

# *The Influence of Madrasah Principal Leadership, Organizational Communication, and Teacher Commitment to Madrasah Effectiveness in MAN Jambi Province*

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**Abstract** – This study determined the effect of madrasah principal leadership, organizational communication, and teacher commitment to madrasah effectiveness. The purpose of this research is to enrich the scientific paradigm in the field of Islamic Education Management, especially the study of organizational behavior. This research is a quantitative research with a survey method. The study population was all civil servant teachers at Madrasah Aliyah Negeri in Jambi Province. The sample of this research was 60 people who were taken using total sampling technique. A Likert scale questionnaire was used as an instrument. Data were analyzed by path analysis. The results showed that the headmaster's leadership, organizational communication and teacher commitment had an effect on the effectiveness of the madrasah. The implication is that the better the leadership of the madrasah principal, with smooth organizational communication and strong teacher commitment, the higher the effectiveness of the madrasah.

**Keywords** – Leadership of Madrasah Principals, Organizational Communication, Teacher Commitment, Madrasah Effectiveness

## I. INTRODUCTION

Education is an effort to create quality human resources, the dignity of a nation is very much determined by the quality of its education. Through good personality education will be formed, intelligence will be honed, skills will increase and insight will increase.

Education is the most important indicator of a country's progress (Asvio et al, 2019). Education is a conscious effort to build quality human resources to compete (Tobari et al, 2018; Listiningrum et al, 2020; Zulaiha et al, 2020). Quality human resources are more important than the wealth of natural resources, because the wealth of natural resources cannot guarantee the welfare and success of a nation (Asvio et al, 2019; Risdianto et al, 2020; Fitria et al, 2020).

According to Makbuloh (2011), one measure of whether the Indonesian nation is progressing or not can be seen from the existence of madrasah in the midst of the majority of the Muslim community. The Indonesian nation can be said to have advanced if there is a madrasa education system that has been well managed and produces graduates who master the fields of knowledge that it requires.

Madrasah in this globalization era face quite serious problems, as Islamic-based educational institutions are required to transfer of knowledge, as well as transfer of Islamic values. Meanwhile, the madrasa itself is still facing various problems.

Madrasah have an equal position with other public schools with distinctive Islamic characteristics. On the one

hand, this is indeed an exciting change, the madrasah diploma is considered the same as public schools which are equivalent. However, there are problems in itself, (1) the reduction in the content of the religious education curriculum is seen as a denial of religious understanding. (2) Madrasah graduates are all responsibility, their religious knowledge is not deep, and knowledge is generally low. (3) low student achievement. This can be seen from the UN scores and the number of students entering public universities, (4) insufficient teachers, mismatched and under qualified teachers, (5) very limited facilities and infrastructure, even though madrasah are on par with public schools, however madrasah have not received an equal education budget. So far, the madrasah development budget has only been obtained from the religious budget, (6) the curriculum load, madrasah are obliged to teach general and religious curricula (Huda, 2016).

Research that has been conducted by the Research Team for the Education Sector of the Ministry of Religion of the Republic of Indonesia shows that in general the quality of madrasah has not reached an ideal position. Madrasahs face obstacles, namely the managerial skills of madrasah principals which are still "limited", uneven teacher competence, monotonous learning processes, staff support is not maximized. Then the research of the Jakarta Institute for Religious Research and Development shows that the results of achieving the National Education Standards at Madrasah Aliyah as an indicator of the level of achievement of accreditation are still in the moderate category, especially those related to the standards of teaching and education personnel, cost standards, graduate competency standards and infrastructure standards.

From the documentation study, it is known that education in Jambi Province is still low as evidenced by the results of the 2019 accreditation above which state that only 8.7% of schools / madrasahs were accredited A, namely 57 out of 652 schools / madrasahs, 46.3% or 302 accredited schools / madrasahs B, 43% or 281 Schools / madrasahs are accredited C and 1.8% or 12 are not accredited. This data shows that education in Jambi province has not yet reached the ideal stage, therefore it needs efforts to increase the accreditation of schools / madrasahs, attention from the local government to provide professional training for teachers and education personnel, holding training and other efforts to improve teacher professionalism (<https://jambi.kespres.co.id>).

