology to improve living standards and enrich national culture (Abbas: 2014: 205).The quality of Indonesian tertiary institutions in the international arena is also not very encouraging. Data from the ranking conducted by the Times Higher Education Survey (THES) in 2017 shows that of all tertiary institutions in Indonesia, there are only 3 tertiary institutions that are ranked in the top 400, namely UGM (350), ITB (369), and UI (395). Not much different, the results of research published by the government in the field of education, religion and state apparatus coordination on higher education show that the performance of tertiary institutions is still weak. This is due to several factors such as the work environment, funding, and government policies (Basaruddin, 2018: 206).In other contexts, Indonesia's strengths in terms of demographics do not provide much benefit without improvement in the quality of human resources. Data obtained from the ASEAN Productivity Organization (APO) shows that the ratio of 1000 Indonesian workers is only 4.3% skilled, below the Philippines 8.3%, Malaysia 32.6%, Singapore 34.6%. Whereas if you see the market share of education output is dominated by elementary school graduates (70%), junior high schools (10%), high schools (13%), while tertiary education graduates are only 7%, it is still below that of Malaysia which has 12% compared to

———————————————

• *Universitas Islam Negeri Sulthan ThahaSaifuddin Jambi*
• *e-mail: risnita@uinjambi.ac.id*

1016

Malaysia. Regardless of the conditions in the field of resources and education, Indonesia has the potential to improve the quality of its education. National education strategies in order to compete in the global market must refer to factors, (1) mastery of innovation (45%); (2) network control (25%); (3) mastery of technology (20%); and (4) control of natural resource wealth only (10%) (Nurhayati, 2013).Comments on the development and role of tertiary institutions have been widely studied, which in essence requires a continuous institutional and program orientation to the dynamics of community demands. With the birth of PP. No. 30 About Higher Education, which is the initial milestone towards the growth of more autonomous and dynamic institutions of higher education (Tilaar, 2007: 1). Therefore appropriate management is needed and of course professional resources are reflected in the performance of the institution itself.The Coordinating Ministry for People's Welfare (2018: 161) various attempts were made by the government to win competence at the global level, since 1990 the Directorate General of Higher Education has had programs to improve the ability of tertiary institutions, such as University Research for Graduate Education (URGE), Development for Undergraduate Education (DUE), Quality for Undergraduate Education (QUE) and others.Performance problems require the role of behavior in accordance with the demands of the job will improve performance. For this reason, it is necessary to improve performance on an ongoing basis, because basically performance does not have an end point that never runs out to discuss. Managing performance is an absolute necessity for an organization to achieve its goals by managing cooperation in harmony and integrated between leaders and subordinates. Because basically performance is the implementation of a plan carried out by human resources who have the ability, competence, motivation, and interests.A critical factor related to the success of an educational organization is its ability to measure how well its employees work or work (Ulfatin & Triwiyanto, 2016: 148). Therefore, performance is a necessity of every organization that drives it to keep developing. Performance problems are oriented to the management of work implementation processes, results or work performance. According to David et al (2010: 432) the notion of performance can be concluded as the work that can be achieved by a person or group of people in an organization both quantitatively and qualitatively, according to their respective authorities and duties, in an effort to achieve the objectives of the organization concerned legally , does not violate the law and in accordance with morals or ethics (Sarina et al, 2019).Benardin and Russel stated that performance is the result of production by certain job functions or activities on certain jobs during certain periods (Priansa, 2016: 270). Milkovich and Boudreau added, the results of the work were the result of the ability, expertise, and desire achieved (Priansa, 2016: 271). While performance management according to Mondy (2008: 256) is a goal-oriented process that is directed to ensure organizational productivity. Keith Davis revealed, organizational performance is influenced by the ability (ability) and motivation (motivation). As a form of evaluation, performance measurement is needed, which essentially refers to the interests of the organization itself. Wirawan in Ulfatin said that performance evaluation assesses employee performance, but the performance of employees determines organizational performance. high or low performance evaluation results theoretically determine the level of organizational performance (Ulfatin & triwiyanto, 2016: 152).Mondy, Noe, Premaux stated that the measurement of organizational performance can be carried out using the dimensions (1) quantity of work (quantity of work); (2) quality of work; (3) independence; (4) initiative; and (5) adaptability (Mondy, 2008: 257). To set performance standards refer to the following criteria: nature, behavior, competence, potential for improvement, and achievement of goals. Behavior includes leadership style, cooperation, customer service orientation. Competencies include strategic contributions, knowledge, credibility, delivery of human resources, and technology. Achieving goals is the result that leads to the success of the organization Mondy, 2008: 260).According to Robbins (2014: 231) performance issues always get attention in management because it is closely related to the productivity of the institution or organization. Performance has an important position in management and organization because, success in doing work is largely determined by performance. This means, if someone works in an organization, its performance is a series of individual behaviors and activities in accordance with the expectations or goals of the organization (Irmayani et al, 2018) (Andriani et al, 2018). As for Colquitt, LePine and Welson revealed that performance is the value of a series of employee behaviors that contribute, both positively and negatively, to the completion of organizational goals (Colquit, et al: 2011: 35). Another view expressed by Gibson, Ivancevich, Donnelly, and Konopaske (2012: 374) and Robbins who stated that performance as a function of interaction between ability, motivation, and opportunity, namely performance $f = (A \times M \times O)$; it means that performance is a function of ability, motivation and opportunity (Moeheriono, 2010: 61).Ricardius Eko Indrajit explained one of the approaches used to measure the performance of tertiary institutions using the Balanced Scorecard (BC) model. The dimensions of performance measurement in tertiary institutions can be viewed from: (1) financial perspective; (2) internal process perspective; (3) innovation and learning perspective; and (4) customer perspective. From the explanation of the theory that has been explained, the synthesis of organizational performance variables in this study is a complete view of the state of the organization for a certain period of time and is a result or achievement that is influenced by operational activities in utilizing the resources owned. The indicators of organizational performance can be reviewed from (1) financial perspective; (2) customer perspective; (3) internal process perspective; and (4) innovation and learning perspective.In relation to college performance, the leadership factor has a very positive impact on the development of higher education. Leadership is the driving factor of an organization through handling change and management so that its existence is not only a symbol but a driving force for change in a positive direction (Renata et al, 2018). This is supported by several studies that show the relationship and leadership influence on organizational performance, such as Raharjo and Nafisah's research (Raharjo and Nafisah, 2010).The history of the growth of human civilization provides evidence that one of the determinants of organizational success and sustainability is strong leadership. Likewise the success or failure of higher education institutions in displaying satisfactory performance depends a lot on the quality of the leadership style used. Rivai and Mulyadi (2011: 42) define style which means attitude, movement, behavior, good gestures, strength, ability to do good. A leader in carrying out his role must be able to find the

