

The Correlation between Educational Leadership and the Effectiveness of School Organization

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Abstract—This study intends to find out the correlation between educational leadership and the effectiveness of school/madrasa organizations. The study used a quantitative approach with purpose to elaborate the information about educational leadership and its effectiveness in school/madrasa. The obtained data were processed by using Pearson Product Moment test. The population in this study was 30 teachers selected from 5 schools/madrasas in Garut district. The sampling technique used was total sampling. The statistical analysis used was Paired Sample T-Test. The results of the study indicate that there is a positive correlation between educational leadership and the effectiveness of private school/madrasa organizations.

Keywords—*educational leadership; school/madrasah; effective*

I. INTRODUCTION

A good quality of education is increasingly at a high demand. This case is considered as one of the impacts of globalization in the education field. Excellent educational institutions are ones that have creative, innovative, and productive human resources who can compete globally. However, the current phenomenon shows that there are several educational institutions, either school or madrasa, that have not been able to compete globally. This is marked by various weaknesses in several aspects such as in the management of teaching and learning process, as well as in the institutional governance. On the other hand, school/madrasah principals have strategic positions and authorities to organize various matters in the educational institutions they manage. It is in line with Abdikadir Issa Farah opinion in his article entitled: "School Management Characteristics of Effective Principal" saying that the principal is the corner stone of the school and plays important role on development of education programs. That is necessary to equip principals with knowledge and skills to interact multiple changes and complex task of managing human being. Schools are the mirror of the life and birthplace of human resource so leaders of schools must be familiar with management skills and leadership styles. The main objective of the schools is to produce creative learners who will be leaders of tomorrow; hence principals must be role models that students and other people in the schools will learn from them [1].

As a school or madrasa leader, the school principal has the authority to regulate and control the quality of the school he leads. The principal should be able to determine the ways of

achieving the school's visions, missions, and goals because the failure and the success of the school is depended on the principal. It is in line with Tony Bush opinion in his article entitled: "Educational Leadership and Management: Theory, Policy and Practice" saying that "Leadership can be understood as a process of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders [2].

The description above is also applied to all schools including the schools managed by the government and those of managed by private parties. Therefore, the questions that arise include (1) does the position and role of education leaders in an educational organization have a strong connection with the performance of the educational institution. (2) is the question applied to various private schools/madrasas which heavily rely on the concept of self-help, self-financing and self-management, and are detached from government management authorities?

This study intends to find out the correlation between educational leadership and the effectiveness of school/ madrasa organizations. This study was conducted based on the assumption that leadership is one of the factors that play an important role in an organization. This is because the success and failure of an organization depend heavily on the leader of the organization. The research is expected to uncover leadership problems that generally occur in educational institutions such as school or madrasa.

Leadership, according to Wahjosumidjo, is one of the most important forces in management. Therefore, the ability to lead effectively is the key to organizational success [3]. Meanwhile, Gomes asserts that leadership is a process of both social and intentional influence done by someone to others to structure activities and relationships within an organization. In other words, leadership is about who uses influence, how to use influence, the objectives to be achieved by that influence, as well as the results of using influence [4].

Leadership in education may greatly affect the integrity of educational institutions. It is because the leadership of an educational institution, in this case a school/madrasa principal, is one of the factors that influences the success of the school/

madrassa they lead. Regarding the decision making, all activities taking place in a school/madrassa are basically the consequences of various decisions taken by a leader [5]. Whether the school succeeds or fails at achieving the target efficiently is determined by the accuracy of various decisions made by a leader. Therefore, as a leader, he/she has a role to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents and other related parties to carry out activities that may lead to the achievement of the stated goals. Charles W. Boardman in Stephen R Covey states that as the educational leader of the school, he should have the ability to organize and assist the faculty in formulating a program that may improve the quality of the school. He should inspire teachers to be confident, secure cooperation in developing the supervision program, and stimulate the teachers to actively participate in attaining school’s objectives.

Moreover, Charles W. Boardman emphasizes that an education (school) principal should have several abilities, namely: (1) the ability to organize and assist the staff in improving the learning programs; (2) the ability to foster the teachers’ and school staff members’ confidence, (3) the ability to build cooperation in developing the supervising programs, and (4) the ability to encourage school personnel to participate in achieving the school objectives that have been formulated [6]. As a school/madrassa principal, he should understand the tasks that he should do. Wahjosumidjo states that there are two important duties of the principal, namely (1) serving as a driving force of the school social life, and (2) doing his duties and functions to realize excellent school that cares for its staff and students.