The daily reality in educational institutions is that some principals in their leading activities still have low responsibility, this can be seen in the form of lack of

discipline, coming to school late and leaving earlier than teachers and staff, motivation and morale who are lacking, have limited insight due to lack of reading, not keeping up with developments, especially now that information technology is so fast, data is sent completely on-line, demanding that the principal must be literate in information technology, besides that there is the appointment of a school principal that is not yet transparent, The Working Group for Principals and Principal Deliberations has not been maximally functioning to create professional school principals and also the Subject Teacher Conference are not functioning optimally (Mansjur, 2020; Hartiwi et al, 2020).

Communication at school between madrasah principals and teachers, staff and students sometimes experiences obstacles, some senior teachers feel more experienced than senior teachers, especially if the head of the madrasah is a former student, there is a feeling of being trivial and not wanting to be ordered. In addition, there are still some teachers who lack awareness in carrying out their duties properly, high levels of teacher absenteeism and low work ethic, lack of teacher creativity in teaching, asking students to write on the blackboard or reading lessons while teachers are engrossed in playing their gadgets (Ivanova et al, 2020). This shows commitment the teacher is still in question.

The complexity of the problems faced by madrasah is thought to be due to the inadequacy of the effectiveness of madrasah. there must be an evaluation effort and a planned effort in assessing the effectiveness of madrasah. The requirement for Madrasah to rearrange their institutions must not be delayed and there must be acceleration. Currently, madrasah rivals are not only public schools in the country as well as schools abroad (Makur, 2017).

Mullins stated that the key factor in organizational effectiveness is the success of management in making changes and innovations, as well as making reforms (Abdullah, 2020; Septiani and Cahyono, 2019; Soleh et al, 2019). In the traditional view, managerial behavior only emphasizes planning, organizing, directing and controlling, but the modern managerial view needs to increase international competitiveness and the need for organizations to respond quickly to continuous changes in the organizational environment (Mullins, 2010; Amalia, 2019).

The effectiveness of schools / madrasahs is an effort to improve the quality of education, which has received a lot of attention from researchers around the world. In this regard, this research originated from a preliminary study in the form of a documentary study of the latest international journals,

where research on the effectiveness of the following researchers was carried out (Nugraha, 2019).

Research in Turkey by Isik (2020) found that there is a positive relationship between leadership and affective commitment, job satisfaction and school effectiveness. Furthermore, Cilek (2019) conducted research in Turkey which stated that leadership has a strong and positive influence on teacher organizational commitment. Then Gochhayat et al (2017) research in India resulted in organizational communication, the use of personal power and organizational culture to mediate the influence of leadership on organizational effectiveness.

Islam puts more emphasis on effectiveness where in line with the aim of education is to create human beings, so every activity carried out in this life is certainly based on the goals to be achieved. The end of human goals in this world is in the framework of devotion to Allah SWT, as well as education, whatever is done is in the framework of worshipping Allah SWT. This is in accordance with the word of Allah in Surah Addzariyat verse 56 which means: and I did not create jinn and humans but so that they worship Me (Anonymous, 2013).

The leadership of the head of the madrasah in an effort to achieve organizational effectiveness is very necessary because the head of the madrasah can mobilize all the available resources in achieving the goals of the madrasah. The head of madrasah has a big role in coordinating, mobilizing and harmonizing all existing resources in the madrasah. In carrying out his duties, the principal of the madrasah interacts with human resources in the madrasah, teachers, employees and students. In interacting with madrasah personnel, the leadership traits displayed by the head of the madrasah will affect their morale so that the effectiveness of the madrasah will be achieved.

According to Hellriegel and Slocum (2011) effective organizations have leaders who can integrate customers, employees, and organizational goals. Organizations' ability to achieve their goals depends on the extent to which leadership abilities and styles enable managers and team leaders to plan, organize, control, influence, and act effectively. The success or failure of education and learning is strongly influenced by the ability of the principal / madrasah in managing each component of the school. This ability is related to their knowledge and understanding of management and leadership and the tasks they carry out (Mulyasa, 2011).

The effectiveness of madrasah can be realized if communication within the madrasah organization runs smoothly because communication is a means that can clarify

expectations and coordinate work, which allows the achievement of organizational goals more effectively and efficiently. According to Rivai and Arifin (2013), successful communication is needed in an institution, poor communication between superiors and subordinates on a regular basis has a negative impact on performance levels, thereby disrupting the work cycle between existing units.

In this case, Allah says that communication should be gentle in the Qur'an surah Ali Imran verse 159 (Anonymous, 2013). From this verse, it can be understood that in communicating with other people, it should be gentle, full of affection, not harsh and harsh, forgiving, deliberating and trusting.