1017

right style and type and in accordance with organizational conditions. Leaders with good leadership style can be used as models by their subordinates, because a leader is ideally those who can be used as role models for followers.Leadership style is the norm of behavior that is used when someone is trying to influence others (Mulyasa, 2011: 108). Meanwhile, according to Davis and Newstrom (1995: 35), states that the overall pattern of leader action as perceived or referred to by the subordinates is known as leadership style. To understand the leadership style can be through three approaches, namely the nature approach, behavioral approach, and situational approach (Mulyasa, 2011: 109). No one can successfully lead by applying one style of leadership to all situations. For this reason, successful leaders are able to apply different leadership styles according to different situations (Sutrisno, 2016: 224).Based on the description above, it can be synthesized leadership style is a way used by leaders in influencing their members (Andriani et al, 2018) (Lian et al, 2018) (Renata et al, 2018). Leadership style can be seen from the benefits and functions have characteristics, namely: (1) the relationship between leaders and subordinates; (2) achievement of objectives and performance; (3) has quality; (4) able to integrate and coordinate work (Tobari et al, 2018).In Jambi province, particularly at the tertiary level, leadership is a very important factor in improving the work climate and will improve organizational performance to achieve the quality of education in each institution (Tobari et al, 2018) (Yulisa et al, 2019). However, higher education institutions in Jambi, in their leadership, are very diverse which results in the designation of superior universities and not. Judging from the educational background, knowledge, skills, actualization and socialization experiences, each chairman is also different.In this study the researchers chose the Islamic High School, especially in Jambi Province because of various problems including, as described below. The Directorate General of Higher Education (DIKTI) of the Ministry of National Education, considers that most Islamic High Schools in Indonesia do not meet the requirements of a tertiary institution. In Java, it reaches 65%, while outside Java it reaches 90%. Those who meet the minimum requirements for a tertiary institution, on Java Island reaches 30%, while the Islamic Higher Education Institutions outside Java that are already eligible are only 10% (Wibowo, 2009: 2). On the other hand, the community thinks that the quality of graduates of Islamic Higher Education is not as good as the quality of PTN graduates.Judging from the study program's accreditation status data at the Jambi Province Islamic University in October 2017, the average study program at the Jambi Islamic University was accredited with A status of 0%, B 36%, C 64%, accredited D 0. In fact this certainly cannot be allowed. This means that there should be progressive steps for the Islamic Higher Education to boost that status so that the percentage of accredited A status can be increased. What was described above is certainly a challenge for the Islamic College of Religion. During this time, the Islamic College of Religion which only relies on funds from the community will be constrained when faced with a minimum number of students who have an impact on funding and lecture facilities.To create quality tertiary education is very much determined by the quality of the lecturers in each field of study, innovative, high quality and responsive universities to global developments and the local order for its success lies in the development efforts and development of the main drivers of growth, namely college lecturers (Irmayani et al, 2018). While the condition of the lecturers of the Islamic High School in Jambi Province, seen from their competencies, is still not in accordance with their qualifications. Lecturers who have undergraduate education (S1) are 25 people, master (S2) are 60 people, while for doctoral programs (S3) there are only 6 people, and without levels (not reported) as many as 155 people (forlap.dikti.go. id, 2017). This fact certainly requires serious attention from the leadership of PTKIS to always try to encourage the lecturers through various policies and facilities so that they are motivated to continue their education to a higher level in accordance with their qualifications.Higher education is an educational institution that runs with the system, where there is a mutual relationship of all tangible and intangible components. But in reality, it still hasn't reached the expected performance. The results of the researchers' initial observations on the performance of the Islamic College in Jambi Province are summarized in the table below.

Table 1. Results of Preliminary Survey of Research at An-Nadwah Kuala Tungkal Islamic High School
(Source: Initial data processed, 2018)

NO	INDICATOR	SA	%	A	%	D	%	DG	%	SDG	%	TOTAL	Information
1	Financial Perspective	6	6	39	39	27	27	22	22	6	6	317	Enough
2	Internal Process Perspective	1	1	40	40	26	26	21	21	12	12	297	Enough
3	Innovation and learning perspective	2	2	44	44	27	27	19	19	8	8	313	Enough
4	Customer Satisfaction Perspective	24	24	44	44	19	19	13	13	0	0	379	Well
	Average Performance Score of An-Nadwah Islamic Religious College											1306	ENOUGH

Based on table 1. the initial survey data obtained by distributing instruments to 10 respondents at the An-Nadwah Islamic Religious High School obtained the following results: (1) financial process indicators, 6% expressed strongly agree, 39% agreed, 27% doubted doubt, 22% disagree and 6% strongly disagree; (2) internal process indicators have the lowest score (score 297) with details of only 1% stating strongly agree, 40% agreeing, 26% hesitating, 21% disagreeing, and 12% strongly disagreeing; (3) learning innovation perspective with 2% results strongly agree, 44% agree, 27% doubt, 19% disagree, and 8% strongly disagree. Whereas in the indicator perspective the customer strongly agrees 27%, agrees 44%, hesitates 27%, disagrees 19%, and strongly disagrees 8%. The variables mentioned above

indicate that all indicators of the organizational performance variable are still very influential on organizational performance at the An-Nadwah Kuala Tungkal Islamic High School.

Table 2. Results of Preliminary Survey of Research in Ma'arif Islamic University of Jambi City
(Source: Initial data processed, 2018)

NO	INDICATOR	SA	%	A	%	D	%	DG	%	SDG	%	TOTAL	Information
1	Financial Perspective	7	7	56	56	20	20	16	16	1	1	352	Well
2	Internal Process Perspective	14	14	54	54	16	16	12	12	4	4	362	Well
3	Innovation and learning perspective	6	6	65	65	17	17	8	8	4	4	361	Well
4	Customer Satisfaction Perspective	22	22	43	43	14	14	21	21	0	0	366	Well
	Average Performance Score of Ma'arif Islamic University of Jambi City of Higher Education											1441	WELL

Based on table 2. data obtained from the initial survey by distributing instruments to 10 respondents at the Ma'arif Islamic University of Jambi obtained the following results: First, financial process indicators, 7% stated strongly agree, 56% agreed, 20% were doubtful - doubtful, 16% disagree and 1% strongly disagree; second, internal process indicators with details of only 14% expressing strongly agree, 54% agree, 16% doubt, 12% disagree, and 4% strongly disagree; Third, the perspective of learning innovations with the results of 6% strongly agree, 65% agree, 17% doubt, 8% disagree, and 4% strongly disagree. Whereas in the perspective indicator the customer strongly agrees 22%, agrees 43%, hesitates 14%, disagrees 21%, and strongly disagrees nil. The variables mentioned above indicate that all indicators of the organizational performance variable are still very influential on the performance of the organization at the Islamic University of Ma'arif, Jambi City.

