The Influence of Leader Skills, Madrasah Environmental Situation and Leader Behavior onMadrasah Effectiveness in Jambi Province

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Article Info	ABSTRACT
Article history: Received 2024-11-02 Revised 2024-11-25 Accepted 2024-12-02 *Keywords:* Influence Leader skill Leader behavior Madrasah leadership	This research investigates the impact of leader skills, madrasah environmental conditions, and leader behavior on the effectiveness of madrasahs in Jambi Province, both individually and collectively. Utilizing a quantitative approach with a survey method, the study focuses on teaching staff across madrasahs in the region. The research includes a population of 128 individuals, with total sampling used to select participants. The study hypothesizes that leadership skills, the madrasah environment, and leader behavior significantly influence madrasah effectiveness, both independently and together. Path analysis is employed to test this hypothesis. The findings reveal that leadership skills (X1), the madrasah environment (X2), and leadership behavior (X3) collectively account for 97.1% of the variance in madrasah effectiveness (X4), with the remaining 2.9% attributable to other factors. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

In the era of Industrial Revolution 4.0, the education sector must evolve to enhance the capabilities of the younger generation in adapting to changes across various domains, both internal and external (Kurniawan, 2019; Nuryani & Handayani, 2020). Madrasahs, as educational institutions, should not only impart knowledge but also continuously improve their teaching and learning processes to meet students' needs effectively (Iskandar, 2019; Sakir, 2016). The knowledge acquired is expected to serve as a foundation for the younger generation in both societal and professional contexts (Suprananto & Kusaeri, 2012).

Schools and madrasahs are thus compelled to undergo transformation. They must go beyond traditional education to ensure that all students have the opportunity to learn and excel to their fullest potential (Putri & Iskandar, 2020; Ridwan, 2018; Stacey et al., 2001). Teachers are tasked not only with covering the curriculum but also with identifying and addressing the diverse needs of their students (Welch, 1979; Zinga & Styres, 2019)Madrasah are forced to make changes, madrasah are expected to ensure that all students can learn and achieve, teachers are looking for ways to support and facilitate all students. This is in line with the mission or main task of the madrasah as the basis for creating an effective madrasah. Madrasahs are an effective solution for improving the quality and quality of education. It is believed that high-quality madrasah can produce quality graduates who automatically synergize towards improving human quality (Priatmoko, 2019; Usman, 2016).

The performance of educational institutions as a result of education (output) is the achievements of educational institutions which are the result of the process or behavior of the institution. The performance of educational institutions can be measured by effectiveness, efficiency, quality, productivity, innovation, quality of work life, as well as work morals which are still guided by Koranic ethical values. Islam teaches that people are encouraged to work optimally and have a commitment to the process and results of work (Fathurrahman, 2002; Syafaruddin, 2003). The concept of effectiveness is a system that is used as an instrument for fulfillment or a supporting tool to achieve organizational goals, where in the process this system works without providing excessive pressure. Effectiveness describes the achievement of satisfactory results as a result of accuracy in choosing the goals to be achieved, the facilities and infrastructure used, and the competencies possessed. From the description above, it can be concluded that effectiveness is used as a barometer of the success or failure of an organization in achieving its stated targets (Tichy et al., 1982; Zulkarnain et al., 2022). The definition above refers to the qualification to theextent to which the stated goals have been achieved.

Effectiveness is closely related to success in achieving organizational goals. Effectiveness refers to achieving optimal work results, in other words the organization is able to achieve targets that refer to quantity, quality and time. Effectiveness is the result of the value of how much or how far the organization has achieved its targets. If the organization's effectiveness value is higher, it is assumed that the greater the organization's targets can be realized (Yustiyawan, 2019).

The head of the madrasah is a functional teacher who is given the task of leading the madrasah as a formal education unit at the Ministry of Religion which provides general education with the characteristics of the Islamic religion. The head of the madrasah is one of the educational components that plays the most role in improving the quality of education. This is as stated in Minister of Religion Regulation Number 58 of 2017, Article 12, paragraph (3) that madrasa heads carry out managerial duties, develop entrepreneurship, and carry out supervision of teachers and education staff. Apart from carrying out these duties, the madrasa head can carry out learning or mentoring tasks to meet the needs of madrasa teachers (Iskandar & Putri, 2020; Juni & Somad, 2014).

This is a form of systematic effort coordinated on an ongoing basis to improve the level of service quality so that the focus is directed to the interests of students. There are at least 5 (five) characteristics of service that must be realized by the head of the madrasah so that the community as customers feel satisfied, namely: reliability , the head of the madrasah must be able to provide services in accordance with what was promised; assurance, the head of the madarash is able to guarantee the quality of learning; tangible, creating a conducive school climate; empathy , able to give full attention to students; as well as responsiveness, the head of the madrasah must respond quickly to the needs related to students. Current leaders facing a large number of complex challenges in the global market. Considering how much credit or blame they deserve, there are two perspectives. However, this only provides part of the picture . Another perspective of leadership is called the external control perspective (Darmadi, 2015; Robbins, 2010; Syafaruddin, 2003).