Another factor that can affect the effectiveness of Madrasahs is that teachers are committed to carrying out their duties. The teacher is one of the factors that plays an important role in the success or failure of a school in achieving effective and efficient goals. Teachers who have a high commitment will work harder to achieve educational goals and a greater desire to educate students in a better direction. Teachers who have a high commitment, are trained and skilled, and have a desire to excel are needed.

Sincerity is needed, work is worship, righteous worship is based on tauhid. On the basis of tawhid, all human behavior should radiate a light of peace, full of optimism and determination to work hand in hand in building a future with civilization (Tanjung et al, 2013). In Islam, commitment is known as istiqomah. Allah SWT orders His servants to be istiqomah in many verses, one of which is Allah believes in Surah Hud verse 112 (Anonymous, 2013).

Based on the grand theory of the effectiveness variable above, the effectiveness of madrasah is the level of success of the madrasah as a system in optimizing the existing resources in madrasah effectively to achieve goals, namely students, teachers, staff and infrastructure. Based on the data that has been obtained from the results of the documentation study, the total number of State Madrasah Aliyah in Jambi province is 31 scattered in 11 districts, with a total of 544 PNS teachers.

To see the effectiveness of State Madrasah Aliyah in Jambi Province, it is necessary to conduct an initial survey. This initial survey was conducted on teachers in MAN 1 Batanghari, MAN 1 Muara Bungo, and MAN 2 Jambi City.

The results of the initial survey at MAN 1 Batanghari show that in general the effectiveness of madrasah is good, but there are still teachers who arrive late, the use of computer

facilities and learning equipment has not been maximally used by teachers and students, also the availability of books in the library is still minimal, vision and mission not well socialized, academic and non-academic achievements are still mediocre. This is in line with observations made by researchers at locations, where student achievement is already there but still at the local and city levels while at the provincial and national levels it is still lacking, from the outcome side some students continue to university, but still universities around the city of Jambi. only.

Meanwhile, the results of distributing questionnaires to obtain preliminary field data at MAN 1 Bungo showed that in general the effectiveness of madrasah was good, but there were still teachers who came late, the availability of books in the library was still lacking, the use of computer facilities and learning equipment had not been maximally used by teachers and students, vision and mission have not been well socialized, academic and non-academic achievements are still mediocre. This is in line with observations made by researchers at locations, where student achievement already exists but still at the local and city levels while at the provincial and national levels it is still lacking.

Whereas the results of distributing questionnaires to obtain initial field data in MAN 2 Jambi City showed that in general the effectiveness of madrasah was good, but there were still teachers who when collecting learning tools were still late collecting, the availability of books in the library was adequate but had to be returned to the library. After being returned, they cannot be taken home, the use of the mosque as a means of worship is good, apart from carrying out the compulsory prayer, some students do the dhuha prayer even though it has not been coordinated by the school, it is still individual, student achievement is quite encouraging but it is still at the local and city levels while at the local level. national is still lacking.

The problem of effectiveness in Madrasahs is quite diverse, Makbuloh (2011) argues that the main problems faced by madrasahs are: low managerial ability of madrasah principals, including: less able to develop educational innovation, lack of mastering the principles of madrasah-based education management, less able to utilize resources, weak administrative and financial systems, lack of monitoring and evaluation of educational outcomes, then low quality of teaching staff and low community support. In relation to the problems found, the researcher suspects that there are factors of madrasah principal leadership, organizational communication and teacher commitment that

need to be further improved which will affect the effectiveness of madrasah.

Several research results that have been published in journals and dissertations that support this research show that there is a difference between variables that have an influence or not on other variables. This research study is very important to present because it is supported by several studies that discuss this issue as a current issue. First, research by Sukiyat and Naning (2015); Darmiati et al (2020); Komalasari et al (2020) state that there is a significant and positive relationship between the leadership of madrasah principals and organizational effectiveness on teacher performance. Research by Mutohar et al (2020), the results of the analysis show that the managerial skills of school principals, the implementation of learning supervision, the formation of school culture, and teacher performance have an effect on school effectiveness. Mustofa (2017); Hamzah et al (2020); Mukartik et al (2020); Rohma et al (2020) states that the impact of an effective school can be measured from the productivity of teachers at work and for students is that all potential students can be accommodated and can be developed sustainably. In addition, Fadhli's research (2019) found that the results of the study provide an overview of the influence of Principal Leadership and Teacher Commitment in Pesantren Effectiveness.