Table 3. Results of Preliminary Survey of Research in the Islamic High School of Sheikh Maulana Qori Bangko
(Source: Initial data processed, 2018)

NO	INDICATOR	SA	%	A	%	D	%	DG	%	SDG	%	TOTAL	Information
1	Financial Perspective	8	8	46	46	25	25	17	17	4	4	337	Enough
2	Internal Process Perspective	11	11	34	34	29	29	26	26	0	0	330	Enough
3	Innovation and learning perspective	12	12	28	28	32	32	26	26	2	2	322	Enough
4	Customer Satisfaction Perspective	28	28	48	48	9	9	15	15	0	0	389	Well
	Average Performance Score of Higher Education in Islamic Higher Education Sheikh Maulana Qori Bangko											1378	ENOUGHT

Based on table 3. data obtained from the initial survey by distributing instruments to 10 respondents at the Islamic College of Shaykh Maulana Qori Bangko in Bagko district obtained the following results: First, financial process indicators, 8% stated strongly agree, 46% agreed, 25% doubt, 17% disagree and 4% strongly disagree; second, internal process indicators with details of only 11% expressing strongly agree, 34% agree, 29% doubt, 26% disagree; Third, the perspective of learning innovation with 12% results strongly agree, 28% agree, 32% doubt, 26% disagree, and 2% strongly disagree. Whereas in the perspective indicator customers strongly agree 28%, agree 48%, doubt 9%, disagree 15%, and strongly disagree nil. The variables mentioned above indicate that all indicators of the organizational performance variable are still very influential on the performance of the organization in the Islamic Higher School of Sheikh Maulana Qori Bangko.Although the results of the initial survey conducted at An-Nadwah Islamic High School, the Ma'arif Islamic High School in Jambi City and the Islamic High School, Sheikh Maulana Qori Bangko, showed that the organizational performance of Kopertais XIII Islamic High School in Jambi Province was very influenced by the financial perspective, internal process perspective, innovation and learning perspective and customer satisfaction perspective. This is when looking at the value per indicator of the dimensions that are used as performance measurement tools, there are still several factors that indicate problems in the performance of Islamic Higher Education in Jambi Province. Therefore, in order to examine the leadership of Islamic High School leaders in improving organizational performance, a study of factors that can predict or control performance is needed.

2 RESEARCH METHODS

This research is a quantitative research with survey method. Survey research designs are procedures in quantitative research in which investigation administers a survey to sample or to the entire population of people to describe the atitudes, opinions, behaviors, or characteristics of population (Creswell, 2008: 388). Survey method is a method that takes sample data from a population and uses questionnaires as a primary data collection tool. Population according to Punaji population is defined as a group of people, objects, or events Setyosary, 2013: 196). Supardi (2009: 53) added, the population is all members of groups of humans, animals, events, or objects that live together in one place and planned to be the target of the conclusions of the final results of a study. Population is a

generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers studied and then drawn conclusions (Sugiyono, 2013: 117).

Table 4. Research Population

No	Name Of The Islamic College	Districts	Lecturer
1	STIT Darul Ulum Sarolangun Sarolangun	Sarolangun	45
2	Ma'arif Sarolangun Sarolangun Islamic School of Religion	Sarolangun	26
3	Muara Bulian Batang Hari Islamic High School	Batang Hari	52
4	An-Nadwah Islamic High School Kuala Tungkal Tanjab Barat	Tanjab Barat	49
5	Al-Anwar Islamic High School Kuala Tungkal Tanjab Barat	Tanjab Barat	33
6	Mauizhah Islamic High School West Tanjab West Tanjab	Tanjab Barat	46
7	Yasni Muara Bungo Bungo Islamic High School	Bungo	41
8	Stit Yapima Bungo Bungo Regency	Bungo	35
9	Islamic High School Sheikh Maulana Qori Bangko Merangin	Merangin	31
10	Stie Shari'ah Al-Mujaddid Tanjabtim	Tanjabtim	14
11	Islamic High School Al-Falah Rimbo Bujang Tebo	Tebo	6
12	Regency of Tebo Tebo Regency	Tebo	72
13	Ma'arif Islamic University of Jambi, Jambi City	Jambi	40
14	Stit Al-Azhar Diniyyah Jambi Jambi	Jambi	11
15	Ahsanta Jambi Islamic University of Jambi City	Kota Jambi	18
16	Stit Ypi Kerinci Kerinci	Kerinci	33
17	Tarbiyah Mamba'ul Ulum Jambi College of Sciences Jambi City	Kota Jambi	15
	Total		567

The sample is part of the population to be studied. Therefore, the sample must be seen as an estimate of the population and not the population itself. The research sample is an important factor that reflects and determines how far the sample can be useful for research conclusions (Setyosari, 2010: 169). In this study, the respondent was a lecturer at each campus that was the object of research. Lecturers are a key element or determinant factor in assessing the performance of higher education organizations. As a juridical basis in the law that lecturers function as executors of the Tri Dharma of higher education institutions namely teaching, devotion and research.Given the total number of respondents in the three regions totaling 120 people. (Jambi City Ma'arif Islamic College = 40 people, An-Nadwah Islamic College = 49 people, and Islamic Maulana Qori Bangko Islamic College = 31 people) the researchers used total sampling techniques, where all populations were sampled . Of the 120 people, 30 were used as trial samples, and 90 as research samples.

Table 5. Research Samples

No	Name Of The Islamic College	Districts	Permanent lecturer	Non-permanent Lecturer	Total of Lecturers
1	Ma'arif Islamic University of Jambi City	Kota Jambi	40	28	68
2	An-Nadwah Islamic School of Kuala Tungkal Islamic High School	Tanjab Barat	49	17	66
3	Sheikh Maulana Qori Bangko	Bangko	31	57	88
	Total		120	102	222

Based on Table 5. the initial research sample data obtained with permanent lecturers at the Islamic University of Ma'arif in Jambi City there are 40 Permanent Lecturers, for An-Nadwah Islamic College of Kuala Tungkal Tanjung Jabung Barat District there are 49 permanent lecturers and for the College of Religion Islam Shaykh Maulana Qori Bangko Bangko district there are 31 Permanent Lecturers. The reason the researchers took the sample are: (1) these universities are both in Islamic Institutions (2) These Islamic Colleges represent the East, Central and West regions.Data collection in this study uses questionnaire as the primary source and observation and interviews as a secondary source. In quantitative research, data analysis is an activity after the data from all data sources are collected. The data obtained is then analyzed so that it can be used to draw conclusions. Data analysis techniques in this study used path analysis. The steps taken are (1) descriptive statistical analysis; (2) testing requirements analysis; and (3) hypothesis testing.Validity test is used to determine how valid a question item is used to measure the variables to be examined. Instrument items are declared valid if $r_{count} > r_{table}$. conversely if $r_{count} < r_{table}$ then the item is declared invalid or fall at the significance level of alpha $(\alpha) = 0.05$, with n totaling 30 (df = n-2).At this stage the Leadership Style (X_1) variable validity test uses the Pearson product moment formula as follows:

$$r_{count} = \frac{n\left(\sum X_i Y_i\right) - \left(\sum X_i\right)\left(\sum Y_i\right)}{\sqrt{\left\{n.\sum X_i^2 - \left(\sum X_i\right)^2\right\}\left\{n.\sum Y_i^2 - \left(\sum Y_i\right)^2\right\}}}$$

Where:
Rcount = correlation between the scores of each question with the total score;
X   = score of each question item;
Y   = score number of questions;
N   = number of respondents.

