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The Influence of The Madrasah Aliyah Principal's Leadership Style, Reward System, and Teacher Competition Intensity On The Effectiveness of Madrasah Aliyah In Private Madrasah Aliyah In The Riau Islands Province

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Abstract: The research was conducted at a private Madrasah Aliyah School in the Riau Islands, where the research sample area used area or regional sampling techniques. The Riau Islands Province consists of several cities or districts so it was taken based on the map, namely the West, Central and East regions. Representing the Western region is Karimun Regency, the Eastern region is represented by Tanjungpinang City, the Central region is represented by Batam City. With a total of 91 respondents, 30 were used as trial samples, and the remaining 61 as research samples. The research variables were: Influence of Leadership Style (X1), Reward System (X2), Teacher Competition Intensity (X3) and Madrasah Effectiveness (X4). This research aims to determine the extent of the influence of the Leadership Style of Madrasah Heads, the Reward System and the Intensity of Teacher Competition on the Effectiveness of Madrasah Aliyah in Private Madrasah Aliyah, Riau Islands Province. This research uses a quantitative approach with a survey method. Data were analyzed using simple and multiple correlation and regression techniques. The results of this research show that the leadership style, reward system and intensity of teacher competition have a joint influence on the Madrasah Aliyah effectiveness variable of 92.8%, which means it is very strong. So it can be concluded that the better the leadership style, reward system and intensity of teacher competition, the better the effectiveness of Madrasah Aliyah.

Keyword: Efektivitas Madrasah Influence of Leadership Style, Reward System, Intensity of Teacher Competition, Madrasah Effectiveness.

INTRODUCTION

In entering the era of globalization of Industry 4.0 and society 5.0, Indonesia must prepare itself to improve its capabilities in the field of technology which is the main driver of industry and humans towards modern human civilization. This era is marked by a

technological revolution where technology and information develop so rapidly that it has a big impact on all aspects of life such as politics, economics, social, culture and others.

The effectiveness of Madrasah Aliyah is measured by the level of achievement of goals. Organizational effectiveness consists of individuals and groups, therefore organizational effectiveness consists of individual and group effectiveness (Ng et al., 2012). However, organizational effectiveness is greater than the sum of individual and group effectiveness, so that an organization can be effective if it is able to obtain work results that are at a higher level than the sum of the work results of each part. In the educational organization environment, especially Madrasah Aliyah, one measure of the effectiveness of Madrasah Aliyah is the level of accreditation achieved. A unit and study program that has been accredited can be interpreted as being able to achieve its goals because to get a "good" grade you have to achieve a certain value or score. The score is obtained based on the level of achievement of various predetermined accreditation components such as aspects of academic development, human resources, and quality and professional development. (Zakuan et al., 2012).

Measuring the effectiveness of Madrasah Aliyah based on the accreditation component describes the institution's ability to achieve educational system quality. Achieving an accreditation grade of "A" or "Good" requires the strength and commitment of all parties within the study program units. To achieve high scores, adequate resources must be supported. In reality, supporting resources are relatively very limited. This causes various problems, including the Reward System and the Intensity of Teacher Competition within the organization. Apart from that, the leadership style of the Madrasah Aliyah Head can also influence the effectiveness of the Madrasah Aliyah itself.

Mullins stated that the key factor in the effectiveness of Madrasah Aliyah is the success of management in making changes and innovations, as well as carrying out reforms. In the traditional view of managerial behavior the emphasis is on planning, organizing, directing and controlling, but the modern view of managerial behavior needs to increase international competitiveness and the need for organizations to respond quickly to continuous changes in the organizational environment (MULLINS, 2012).

Meanwhile, Mathis stated that one of the factors for a leader's success depends on the leadership techniques used in creating situations so that the people he leads become aware of carrying out what is desired. In other words, whether a leader is effective or not depends on his ability to manage and implement his leadership patterns. according to the situation and conditions of the company (Mathis & Jackson, 2001).