The head of the madrasah provides suggestions, views and freedom to staff to complete work by utilizing existing facilities and infrastructure. That way, staff do not depend on facilities and infrastructure that must be new. To overcome the lack of facilities and infrastructure, as leaders, madrasa heads must be able to make innovations in terms of procurement. Madrasah heads who are always consistent with the rules and mutual agreements within a team will bring their staff to become people who have high loyalty, both to their leaders, rules and work (Nordskogen & Sterten, 2016; Winarsih, 2017; Zahari MS et al., 2020).

The head of the Madrasah with his abilities will bring progress to the madrasah he leads. Deficiencies in mastery of abilities will result in imbalances in leadership. This is the reality that researchers found in the field. Based on the presentation of the grand tour and grand theory, researchers need to discuss it further in this dissertation. The researcher entitled the dissertation: The Influence of Leader Skills , Madrasah Environmental Situation and Leadership Behavior on Madrasah Effectiveness in State Madrasah Aliyah (MAN) in Jambi Province.

METHOD
Procedures

This research uses a quantitative research approach with a survey method. Research (Research) According to Creswell " Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". Quantitative Research (Quantitative research) according to Gay LR, et . all " quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Sugiyono, 2019).

Quantitative research is methods for testing certain theories by examining the relationships between variables. These variables are measured using research instruments, so that data consisting of numbers can be analyzed based on statistical procedures (Faisal, 1982). Quantitative research is research based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection

uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses.

FINDINGS AND DISCUSSION
Findings

Hypothesis: There is a direct influence of leader skills (X_1), Madrasah Environment (X2) and leader behavior (X_3) on madrasa effectiveness (X_4). The hypothesis states that there is a direct influence of leader skills (X_1), Madrasah Environment (X2) , and leader behavior (X_3) on madrasa effectiveness (X_4).

Statistical hypothesis:

$H_0 : \rho_{4.321} \geq 0$

$H_1 : \rho_{4.321} < 0$

The hypothesis testing criteria H_0 is rejected if the calculated F value $>$ F table , and H_0 is accepted if the calculated F value $<$ F table . Based on the results *of* manual data analysis , the path coefficient X_1 The F table value obtained = 2.71. The calculation results get the calculated F value = 1 461.081.

Based on these criteria it turns out that the **calculated F value is** (1 461 .081) **> F table** (2.71), so H0 is rejected and H1 is accepted. This means that the research hypothesis which states that there is a direct influence of leader skills (X_1), Madrasah Environment (X2) and leader behavior (X_3) on madrasa effectiveness (X_4) can be accepted because its validity has been tested. Manual calculations get the same numbers as calculations using SPSS ver.21.0, which can be seen in the following table:

Table 1. Results of Path Analysis between the variables Leader Skills (X_1), Madrasah Environment (X2), and Leader Behavior (X_3) on Madrasah Effectiveness (X_4)

Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,985 [a]	,971	,110	8.144

a. Predictors: (Constant),
b. Dependent Variable: X4_EFFECTIVENESS_MADRASAH

Table 2. ANOVA

ANOVA [a]

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	932,146	3	310,715	4,684	,004 [b]
	residual	5704,354	86	66,330		
	Total	6636,500	89			

a. Dependent Variable: X4_EFEKTIVITAS_MADRASAH

b. Predictors: (Constant),

Output summary table shown in table 4.5 3, it can be seen that the coefficient of determination value is 0.971. Meanwhile, the simultaneous influence of the variables Leader Skills (X_1), Madrasah Environment (X2), and Leadership Behavior (X3) together on the Madrasa Effectiveness variable (X_4) can be seen from the $R^{2\ value\ of}_{4.321}$ *(RSquare)* of = 0.971 . The influence of other variables outside the model on the Madrasah Effectiveness variable (X_4) is ε_2 = $1 - R^2_{4.321} = 1 - 0.971 = 0.029$.