Item reliability test is a statistical test that is used to determine the reliability of a series of statement items in their reliability measuring a variable. Reliability Tests are carried out to obtain the level of accuracy (reliability and constancy) of the data collection devices used. The instrument reliability test was performed using the Cronbach alpha formula. The method of finding internal reliability is to analyze the reliability of a measuring instrument from one measurement.

The criteria used in this study are if the alpha value is greater (>) than the r_{tabe} value, the questionnaire is declared reliable or if the alpha value is smaller (<) than the r_{tabe} value, the questionnaire is declared unreliable. The value of r_{tabe} with the formula α = 5% and df = n-2 is 0.51.

The formula used is Cronbach's alpha

$$r11 = \left[\frac{k}{k-1}\right]\left[\frac{\Sigma S_i - S_i}{\Sigma S_i}\right]$$

Where:
R11 = reliability value
∑Si = number of variance scores for each item
Si = total variance
k = number of items

3 RESULTS AND DISCUSSION

Research data in the form of questionnaire results data from the independent variable is the leadership style variable to the dependent variable, namely organizational performance. In this study a sample of 90 lecturers was used. This section will present a description of the data of each variable including: a) calculation of descriptive statistics in the form of: highest score, lowest score, mean (M), and standard deviation (SD), b) calculation of analytical requirements: normality test, test

homogeneity, and linearity test, and c) hypothesis testing. Data processing was done manually and SPSS Version 22.00 was assisted.

3.1 Descriptive Research Data Leadership Style Variables (X₁)
3.1.1 Frequency Distribution

Range (R)	=	164 - 130	=	34
Many Classes (K)	=	1 + 3,3 log 90	=	7,4 rounded to 7
Class Length Intervals (p)	=	34/7	=	4,8 rounded to 5

3.1.2 Frequency Distribution Table
Further research data are made in a frequency distribution list with many 7 interval classes and 5 interval lengths. The data distribution is presented in the following frequency distribution table:

$$M_e = b + p\left[\frac{\frac{1}{2}n - F}{f}\right] = 144,5 + 5\left[\frac{45 - 27}{35}\right] = 147,07$$

Table 6. Table of Frequency Distribution Leadership Style Variable (X₁)

No	Class	Xi	fi	Xi²	fiXi	fiXi²	F kum	Fr
1	130 - 134	132	2	17424	264	34848	2	2.22
2	135 - 139	137	4	18769	548	75076	6	4.44
3	140 - 144	141.33	21	19974.17	2967.93	419457.5	27	23.33
4	145 - 149	147.11	35	21641.35	5148.85	757447.3	62	38.89
5	150 - 154	151.7	20	23012.89	3034	460257.8	82	22.22
6	155 - 159	156.88	5	24611.33	784.4	123056.7	87	5.56
7	140 - 164	162	3	26244	486	78732	90	3.33
			90		13233	1948875		100.00

Based on table 6. it can be seen that there are 27 respondents (29.99%) under the interval class that contains the average score, 35 respondents (38.89%) are in the interval class that contains the average score, and 28 respondents (31.11%) are above the interval class that contains the average score.

3.1.3 Measuring Central Tendency
a. Average score

$$\overline{X} = \frac{\sum X_1}{N} = \frac{13233}{90} = 147,03$$

b. mode

$$M_o = b + p\left[\frac{b_1}{b_1 + b_2}\right] = 144,5 + 5\left[\frac{14}{14 + 15}\right] = 146,915$$

c. median

d. standard deviation

$$SD = \sqrt{\frac{n\sum f_i\chi_1^2 - \left(\sum f_i\chi_t\right)^2}{n(n-1)}} = 5,93$$

Based on the calculation of the central tendency size of the leadership style variable (X₁) obtained the following scores, the number of respondents 90 people they have a range of theoretical scores 34 - 170. The range of empirical scores obtained the lowest score of 130 and the highest score of 164 with a range of scores 34. The average value of 147 , 03, the median was 147.07 mode with 146.915 and the standard deviation was 5.93. The score distribution of respondents who were given the leadership style variable questionnaire (X₁) had a relatively normal distribution because the average score position was 147.03 and the median was 147.07 inclined at the position of the alliance point and the average score of the

leadership style variable (X_1) obtained was equal to median class. Calculation of descriptive statistics mean, median and mode of leadership style variables (X_1) manually the results are the same as the calculation of the SPSS 22.0 program as follows:

Statistics

X1_Leadership Style

N	Valid	90
	Missing	0
Mean		147.03
Median		147.07
Mode		146.915
Std. Deviation		5.93
Variance		36.684
Range		34
Minimum		130
Maximum		164
Sum		13233

Based on a basic calculation of the frequency distribution a histogram graph can be made:

3.1.4 Histogram Graph
An overview of these data, can be seen with the following histogram display:
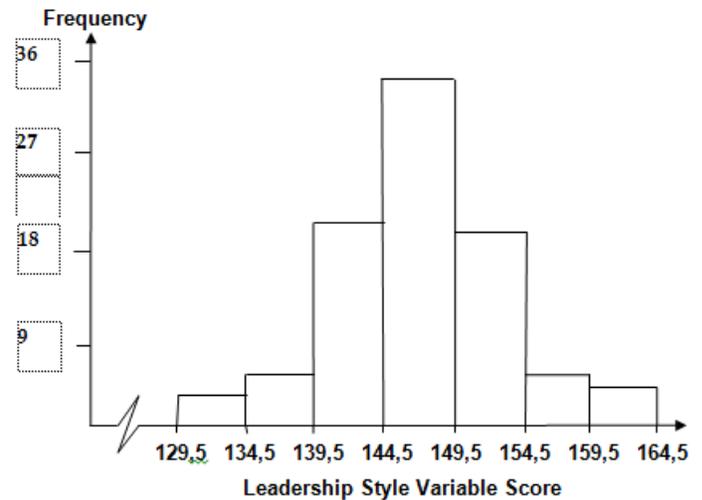
Figure 1. *Histogram of leadership style variables (X_1)*

3.2 Organizational Performance Variable (X_2)

3.2.1 Frequency Distribution

Range (R)	=	170 - 101	=	69
Many Classes (K)	=	1 + 3,3 log 90	=	7,4 rounded to 7
Class Length Intervals (p)	=	69/7	=	9,9 rounded to 10

3.2.2 Frequency Distribution Table
Further research data are made in a frequency distribution list with many 7 interval classes and 4 interval lengths. The data distribution is presented in the following frequency distribution table:

Table 7. Variable Frequency Distribution Table Organizational Performance (X_2)

No	Class	Xi	fi	Xi^2	fiXi	$fiXi^2$	F_{kum}	Fr
1	101 - 110	103	2	10609	206	21218	2	2.22
2	111 - 120	115.67	9	13379.55	1041.03	120415.9	11	10.00
3	121 - 130	124.89	19	15597.51	2372.91	296352.7	30	21.11
4	131 - 140	135.27	30	18297.97	4058.1	548939.2	60	33.33
5	141 - 150	145.05	19	21039.5	2755.95	399750.5	79	21.11
6	151 - 160	155.56	9	24198.91	1400.04	217790.2	88	10.00
7	161 - 170	166	2	27556	332	55112	90	2.22
			90		12166	1659579		100

Based on table 7. it can be seen that there are 30 respondents (33.33%) under the interval class that contains the average score, 30 respondents (33.33%) are in the interval class that contains the average score, and 30 respondents (33.33%) are above the interval class that contains the average score.

3.2.3 Measuring Central Tendency
a. Average score

$$\bar{X} = \frac{\sum X_1}{N} = \frac{12166}{90} = 135,18$$

b. mode

$$M_o = b + p\left[\frac{b_1}{b_1 + b_2}\right] = 130,5 + 10\left[\frac{11}{11 + 11}\right] = 135,5$$

c. median

$$M_e = b + p\left[\frac{\frac{1}{2}n - F}{f}\right] \quad 130,5 + 10\left[\frac{45 - 30}{30}\right] = 135,5$$

d. standard deviation

$$\sqrt{\frac{n\sum f_i \chi_1^2 - \left(\sum f_i \chi_t\right)^2}{n(n-1)}} = 12,98$$

Based on the calculation of the central tendency size of organizational performance variables (X_2) obtained the following scores, the number of respondents 90 people they have a range of theoretical scores 34 - 170. The range of empirical scores obtained the lowest score of 101 and the highest score of 170 with a range of scores 69. The average value of 135 , 18, the median is 135.5 mode is 135.5 and the standard deviation is 12.98.Distribution of respondents' scores given a questionnaire of organizational performance variables (X_2) has a relatively normal distribution because the position of the average score of 135.18 and a median of 135.5 tends to position at the point of fellowship and the average score of the variable of organizational performance (X_2) obtained is in the median class.Descriptive statistical calculations of the mean, median and mode of organizational performance variables (X_2) manually the results are the same as the rocky calculation of the SPSS 22.00 program as follows:

Statistics

X2_ organizational performance

N	Valid	90
	Missing	0
Mean		135.18
Median		135.50
Mode		135.50
Std. Deviation		12.98
Variance		192.529
Range		69
Minimum		101
Maximum		170
Sum		12166

Based on a basic calculation of the frequency distribution a histogram graph can be made:

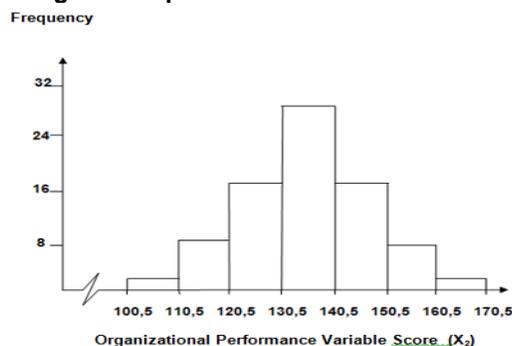### 3.2.4 Histogram Graph

Figure 2. Histogram of Organizational Performance Variables

3.3 Testing Data Analysis Requirements

3.3.1 Testing Data Normality

Non-parametric tests are used if the assumptions in the parametric test are not met. The most common assumptions in parametric tests are random samples from populations that are normally distributed, data are homogeneous, and are linear. There are three assumptions of parametric statistical tests namely: normality, homogeneity, and linearity of data. Normality testing is performed to determine whether a data

distribution is normal or not. This is important to know related to the accuracy of the selection of statistical tests to be used. Parametric tests require data to be normally distributed. If the data are not normal it will be advisable to use a nonparametric test. This normality test must be done if there is no theory that states that the variables studied are normal. In other words, if there is a theory that states that a variable under study is normal, then no longer needs to test data normality.There are two tests of normality testing, namely testing the number with the Liliefors test and with the Chi Square compatibility test. In writing this dissertation research report, the writer uses Chi Square compatibility test. Normality test with Chi Square is a goodness of fit test. In the test of compatibility will be compared between the frequency of observations with the frequency of expectations / theoretical. Does the frequency of observations deviate or not from the expected frequency. If the value of x2 is small, it means that the results of the observation are very close to the expected frequency, and this shows a good fit. If the value of x2 is large, it means that the frequency of observations differs significantly from the expected frequency, so that the suitability is poor. Good conformity will lead to Ho acceptance, and poor conformity will lead to Ha refusal. The formula used is:

$$\chi^2 \;=\; \sum_{i=1}^{k} \frac{(o_i - e_i)^2}{e_i} = \sum_{i=1}^{k} \frac{(f_o - f_e)^2}{f_e}$$

Information:
   oi = fo = Observation Frequency
   ei = fe = Frequency of Expectations

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

3.3.1.1 Testing Normality of Organizational Performance Variable Data (X_2)
Based on the distribution of the Organizational Performance variable questionnaire (X_2) and in accordance with the steps for calculating the normality test, the research data obtained are as follows:
a) Number of interval classes = 6
b) Length of interval class:

$$= \frac{170 \; - \; 101}{6} = 11\,,5 \; \infty \; 12$$

c) Frequency distribution table

Table 8. Helper for Testing Data Normality with Chi Square Variable Organizational Performance Performance (X_2)

	Interval	F_o	F_h	$F_o - F_h$	$(F_o - F_h)^2$	$\dfrac{(f_o - f_e)^2}{f_n}$
1	101 - 112	3	2	1	0	0.13
2	113 - 124	14	12	2	3	0.27
3	125 - 136	31	31	0	0	0.00
4	137 - 148	26	31	-5	22	0.72
5	149 - 160	14	12	2	3	0.27
6	161 - 172	2	2	0	0	0.08
	Total	90	90		X_{count}	1.48

		X_{table}	11,070

d) Calculate and enter the price of fh into a work table with a sample = 90

1	First row from the top	2,7% x 90	=	2
2	The second row from the top	13,53% x 90	=	12
3	Third row from the top	34,13% x 90	=	31
4	The fourth row from the top	34,13% x 90	=	31
5	Row five from the top	13,53% x 90	=	12
6	Row six from above	2,7% x 90	=	2

e) Calculate the price

Table 9. Helpers to calculate prices

1	First row from the top	0	:	2	=	0.13
2	The second row from the top	3	:	12	=	0.27
3	Third row from the top	0	:	31	=	0.00
4	The fourth row from the top	22	:	31	=	0.72
5	Row five from the top	3	:	12	=	0.27
6	Row six from above	0	:	2	=	0.08
				X_{count}		1.48

Comparing the price of Chi Square = 1.48. Furthermore, this price is compared with 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 price of the table = 11.070. Because Price (t_{count}) = 1.48 < t_{table} = 11.070, the distribution of statistical data values of 90 samples can be declared normal.