## **II. METHODS**

This study uses a quantitative approach with a survey design. Survey research design is a quantitative research procedure in which the researcher conducts a survey of a sample or the entire population of people to describe the attitudes, opinions, behavior, or characteristics of the population. Survey researchers collect quantitative data using a questionnaire and statistically analyze the data to test research questions or hypotheses (Creswell, 2012). This research was carried out based on the research objectives, namely to find the magnitude of the direct or indirect influence of the principal's leadership variables, organizational communication and teacher commitment to the effectiveness of madrasah in Madrasah Aliyah Negeri Jambi Province, where each variable is thought to have an influence on each other. The data analysis technique used in this research is path analysis. This technique is used to analyze the pattern of relationships between variables in order to determine whether there is a direct or indirect effect of a set of independent variables called exogenous to the endogenous dependent variable.

The population in this study was taken from teachers who were civil servants at Madrasah Aliyah Negeri in Jambi province. Samples are some objects that represent the population selected in a certain way (Rangkuti, 2016). The sample area of the study, namely the central part of the city of Jambi, the southern area represented by Batanghari district, the northern region represented by Bungo Regency, the school that was the object of research was the State Madrasah Aliyah which received A accreditation representing each area, namely MAN 1 Batanghari, MAN 1 Bungo and MAN 2 Jambi City. The sample of this research is teachers who are civil servants, amounting to 90 people. Roscoe as quoted by

Sugiyono stated that the appropriate sample size in the study was between 30 and 500 (Sugiyono, 2017).

Data collection techniques using questionnaires, documentation and observation. The stages carried out at the data analysis stage in this study were (1) descriptive statistical analysis, (2) testing requirements analysis, and (3) hypothesis testing.

### III. RESULTS AND DISCUSSION

The results of testing the ten hypotheses carried out produce a picture of the research constellation as can be seen in the following figure.

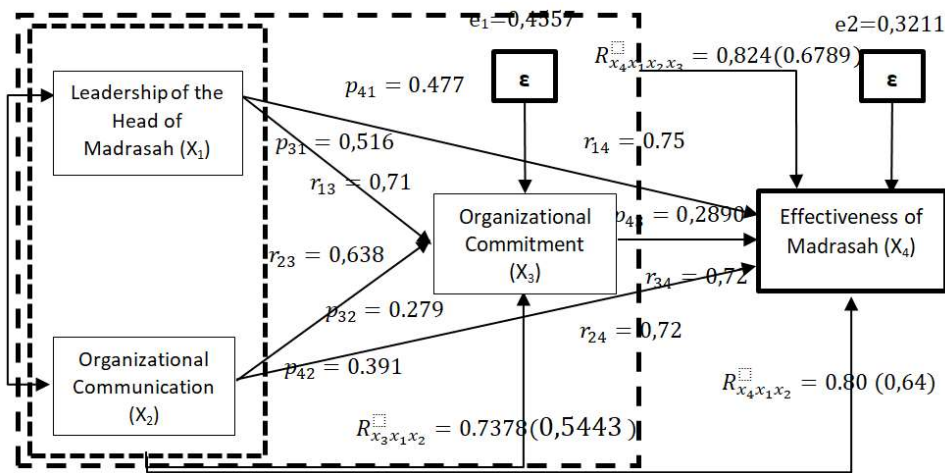


Figure 1. Final Overview of Research Constellation

The picture above shows the influence of the headmaster's leadership on the effectiveness of the madrasah; organizational communication on the effectiveness of madrasah; simultaneous leadership of the principal and organizational communication on the effectiveness of the madrasah; leadership of the headmaster towards teacher commitment; organizational communication on teacher commitment; simultaneous principal leadership and organizational communication on teacher commitment; teacher commitment to madrasah effectiveness; Principal leadership, organizational communication and teacher commitment simultaneously to madrasah effectiveness.