Based on the two path coefficient calculations above, the variables of leader skills (X_1) and Madrasah Environment (X2) and leader behavior (X_3) jointly influence madrasa effectiveness (X_4) by 97.1 % while the remaining 2.9 % is influenced by another variable.
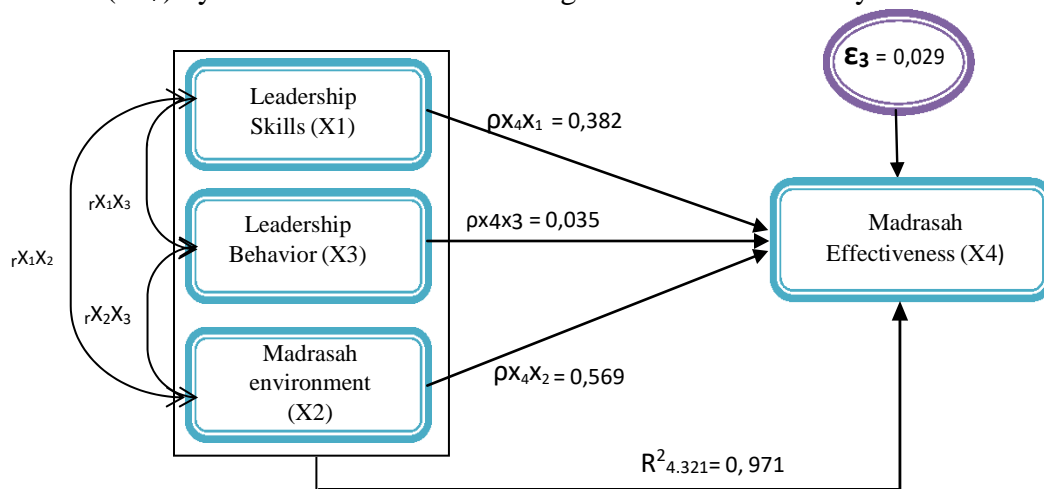

Figure 1. Results of Sub-structure 3 path analysis

Discussion

Based on the results of testing the tenth hypothesis, the direct influence of the madrasa environment and leadership behavior on madrasa effectiveness is calculated to be 0.971. This indicates that the combined leadership skills, behavior, and environment of the madrasa head have a significant positive effect on the effectiveness of extracurricular activities. The leadership skills of a madrasa head encompass the abilities and qualities needed to enhance the effectiveness of the madrasa, leading to outstanding achievements. Effective madrasa leaders possess a range of qualities, attitudes, and skills essential for success in Islamic education. These leaders play a crucial role in creating a positive learning environment that supports students' academic and character development. They serve as role models and foster an environment conducive to achieving educational goals.

The madrasa environment includes all physical, social, academic, and cultural conditions that impact the educational experience. A supportive environment is essential for overcoming teaching challenges and shaping the madrasa's identity and educational quality. It should promote learning, develop moral values, and encourage students to reach their full potential. Collaboration among madrasa leaders and the community is vital for maintaining a positive and effective

educational environment (Hasibuan et al., 2023).

Leadership behavior involves creating an atmosphere that supports both curricular and extracurricular activities and nurtures students' talents and interests. The behavior of a madrasa leader significantly influences the development of students' interests and talents, thus helping them achieve their full potential across various aspects of life (Iskandar et al., 2019; Mulyasa, 2011). Madrasa effectiveness is measured by the achievement of educational goals and the development of students' talents and interests in cognitive, affective, and psychomotor domains. It is expected that the madrasa head's competencies, leadership behavior, and overall leadership approach will directly and simultaneously impact the effectiveness of the madrasa.

To enhance madrasa effectiveness, leaders must engage all potential student abilities through various sensory experiences—hearing, sight, and feeling. Effective leadership involves leveraging these elements to ensure proper development of students. Building madrasa effectiveness requires strategic, collaborative, and sustained efforts from all stakeholders. By adopting a holistic approach and maintaining a strong commitment, madrasas can provide an effective environment for student learning and development. As educational institutions grounded in religious and academic values, madrasas play a crucial role in shaping qualified, ethical, and competent individuals. Madrasa effectiveness is not only about academic achievement but also involves character development, skills acquisition, and instilling fundamental moral values.

CONCLUSION

This research produces findings, namely that based on the two path coefficient calculations above, the variables of leader skills (X_1) and Madrasah Environment (X2) and leader behavior (X_3) together influence madrasa effectiveness (X_4) by 97.1 % while the remaining 2.9 % is influenced by other variables. Based on the results of testing the tenth hypothesis, the result of calculating the direct influence of the madrasa environment and leadership behavior simultaneously on madrasa effectiveness is 0.971. So the madrasa head's leadership skills, leader behavior, and leader behavior together have a direct positive effect on the extra-curricular achievement climate. The leadership skills of madrasa heads in Jambi Province are proven the actions of the madrasah head that can influence the effectiveness of students' madrasah in the form of brilliant achievements in the madrasah. Madrasah leader skills include a variety of qualities, attitudes and skills needed to be an effective leader in the world of Islamic education. Then the madrasa environment in Jambi Province provides an atmosphere that supports learning, develops noble morals, and encourages students to reach their maximum potential academically and in character.

The authors declare that there is no conflict of interest in this work.

Research on the Influence of Leader Skills, Madrasah Environmental Situation and Leader Behavior on Madrasah Effectiveness in Jambi Province that this is the pure work of the author. On this occasion the author would like to thank colleagues and experts from UIN Sulthan Thaha Saiduddin Jambi who have provided input and contributions in completing this article.

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