3.3.1.2 Testing the Normality of Leadership Style Variable Data (X_1)
Based on the distribution of Leadership style variable questionnaire (X_1) and according to the steps in the calculation of normality test, obtained research data are as follows:

a) Number of interval classes = 6
b) Length of interval class:

$$= \frac{164 \quad - \quad 130}{6} = 5,67 \quad \infty \quad 6$$

c) Frequency distribution table

Table 10. Helper Table for Testing Data Normality with Chi Square Variable Leadership Style (X_1)

	Interval	F_o	F_h	F_o - F_h	$(F_o - F_h)^2$	$\frac{(f_o - f_e)^2}{f_n}$
1	130 - 135	3	2	1	0	0.13
2	136 - 141	15	12	3	8	0.65
3	142 - 147	29	31	-2	3	0.10
4	148 - 153	32	31	1	2	0.05
5	154 - 159	8	12	-4	17	1.43
6	160 - 164	3	2	1	0	0.13

Total	90	90		X_{count}	2.50
				X_{table}	11,070

d) Calculate and enter the price of fh into a work table with a sample = 90

1	First row from the top	2,7% x 90	=	2
2	The second row from the top	13,53% x 90	=	12
3	Third row from the top	34,13% x 90	=	31
4	The fourth row from the top	34,13% x 90	=	31
5	Row five from the top	13,53% x 90	=	12
6	Row six from above	2,7% x 90	=	2

e) Calculate the price
Table 11. Help for calculating prices

1	First row from the top	0	:	2	=	0.13
2	The second row from the top	8	:	12	=	0.65
3	Third row from the top	3	:	31	=	0.10
4	The fourth row from the top	2	:	31	=	0.05
5	Row five from the top	17	:	12	=	1.43
6	Row six from above	0	:	2	=	0.13
						2.50

Comparing the price of Chi Square = 2.50. Furthermore, this price 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 price of the table = 11.070. Because the Price of X_{count} = 2.50 < X_{table} = 11.070, then the distribution of the statistical data of 90 samples can be declared normal.

3.3.2 Testing Homogeneity of Data
Homogeneity tests are performed to find out that: data from each score comes from populations that have the same variance. Homogeneity testing of variance using the Bartlet Test. The testing process taken is first grouping endogenous variable data based on the similarity of exogenous variable data, then the value of dk, 1 / dk, variance s_1^2, (dk) $logSi^2$, (dk) Si^2. The results of the variance homogeneity test calculation are as follows:
Homogeneity Test of Variance in Leadership Style Data (X1) with Organizational Performance (X2)
The hypotheses tested are as follows:
H0 : the independent variable data on the dependent variable is homogeneous, if X^2_{count} < X^2_{table}
Hi : independent variable data for the dependent variable is not homogeneous, if X^2_{count} > X^2_{table}

To facilitate the calculation of the Homogeneity test with the Bartlett Test. Bartlett Test Organizational Performance variable (X_2) on Leadership Style (X_1).

Combined variance:

$$= \frac{\sum db(s_i^2)}{\sum db} = \frac{8981,507}{62} = 144,86$$

$$NilaiB = (\Sigma\, db)(\log S_i^2) = 62\, x(\log 144,86) = 133,98$$

$$\chi^2 = (\ln 10)\left[B - \Sigma\, db \cdot \log S_i^2\right]$$

$$= (2,3026)\left[133,98 - 123,7184\right] = 23,63$$

The calculation results for testing the variance homogeneity of Organizational Performance variables (X2) for Leadership Style (X_1) obtained X^2_{count} = 23.63 while in the table with dk = 62 at = 0.05 obtained X^2_{table} = 81.101 Because $X^2_{count} < X^2_{table}$, then H_0 is accepted, which means that the variance of Organizational Performance (X_2) The Leadership Style (X_1) is homogeneous. The results of the homogeneity test analysis using the exel program can be seen in the following table.

Table 12. Homogeneity Test Results of Leadership Style data variants (X_1)

with Organizational Performance (X_2).

NO	X_1	k	ni	X_3	db	Si^2	log Si^2	db.Si^2	db.log Si^2
∑X	13233	28	90	12433	62	2710.813	31.49876	8981.507	123.7184

Based on the results of the table above it is known that χ^2_{count} = 23.63, χ^2_{table} = 81.101 because $\chi^2_{count} < \chi^2_{table}$, the Organizational Performance variable (X_2) for Leadership Style (X_1) is declared homogeneous.

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

Table 13. Results of Analysis of Homogeneity Test in Organizational Performance (X_2) on Leadership Style (X_1) with SPSS

Test of Homogeneity of Variances

X2_ Organizational Performance

Levene Statistic	df1	df2	Sig.
4.120	15	62	.423

Based on the results of the table above it is known that r_{count} = 0.423, because r_{count} > α, then the Organizational Performance variable (X_2) for the Leadership Style (X_1) is declared homogeneous.

3.3.3 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 value of F_{count} (regression) and F_{table} value of dk (numerator: denominator) for a significance level of 5%. With criteria if

b) Significant Testing via ANAVA

$F_{regression} < F_{table}$, then the relationship between variables expressed linear.

For the linearity test of endogenous variables with exogenous variables using the help of the SPSS program, if the F_{count} value (tuna match) is smaller than F_{table} with α = 0.05, so the regression of the exogenous variable over the endogenous variable is linear.

Calculation of Linearity and Influence (X1) against (X2)
a) Table 14. Preparation of Calculations a and b for Regression Equations Y = a + bX1

Table 14. Variables X1 against X2

NO	Style Leadership X_1	The performance Organization X2	X_1^2	$X2^2$	X_1X2
∑	13233	12433	1948957	1734685	1828426

b) Calculation of prices a and b with the formula:

$$a = \frac{(\Sigma X_4)(\Sigma X_i^2) - (\Sigma X_1)(X_1 X_4)}{n\,\Sigma X_i^2 - (\Sigma X_1)^2} = \frac{(12433)(1948957) - (13233)(1828426)}{90\,(1948957) - (13233)^2} = 121,91$$

$$b = \frac{n\,\Sigma X_i X_4 - (\Sigma X_i)(\Sigma X_4)}{n\,\Sigma X_i^2 - (\Sigma X_i)^2} = \frac{90\,(1828426) - (13233)(12433)}{90\,(1948957) - (13233)^2} = 0,11$$

After the values of a and b are found, a simple linear regression equation can be arranged as follows:
$$Y = a + bX1 = 121,918 + 0,11X1$$

Tabel 15. Table Anava

Variable Source	db	JK	RJK	F_{count}	F_{table} α 0.05	F_{table} α 0.01	Information
Total	90	1734685					
Coefficient (a)	1	1717550	1717550				
Regression (b / a)	1	39.662	39.662	0.2042	3.95	6.94	Very significant
Remainder	88	17095.5	194.27				
Tuna Match	26	6552.7	252.03	1.482	1.65	2.05	Linear
Error	62	10542.7	170.04				

3.3.4 Hypothesis Testing

Hypothesis testing in research uses path analysis. The magnitude of the direct effect of the exogenous variable on the endogenous variable is expressed by the numerical path coefficient.