#### 1. Direct Effect of Madrasah Principal Leadership (X<sub>1</sub>) on Madrasah Effectiveness (X<sub>4</sub>) at State Madrasah Aliyah in Jambi Province

The results of the path analysis in the first hypothesis found that the leadership of the head of madrasah (X<sub>1</sub>) had a significant effect on the effectiveness of madrasah (X<sub>4</sub>). It can

be seen from the results of data analysis that the correlation coefficient  $r = 0.75$  and the path coefficient of X<sub>1</sub> to X<sub>4</sub> ( $p_{41} = 0.477$ ), with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $t$  table = 2.002 is obtained. The calculation results get the value of  $t = 8.64$ . Based on the existing criteria, it turns out that the value of  $t > t$  table, so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that the principal's leadership (X<sub>1</sub>) has a direct effect on the effectiveness of the madrasah (X<sub>4</sub>) can be accepted because it has been verified.

These results provide an understanding that a madrasah principal must apply the values of his leadership so that he can appear as a madrasa principal capable of managing the institution under his leadership into a quality institution. In this case, a madrasa principal must put more effort into taking strategic steps in carrying out the task of leading a madrasa that can answer today's global challenges so that the effectiveness of madrasah can be realized.



Islam instructs a leader in this case the head of the madrasah must have an attitude in an effort to persuade the people he leads to carry out amar ma'ruf nahi munkar wisely and wisely. The head of the madrasah must carry out the goals of the madrasah and the vision of the madrasa with a neat organization because Allah SWT loves people who do it with a neat organization as stated in the word of Allah SWT in the Ashshaf verse 4 (Anonymous, 2013). Leadership in Islam can be used as role models for leadership that has been exemplified by the Prophet, because Rasulullah is a *uswatun hasanah* as stated in Q.S Al Ahzab verse 21 (Anonymous, 2013).

As for the leadership traits of the Prophet, according to Shaykh Shafiyurrahman Al-Mubarakfuri, his face was always radiant and gentle, smiling, not easily angry, when faced with two choices always choose easy matters as long as it does not incur sin, is patient, shy, fair, generous, noble, brave, mighty, dignified, forgiving, strong in keeping the trust, humble, full of compassion, not arrogant, keeping promises, connecting kinship, pleasant, far from abominable, never cursing, not speaking foul, the nature of Rasulullah SAW cannot possibly be adequately described in words (Al-Mubarakfuri, 2013).

## **2. Direct Influence of Organizational Communication (X<sub>2</sub>) on Madrasah Effectiveness (X<sub>4</sub>) at State Madrasah Aliyah in Jambi Province**

The results of the path analysis in the second hypothesis found that organizational communication (X<sub>2</sub>) had a significant effect on the effectiveness of madrasah (X<sub>4</sub>). It can be seen from the results of manual data analysis, the correlation coefficient = 0.72 and the path coefficient X<sub>1</sub> to X<sub>4</sub> ( $\rho_{42}$ ) = 0.391, with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $t_{table} = 2.002$  was obtained. The results of the calculation get the value of  $t = 6.85$ .

Based on the existing criteria, it turns out that the value of  $t_{count} > t_{table}$  so that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that the research hypothesis which states that organizational communication (X<sub>2</sub>) has a direct effect on the effectiveness of madrasah (X<sub>4</sub>) can be accepted because it has been verified.

Based on the calculation of the analysis, it clearly provides evidence that organizational communication has a significant influence on the effectiveness of madrasah. That means that good communication developed within an organization will be able to make a positive contribution to the success in achieving the goals of the madrasah. These findings provide an understanding that a madrasah principal

should pay more attention to the communication that develops in the madrasah he leads. This means that the better the communication within the organization, the more it will affect the effectiveness of the madrasah. Therefore, a madrasah principal must be actively involved in interacting with people in the organization to create conducive communication so that the effectiveness of the madrasah is achieved.

Mesiono (2012) argues that communication is very necessary to maintain and for organizational growth, there is feedback management that can motivate work enthusiasm for organizational members, there is a feeling of belonging and feeling part of the organization for their subordinates.

This is in line with Djafri's (2017) opinion that school / madrasah principals have the function of communicating needed in fostering relationships both outside and within the organization they lead through a good communication system. Smooth communication is a vehicle that can minimize conflict in organizations. The function of the leadership mediator requires leaders to be able to direct subordinates, solve problems faced by their subordinates, to properly resolve any conflicts that occur both within the organization and with outside parties. Principals of schools / madrasahs must also be able to empower all the potential they have to achieve organizational goals, provide opportunities to develop them, and try to involve each subordinate as a form of coaching and developing the potential of subordinates.