The second basic assumption is related to the effectiveness of school organizations. In *Kamus Besar Bahasa Indonesia*, the word effective means that there is an effect, result, or impression [7]. The effectiveness of an educational organization means that there is a suitability between human resources that carry out tasks and the stated goals. In other words, the effectiveness of an educational organization is to do with how an educational organization manages to obtain and utilize resources in realizing its stated goals.

An organization is a system consisting of a group of people who work together to achieve the goals. The existence of an organization is built based on the same visions, missions, and goals. According to Abudin Nata, the word organization comes from English, that is, organization which means organizing or regulating thing [8]. According to Gibson at., al, an organization is a forum that allows people to achieve results that are previously not achieved by an individual. Robbins defines an organization as a social entity that is consciously coordinated, working continuously to achieve a common goal [9].

School/madrassa organization is a system established to achieve a common goal. Therefore, the school/madrassa organization should be managed as well as possible so that the implementation of education programs in school can run effectively and efficiently. Imam Machli and Ara Hidayat explain that the objectives and benefits of educational organizations include (1) overcoming the lacks of ability, willingness and resource that exist during the process of

achieving the educational goals, (2) realizing the effectiveness and efficiency of the organization in order to achieve the educational goals, (3) as a place to develop potential and specialization that is owned, and (4) as a place for the development of science [10].

To run an effective school/madrassa organization, educational leadership, in this case, a principal/head of madrassa leadership is needed. The leadership of the principal/head of madrassa is the process of fostering reciprocal relationships between leaders and those who are led by relying on interpersonal communication skills so that understanding and collaboration among personnel can be established. According to Siagian, the principal must be able to implement his leadership functions effectively and efficiently. The leadership functions include (1) leader as a direction maker, (2) leader as a representative and spokesman for the organization, (3) leader as an active communicator, (4) leader as a mediator, (5) leader as an integrator [11].

II. METHODS

This study aims to find out a correlation between the educational leadership and the effectiveness of school/madrassa organizations. The study utilized the quantitative approach to elaborate the information about educational leadership in schools/madrassas and its effectiveness. The data obtained were then processed using correlation hypothesis test, that is, Pearson Product Moment. It was used because the type of data was ordinal data. The population of the study was 30 teachers selected from 5 schools/madrassa in Garut district. The sampling technique used was saturated sampling technique through which the population was used as a sample [12]. The statistical analysis used was Paired Sample T-Test.

III. RESULTS AND DISCUSSION

A. Hypotheses

The formulated hypotheses are:

- H0 (null hypothesis): There is no correlation between the educational leadership and the effectiveness of school/madrassa.
- H1 (alternative hypothesis): There is a correlation between the educational leadership and the effectiveness of the school/madrassa.

TABLE I. CORRELATIONS BETWEEN THE EDUCATIONAL LEADERSHIP AND THE EFFECTIVENESS OF SCHOOL/MADRASSA ORGANIZATION

		X	Y
X	Pearson Correlation	1	.833**
	Sig. (2-tailed)		.000
	N	30	30
Y	Pearson Correlation	.833**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

It can be seen from table 1 that the correlation coefficient between the School Leadership (X variable) and the effectiveness of the school organization (Y variable) was

0.833. The result was achieved by conducting the analysis using paired t-test with the total number of N was 30 and at the confidence level 95%. After the coefficient was found, the interpretation by using the correlation coefficient criteria was carried out.

Based on the criteria, it can be concluded that the education leadership and the effectiveness of school/madrasa have a very strong degree of correlation (0.75-0.99). The correlation coefficient, that is, 0.833 shows positive value. Therefore, the alternative hypothesis (H1) that has been formulated can be accepted. This means that there is a correlation between the Educational Leadership and the Effectiveness of Schools/Madrasas.

The correlation coefficient, that is, 0.833 was obtained after the data were analyzed by using paired t test with the total number of N was 30 and with 95% of confidence level. According to Sugiyono, if N is bigger than 30, then the significance test was carried out. Since N is more than 30 in this study, thus to find out whether the r value has meaning or not, a significance test was performed using the t test formula. If tobserved is higher than the tcritical, then H0 is rejected and H1 is accepted. On the other hands, if the tobserved is lower than the tcritical, then H0 is accepted and H1 is rejected [13]. The t test formula is presented as follows:

$$\begin{aligned}
 t &= \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}} \\
 &= 0,833 \frac{\sqrt{30 - 2}}{\sqrt{1 - (0,833)^2}} \\
 &= (0,833) (9,564) \\
 t &= 7,971
 \end{aligned}$$