Table 16. Summary of Calculation Results for the Direct Effect Coefficient and the coefficient of Significance Value

Hypothesis	Variable	Correlation Coefficient (r)	Path coefficient (ρ)	$T_{count/}$ F_{count}	t_{table} α = 0,05	t_{table} α = 0,01
1	X₁X2	0,50	0,55	58,67	1,79	2,614

The first hypothesis states that Leadership Style (X_1) directly influences Organizational Performance (X_2). Statistical Hypothesis:

H_0: p41 ≥ 0

H_1: p41 < 0

Hypothesis testing criteria H_0 is rejected if $t_{count} > t_{table}$, and H_0 is accepted if $t_{count} < t_{table}$. Based on the results of data analysis manually obtained path coefficient X_1 to X_2 (ρ41) = 0.55, with a significant level α = 0, 05 and dk = 88 obtained value of table = 1.79. The calculation results get the t-$_{count}$ = 58.67.Based on these criteria it turns out that the value of t_{count} (58.67) > t $_{table}$ (1.79), 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 Organizational Performance (X_2) can be accepted because it has been tested for its truth. Manually calculation gets the same number as the calculation using SPSS ver. 22.0 can be seen in table 17. follows:

$$[\rho_{X_3 X_1} \times \rho_{X_3 X_1}] + [\rho_{X_3 X_1} \times r_{x_1 x_3} \times \rho_{X_3 X_1}] = 0{,}3026 + 0{,}097 =$$
$$0{,}3996 \ (39{,}96\%).$$

Table 17. Results of Path Analysis between Leadership Style variables (X_1) and Organizational Performance (X_2)

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	144.126	6.453		22.336	.000
	X2_ Organizational Performance	.021	.046	.550	.453	.652

a. Dependent Variable: X1_ Leadership Style

In table 17. the results of ρ_{41} = 0.55, Both the results of calculations both manually and using the help of the SPSS program, show the same path coefficient value ρ_{41} = 0.55. Meanwhile, to state the size of the contribution (contribution) variable Leadership Style (X_1) to Organizational Performance (X_2) as follows:

a) The magnitude of the direct effect of the exogenous variable (X_1) on endogenous variables (X_2):

$\rho_{X_4 X_1} \times \rho_{X_4 X_1}$ = 0,55 x 0,55 = 0,3026 (30,26%)

b) The magnitude of the indirect effect of exogenous variables (X_1) on endogenous variables (X_2)

$\rho_{X_3 X_1} \times r_{x_1 x_3} \times \rho_{X_3 X_2}$ = 0,317 x 0,45 x 0,68= 0,097 (9,7%)

Hypothesis testing carried out proves that leadership style influences organizational performance in the Islamic High School environment in Jambi Province. The proposed hypothesis proves the influence of the dependent variable both partially and simultaneously on the independent variable. Leadership style has a significant direct effect on organizational performance. This indicates that the leadership style possessed by the head of the Islamic High School has an influence on organizational performance. Leadership style in organizing an educational institution with an effective structural system is proven to have an influence on organizational performance. Leadership style is a way of working and behaving leaders in guiding their subordinates to do something. So the leadership style is the nature and behavior of leaders who are applied to subordinates to guide their subordinates in carrying out work.In the management of tertiary education there is a collection of people who determine things to plan and implement, so these things become a model for provision for students in carrying out their functions for now or for the future. The group is what we call

1026

an educational institution. Educational institutions in this case are Islamic education institutions for cases in Indonesia, including Islamic tertiary institutions (Soebahar, 2012: 8).Leadership is one aspect that is considered very important in Islam. This can be seen from so many verses and hadith of the Prophet sallallaahu a Alaihi Wassallam who discusses this. This is understandable. Because the leader is one of the factors that has a huge influence on the life of a community.In Islam concerning matters which have very individual effects. Because it is very logical if in a larger and broader impact issue, Islam is also very concerned. For example about this leadership. This is because this extraordinary aspect of leadership has a huge impact on the lives of all people (ummah) in a country. In a narrower scope in Islamic educational institutions.This hadith clearly provides an illustration of how much Islam considers the issue of electing leaders. This hadith shows how in a very small group of Muslims, the Prophet ordered a Muslim to choose and appoint one of them as a leader.Thoha (2010: 42) and Fitria (2018) revealed that by using leadership the leader will influence the perception of subordinates and motivate them, by directing employees to the clarity of tasks, achieving goals, job satisfaction, and effective work performance. This is confirmed by Robbins (2017: 432) reveals that leadership is the ability to influence a group towards achieving goals. The ability of employees to achieve the goals and objectives of the organization is a reflection of employee performance. So it can be concluded if the leadership style has a large role in improving the organizational performance of institutions.Performance can be interpreted as an assessment to find out the final goal to be achieved by individuals, groups and organizations. In this sense the intended organizational performance is a tool that can be used to measure the level of achievement of institutions or individual or group policies in an educational institution.

4 CONCLUSION

Based on an analysis of the results of the study and the discussion that has been described in the previous section, this research yields the following conclusions. The results showed that the leadership style possessed by the head of the Islamic High School had a significant direct effect on organizational performance in the Islamic High School environment in Jambi Province.

5 REFERENCES

[1] Abbas, S. (2014). Manajemen Perguruan Tinggi [College Management].Jakarta: Kencana. Pp 205.

[2] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance. International Journal of Scientific & Technology Research, 7(7).

[3] Basaruddin, C. (2018). Pendidikan di Indonesia Masalah dan Solusi [Education in Indonesia Problems and Solutions]. Jakarta: Kedeputian Bidang Koordinasi Pendidkan, Agama, dan Aparatur Negara. Pp 206.

[4] Colquitt, J. A., Jeffery, A. Pinne, L & Walson, M, J. (2011). Organizational Behavior. New York: McGraw Hill. Pp 35.

[5] Creswell, J. W. (2008). Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Amerika: Pearson Merrill Prentice Hall. Pp 388.

[6] David, C., Wilson., Robert, H., & Rosenfeld. (2010). Managing Organisation. London: McGraw-Hill Book Company. Pp 432.

[7] Davis, K. & Newstrom. (1995). Perilaku Dalam Organisasi [Behavior in Organizations]. Jakarta: Erlangga. Pp 35.