## **3. Direct Effect of Madrasah Principal Leadership (X<sub>1</sub>) and Organizational Communication (X<sub>2</sub>) on Madrasah Effectiveness (X<sub>4</sub>) at Public Madrasah Aliyah in Jambi Province**

The results of the path analysis in the third hypothesis found that the headmaster's leadership (X<sub>1</sub>) and organizational communication (X<sub>2</sub>) had a significant influence on the effectiveness of the madrasah (X<sub>4</sub>). It can be seen from the results of manual data analysis obtained a double correlation of 0.800 with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $F_{table} = 3.16$  was obtained. The calculation results get the value  $F_{count} = 113.03$ . Based on the existing criteria, it turns out that the value of  $F_{count} > F_{table}$ , so that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that the research hypothesis that states the leadership of the head of madrasah (X<sub>1</sub>) and organizational communication (X<sub>2</sub>) on the effectiveness of madrasah (X<sub>4</sub>) can be accepted because it has been proven.

Mintberg (Wirawan, 2013) suggests that a leader has three roles, namely an interpersonal role, an informational role and

a decision-making role. The interpersonal role in leadership is the role that represents the social system into and out of the organization. The informational role of the leader is the role of collecting and spreading information in the organization. Meanwhile, the role of the decision maker in the leadership is the role of entrepreneur, solving distractions, allocating resources and negotiating. In carrying out this role, of course, leaders need to communicate with their subordinates and vice versa, the existence of smooth communication between superiors and subordinates will create a conducive organizational atmosphere.

The creation of a conducive atmosphere in an educational institution will enable all components of the institution to work according to their respective duties and functions as a result of the effective leadership carried out by the leadership of the institution. This will improve the management ability of a madrasa principal in recognizing his own feelings and feelings of others, the ability to motivate himself, and the ability to manage emotions well in himself and in relation to others. Principals of madrasah who apply effective leadership will find it easier to develop their organization.

#### **4. Direct Effect of Madrasah Principal Leadership ( $X_1$ ) on Teacher Commitment ( $X_3$ ) at State Madrasah Aliyah in Jambi Province**

The results of the path analysis in the fourth hypothesis found that the headmaster's leadership ( $X_1$ ) had a significant effect on teacher commitment ( $X_3$ ). It can be seen from the results of data analysis that the correlation coefficient = 0.71 and the path coefficient  $X_1$  to  $X_3$  ( $\rho_{31}$ ) = 0.516, with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $t$  table = 2.002 is obtained. The results of the calculation get the value of  $t_{count} = 7.68$ .

Based on the existing criteria, it turns out that the value of  $t_{count} > t_{table}$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that the principal's leadership ( $X_1$ ) has a direct effect on teacher commitment ( $X_3$ ) can be accepted because it has been verified. Looking at the results of the analysis above, it can be clearly stated that the leadership of the head of the madrasah has a significant influence on teacher commitment. This implies that the attitude and behavior of the headmaster can have a positive effect on teacher commitment. Or in other words, that the commitment of teachers in carrying out their duties to educate students can be influenced by the leadership of the madrasah principal.

The head of the madrasah as a leader must empower all the potential that exists, knowing that subordinates as a

determinant of the success of achieving the goals of the madrasah, then factors that can increase motivation to excel are the main concern of the madrasah principal, involving teachers in decision making related to their field of work and attention opinions, suggestions, complaints and needs of subordinates will make the teacher feel valued, giving rise to a commitment to carry out their duties properly.

This is in line with the results of research by Chiedozi and Victor (2017) that principals must regularly monitor the delivery of teacher instructions and their level of compliance with school schedules to increase teacher commitment to teaching. Likewise with Alkahtani's research (2016) that organizations need employees who are committed to their work so that they can contribute to the survival of the organization in market competition.

#### **5. Direct influence of organizational communication ( $X_2$ ) on teacher commitment ( $X_3$ ) at State Madrasah Aliyah in Jambi Province**

The results of the path analysis on the fifth hypothesis found that organizational communication ( $X_2$ ) has a significant effect on teacher commitment ( $X_3$ ). It can be seen from the results of data analysis that the correlation coefficient = 0.638 and the path coefficient  $X_2$  to  $X_3$  ( $\rho_{32}$ ) = 0.279, with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $t$  table = 2.002 is obtained. The calculation results get the value of  $t_{count} = 6.309$ .

Based on the existing criteria, it turns out that the value of  $t_{count} > t_{table}$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states organizational communication ( $X_2$ ) has a direct effect on teacher commitment ( $X_3$ ) is accepted because the truth is tested.