The results of the calculation are presented in the following table:

TABLE II. THE RESULT OF THE CORRELATION BETWEEN THE EDUCATIONAL LEADERSHIP AND THE EFFECTIVENESS OF SCHOOL/MADRASA

r	criteria	T _{observed}	t _{critical}	Meaning
0,833	Strong	6,359	1,697	Significant

The table 2 shows that the correlation coefficient obtained is 0.833. This indicates that the educational leadership has a positive correlation with the effectiveness of school/madrasa. Those two variables particularly have very strong correlation since the correlation coefficient is placed within the category of very strong (0.75-0.99). The correlation was inspected by using the t test to determine whether the correlation has meaning or not. The results show that the correlation is significant as the t_{observed} (6.359) outcores the t_{critical} (1.697). Based on the results, it can be stated that the H₁ is accepted.

Based on the findings, there is a strong correlation between educational leadership and the effectiveness of school/madrasa organizations. The findings show that the principal/head of madrasa must be able to carry out his education leadership so that he can work well with his personnel in the school/madrasa. Besides, the principal/head of madrasa must be able to create

networks and manage all components of the school/madrasa by using good communication. It is in line with the result of Suparni's research entitled: "Increasing Effective Leadership". The result of her research indicated that the principals must have strong leadership, be able to provide feedback, and develop their potential to achieve the goals [14]. This is in line with the result of Gilbert Austin's research in Maryland at Bappenas, which showed that the strong influences of high achieving principals include using correct leadership, actively handling the teaching matters, having high expectations of success, and getting concerned with the academic goal [15]. Izzet Dos & Cezmi Savas in his article entitled: "Elementary School Administrators and Their Roles in the Context of Effective Schools" saying: "The following personal characteristics of effective school principals as leaders stood out. Characteristics such as being good-humored, hardworking, and patient were stated as the outstanding ones. Having full knowledge of regulations, leadership skills, taking initiatives, and having a broad vision and persuasive skills were seen as administrative characteristics. Moreover, they have professional skills, such as having full knowledge of curriculum and regulations, successful management skills, ability to make unbiased and objective decisions, and ability to motivate teachers and students if required [16]".

The findings above also indicate that the school or madrasa principals have important roles in making the school/madrasa become an educational institution that is trusted by the community. One of the ways is by creating the school organization he leads into an effective organization--one that can achieve the goals of its stated visions, missions, and goals. It is in line with Pauline Joyce's opinion in his article entitled: "Leadership and organizational effectiveness-lessons to be drawn from education", saying that leadership is critical in achieving the effectiveness of the organization. However, it is how the leader leads in the context of the organization setting that becomes a key. In other words, it is not possible to take a set of general critical success factors for a school and apply those things to any setting [17].

An effective school organization is one that can achieve its stated visions, missions, and goals. The achievement is based on the direction of the school/madrasa principal. It is because one of the duties of the principal is to be able to influence the people, he leads to achieve the set targets. This finding is in line with the result of Euis Haryani's research in her article entitled: "The Influence of School Organizational Climate and Principal Leadership on Learning Management to Improve Teacher Performance". The study showed that the principal's leadership is a key factor in creating changes in the schools. In carrying out his leadership, the principal should be able to manage the school and provide guidance through various activities, such as leadership or management activities [18]. Busthomi Ibrohim, in his article entitled "The Effectiveness of Organizations in School Education", said that effective schools have strong instructional leadership (principal), high dedication or performance of teachers, academic activities and development, consistent monitoring over students' learning progress and outcomes, and good relationship between the school and the students' family, that enable students to achieve

learning outcomes targeted at the basic skills as evidenced by standardized test score [19].

If a positive relationship between the principal and the school organization is well established, it can may results in the achievement of the school's visions, missions, and goals. This is in line with the results of Duangjai Boonla and Saowanee Treputtharat's study entitled "The Relationship between the Leadership Style and School Effectiveness under the office of Secondary Education Area 20". The study showed that overall there was a positive relationship at medium level between leadership style and school effectiveness [20]".

IV. CONCLUSION

The achievement of visions, missions, and goals of the educational institution is one of the characteristics of an effective school organization. The effectiveness is marked by the fact that the achievement goes in line with the expectation and the ability to achieve the expected result. The results of the study show that there is a positive correlation between the educational leadership and the effectiveness of the school / madrasa. It can be seen from the t observed value (6.359) which is higher than the t critical value (1.697). It is proven to be significant.

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