[8] Forlap.dikti.go.id (Accessed 21 October 2017).

[9] Gibson, J, L., John, M., Ivancevich, J, H., Donnelly, J., & Konopaske, R. (2012). Organizations. New York: McGraw Hill. Pp 374.

[10] Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. International Journal of Scientific & Technology Research, 7(7).

[11] Ismaya, B. (2015). Pengelolaan Pendidikan [Education Management]. Bandung: Refika Aditama. Pp 35.

[12] Kementrian Koordinator Bidang Kesejahteraan Rakyat. Pendidikan di Indonesia Masalah dan Solusi [The Coordinating Ministry for People's Welfare. Education in Indonesia Problems and Solutions]. Jakarta: Kedeputian Bidang Koordinasi Pendidkan, Agama, dan Aparatur Negara. Pp 7-161.

[13] Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room To Students Through The Friendly School's Program. International Journal of Scientific & Technology Research, 7(7).

[14] Martono, N. (2014). Sosiologi Perubahan Sosial, Perspektif Klasik, Modern, Posmodern, dan Poskolonial, Cetakan Ke-3 [Sociology of Social Change, Classical, Modern, Postmodern, and Postcolonial Perspectives, 3rd Printing]. Jakarta: Raja Grafindo Persada. Pp136.

[15] Moeheriono. (2010). Pengukuran Kinerja Berbasis Kompetensi, Cetakan Ke-2 [Competency Based Performance Measurement, 2nd Printing]. Bogor: Ghalia Indonesia. Pp 61.

[16] Mondy, R. W. (2008). Sumber Daya Manusia, Edisi 10, Jilid ke-1, Terjemah Bayu Airlangga [Human Resources, Issue 10, Volume 1, Translation of Bayu Airlangga]. Jakarta: Erlangga. Pp 256-260.

[17] Mulyasa, E. (2011). Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi [School Based Management, Concepts, Strategies and Implementation]. Bandung: Rosda Karya. Pp 108-109.

[18] Nurhayati, D. (2013). Dunia Pendidikan Indonesia Menghadapi Masyarakat Ekonomi ASEAN [Indonesian Education World Facing the ASEAN Economic Community]. worpress.com.

[19] Prasetyo, B. & Jannah, L. M. (2005). Metode Penelitian Kuantitatif, Teori dan Aplikasi [Quantitative Research Methods, Theory and Applications]. Jakarta: Raja Grafindo Persada. Pp 119.

[20] Priansa, D. J. (2016). Perencanaan dan Pengembangan Sumber Daya Manusia [Human Resource Planning and Development]. Bandung: Alfabeta. Pp 270-271.

[21] Raharjo & Nafisah. (2010). Analisis Pengaruh Gaya Kepemimpinan terhadap Kepuasan Kerja, Komitmen Organisasi dan Kinerja Karyawan (Studi Empiris pada Departemen Agama Kabupaten Kendal dan Departemen Agama Kota Semarang) [Analysis of the Effect of Leadership Style on Job Satisfaction, Organizational Commitment and Employee Performance (Empirical Study at the Department of Religion in the Regency of Kendal and the Department of Religion in the City of

Semarang)]. Jurnal Studi Manajemen dan Organisasi. Vol. 3 No. 2.

[22] Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision And Achievement Motivation On Effective Teachers. International Journal of Scientific & Technology Research, 7(4).

[23] Rivai, V & Mulyadi, D. (2011). Kepemimpinan dan Perilaku Organisasi, Edisi Ketiga, Cetakan Ke-8 [Organizational Leadership and Behavior, Third Edition, 8th Printing]. Jakarta: Raja Grafindo. Pp 42.

[24] Robbins, S. P. (2014). Essentials of Organizational Behavior.New Jersey: Englewood Cliffs, Prentice-Hall. Pp 231-432.

[25] Sarina., Kristiawan, M., & Wardiah, D. (2019). Module Development the Utilization of Patchwork Fabric As Teaching Materials Crafts on the Subjects of Craft and Entrepreneurship For High School Students. International Journal of Scientific & Technology Research, 8(5).

[26] Setyosari, P. (2010). Metode Penelitian Pendidikan dan Pengembangan [Educational Research and Development Methods]. Jakarta: Kencana Prenada Media. Pp 169.

[27] Setyosari, P. (2013). Metode Penelitian Pendidikan & Pengembangan. Jakarta: Kencana Prenadamedia Group. Pp 196.

[28] Soebahar, A. H. (2012). Kebijakan pendidikan Islam dari Ordonansi Guru Sampai UU Sisdiknas[Islamic education policies from the Teacher Ordinance to the National Education System Law]. Depok: Raja Grafindo Persama. Pp 8.

[29] Sugiono. (2013). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D [Educational Research Methods Quantitative, Qualitative, and R&D Approaches]. Bandung: Alfabeta. pp 117.

[30] Supardi. (2009). Metodologi Penelitian Pendidikan: Kompetensi dan Prakteknya [Educational Research Methodology: Competencies and Practices]. Jakarta: Bumi Aksara. Pp 53.

[31] Sutrisno, E. (2016). Budaya Organisasi, Cetakan Ke-8 [Organizational Culture, 8th Printing]. Jakarta: Kencana Media Persada. Pp 224.

[32] Thoha, M. (2010). Pembinaan Organisasi, proses diagnosa dan intervensi, Manajemen Kepemimpinan [Organizational Development, the process of diagnosis and intervention, Management of Leadership]. Yogyakarta: Gava Media. pp 42.

[33] Tilaar, H. A. R. (2007). Manajemen Pendidikan Nasional, Kajian Pendidikan Masa Depan, Cetakan Ke 7 [National Education Management, Future Education Studies, 7th Matter]. Bandung: Remaja Rosda Karya. Pp 1.

[34] Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. International Journal of Scientific & Technology Research, 7(4).

[35] Ulfatin, N & Triwiyanto, T. (2016). Manajemen Sumber Daya Manusia Bidang Pendidikan [Human Resource Management in Education]. Jakarta: Raja Grafindo Persada. Pp 148-152

[36] Umiarso & Ghazali, i. (2010), Manajemen Mutu Sekolah di Era Pendidikan: "Menjual" Mutu Pendidikan dengan Pendekatan Quality Control Bagi Pelaku Lembaga Pendidikan [School Quality Management in the Educational Era: "Selling" Educational Quality with a Quality Control Approach for Educational Institutions]. Jogyakarta: IRCiSo. Pp 122.

[37] Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. International Journal of Scientific & Technology Research, 8(4).

[38] Wibowo, U. B. (2009). Membangun Citra Keunggulan Perguruan Tinggi Swasta [Building an Image of Excellence in Private Colleges]. Semiloka Pengembangan Sistem Manajemen Prodi S1 PGSD FKIP Universitas PGRI Adi Buana Surabaya. Pp 2.