Based on the results of data processing through the path analysis above, it can be explained that in fact good organizational communication will have an influence on a teacher's commitment. In other words, based on the results of this study, it is evident that teachers' commitment can be influenced by the communication found in the madrasah where they serve. This is in line with the results of Song and Choi's (2017) research that communication has a significant influence on teacher professional commitment. In communicating, inviting people to goodness to be able to carry out tasks properly, the Koran has provided instructions in surah An-nahl verse 125 (Anonymous, 2013).

#### 6. Direct Effect of Leadership of Madrasah Principals ( $X_1$ ) and Organizational Communication ( $X_2$ ) on Teacher Commitment ( $X_3$ ) at State Madrasah Aliyah in Jambi Province

The results of the path analysis on the sixth hypothesis found that the headmaster's leadership ( $X_1$ ) and organizational communication ( $X_2$ ) had a significant effect on teacher commitment ( $X_3$ ). It can be seen from the results of data analysis that the multiple correlation coefficient  $X_1X_2$  to  $X_3 = 0.7378$ , with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $F_{table} = 3.16$  was obtained. The results of the calculation get the value of  $F_{count} = 80.20$ . Based on the existing criteria, it turns out that the value of  $F_{count} > F_{table}$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that the principal's leadership ( $X_1$ ) and organizational communication ( $X_2$ ) have an effect on teacher commitment ( $X_3$ ) can be accepted because it has been verified.

The results of the path analysis above prove that the headmaster's leadership and organizational communication together are able to have a significant influence on the commitment of Madrasah Aliyah teachers. It turns out that the headmaster's leadership and organizational communication have an impact on teacher commitment.

The principal of the madrasah must be quicker and more responsive in taking initiatives, be creative, and even have to be innovative so that it is easier to influence madrasah personnel to jointly achieve the goals of the madrasah in line with the jointly established planning. This is in line with the opinion of Danim (2005) which states that the principal is the person most responsible for implementing school trips from time to time. Flinders and Rauter (Wirawan, 2013) research that teachers who show more commitment show stronger self-identification with the organization.

#### 7. Direct Effect of Teacher Commitment ( $X_3$ ) on Madrasah Effectiveness ( $X_4$ ) at State Madrasah Aliyah in Jambi Province

The results of the path analysis on the seventh hypothesis found that teacher commitment ( $X_3$ ) had a significant effect on the effectiveness of madrasah ( $X_4$ ). It can be seen from the results of data analysis that the correlation coefficient = 0.72 and the path coefficient  $X_1$  to  $X_3$  ( $\rho_{31}$ ) = 0.289, with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $t_{table} = 2.002$  is obtained. The calculation results get the value of  $t = 7.90$ . Based on the existing criteria, it turns out that the value of  $t_{count} > t_{table}$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that teacher

commitment ( $X_3$ ) has a direct effect on the effectiveness of madrasah ( $X_4$ ) can be accepted because it has been verified.

Based on the results of the analysis above, it can be clearly stated that the teacher's commitment has a significant effect on the effectiveness of the madrasah. This implies that the attitude and behavior of the teacher and his acceptance of the tasks assigned to him can have a positive effect on the achievement of predetermined educational goals. In other words, that the effectiveness of madrasah can be influenced by the commitment of teachers to carry out their duties properly.

According to Spencer & Spencer (Machwati and Wibowo, 2015) a person who is committed is able and willing to align his behavior with the needs, priorities and goals of the organization and act for organizational goals or needs. In line with this, Aisyah (2019) explains that a committed teacher will be willing to sacrifice for the school or foundation where he works.

#### 8. Direct Effect of Madrasah Principal Leadership ( $X_1$ ), Organizational Communication ( $X_2$ ) and Teacher Commitment ( $X_3$ ) on Madrasah Effectiveness ( $X_4$ ) at State Madrasah Aliyah in Jambi Province

The results of the path analysis on the tenth hypothesis found that the headmaster's leadership ( $X_1$ ), organizational communication, ( $X_2$ ) and teacher commitment ( $X_3$ ) had a significant effect on the effectiveness of madrasah ( $X_4$ ). It can be seen from the analysis results obtained that the multiple correlation coefficient  $X_1X_2X_3$  against  $X_4$  ( $R_{4.321}$ ) = 0.824, with the real level  $\alpha = 0.05$  and  $dk = 57$ , the value of  $F_{table} = 3.16$  was obtained. The calculation results get the value  $F_{count} = 93.29$ . Based on these criteria, it turns out that the value of  $F_{count} > F_{table}$ , 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 of the head of madrasah ( $X_1$ ), organizational communication ( $X_2$ ) and teacher commitment ( $X_3$ ) has a significant effect on the effectiveness of madrasah ( $X_4$ ) can be accepted because it has been verified.

Based on the results of this analysis, it can be understood that the effectiveness of madrasah is largely determined by the leadership of the madrasah principal. Leaders are people who are responsible for success. A leader who is responsible and gentle will make the people they lead carry out their duties well, likewise communication will run smoothly so that a strong commitment to carry out the task as well as possible will emerge so that the effectiveness of the madrasah can be achieved as expected.



A leader who has the ability to influence his subordinates is the result obtained from the quality of communication and the spirit of a motivator and can understand the behavior of people in the organization so that it creates a commitment in them to work better. Islam teaches that when communicating to convey correct words that make an impression on the heart, this can be seen in surah Al-ahzab verses 70 - 71 (Anonymous, 2013).

**IV. CONCLUSION**

Based on the analysis of the results of the research and discussion described in the previous section, it can be concluded that: 1) the leadership of the principal has a direct effect on the effectiveness of the madrasah; 2) organizational communication has a direct effect on madrasah effectiveness; 3) the leadership of the madrasah principal and organizational communication simultaneously have a direct effect on the

effectiveness of the madrasah; 4) the leadership of the principal has a direct effect on teacher commitment; 5) organizational communication has a direct effect on teacher commitment; 6) the leadership of the madrasah principal and organizational communication simultaneously have a direct effect on teacher commitment; 7) teacher commitment has a direct effect on madrasah effectiveness; 8) the leadership of the principal, organizational communication and teacher commitment simultaneously affect the effectiveness of the madrasah.

**V. IMPLICATION**

This study provides an understanding that the principal's leadership, organizational communication and teacher commitment partially and simultaneously affect the effectiveness of madrasah. The implications given from the results of this study are as follows.

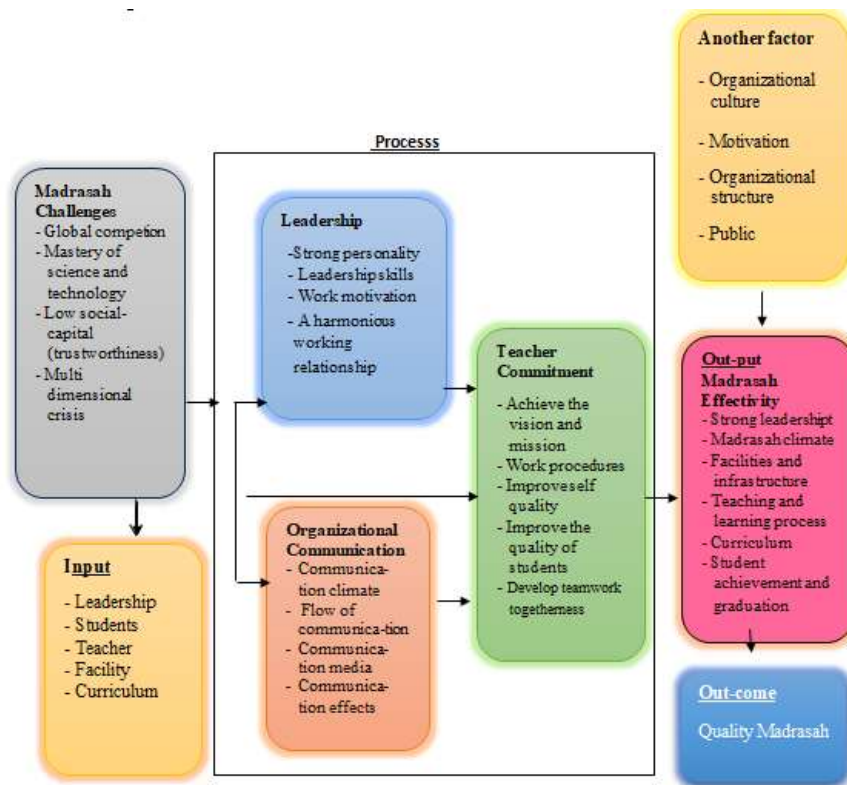


Figure 2. The Novelty Model of Principal Leadership, Organizational Communication and Teacher Commitment to Madrasah Effectiveness

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