Leaders have a very important role in achieving organizational goals, by managing human resources (HR), such as teachers, employees and students who are under them. Teachers, employees and students will follow what is directed by the leader, if the leader can play a good role, such as providing a sense of security and comfort at work, the leader can provide motivation, provide rewards and punishment objectively, treat teachers or employees fairly, provide teachers' needs and employees comply with the rules and provide examples or good behavior good towards his subordinates. If a leader can provide and implement these things well, the performance of teachers and employees will increase and will have an impact on increasing the optimal quality of education.

A reward system consists of all organizational components, including people, processes, rules and procedures, and decision-making activities, involved in allocating compensation and benefits to employees in return for their contributions to the organization. (Moorhead & Griffin, 2013). Giving rewards cannot be done without rational reasons. Therefore, organizations must have a clear mechanism. In general, the mechanism involves several variables, namely: performance, reward and punishment. Basically, this is needed to stimulate employees to improve the quality of their performance. This system is used as a

form of leadership reaction to the performance shown. Although at first glance, someone becomes more qualified and responsible for the tasks given by the company (Sinambela, 2021).

As also stated in Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers Article 5 of 2006, the position of teachers functions to increase the dignity and role of teachers as agents of learning, developers of science, technology and art, as well as community service functions to improve the quality of national education. . Based on this, in the field of education teachers act as agents of learning, in the field of research teachers act as developers of science, technology and art, while in the field of community service teachers function to improve the quality of national education. According to Bernstein, Rjkoy, Srull, & Wickens, competition occurs when individuals try to achieve goals for themselves by beating other people, whereas according to Acks and Krupat in 1988, competition is defined as an effort to fight or exceed other people or an organization (Nuraeni LH, 2018). Competition occurs because more than one competitor feels pressure and sees an opportunity to maintain their position. In some forms, competition, especially between teachers, is very unstable and is very likely to make the condition of the Madrasah Aliyah environment worse from the perspective of the ability to fulfill the duties and obligations as a teacher. Healthy competition among students provides an opportunity for them to measure their abilities through the abilities of others.

MAS (Private Aliyah Madrasah) in the Riau Islands Province which are registered with the Ministry of Religion as research sites are as follows: (1) Madani Bintan Private Madrasah Aliyah (MAS) was established on November 9 2009, No. SK. Establishment 333 of 2009 is under the auspices of the Ministry of Religion, located at Jl. Earth System Ceruk Ijuk Toapaya, Toapaya Asri, Kec. Toapaya, Kab. Bintan, Riau Islands. Accreditation B, No. SK. 051 of 2017, Decree Date. Accreditation 11-25-2017 The number of teachers is 29 people. (2) Yaspika Karimun Private Madrasah Aliyah (MAS) was established on July 18 1988, under the auspices of the Ministry of Religion, located at Jl. Ahmad Yani Gang Massa Simpang Tiga Sungai Lakam, Tanjung Balai Karimun. Accreditation B, No. SK. Accreditation 1339/BAN-SM/SK/2019. Decree date. Accreditation 11-30-2019. The number of teachers is 33 people. (3) Nahdlatul Wathan Batam, which was founded on September 27 2000, is under the auspices of the Ministry of Religion, located at Jl. KH. Ahmad Dahlan RT 01 RW 01 Tanjung Riau Sekupang Batam. Accreditation B, No. SK. Accreditation 458/BAN-SM/SK/2020 Date of SK. Accreditation 06-22-2020. The number of teachers is 21 people. (4) An Ni`Mah Private Madrasah Aliyah (MAS) was established on May 20 2002 under the Ministry of Religion at the address at Dapur 12 Kampung Tua Sei Pelinggut Sagulung Batam. Accreditation B, No. SK. Accretion 1339/BAN-SM/SK/2019, Date of Decree. Accreditation 11-30-2019. The number of teachers is 20 people.

From the previous description, the author is interested in researching "THE INFLUENCE OF MADRASAH ALIYAH HEAD LEADERSHIP STYLE, REWARD SYSTEM AND INTENSITY OF TEACHER COMPETITION ON THE EFFECTIVENESS OF MADRASAH ALIYAH IN PRIVATE MADRASAH ALIYAH PROVINCE OF THE RIAU ISLANDS".

METHOD

This research 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 entire population of people to describe attitudes, opinions, behavior, or characteristics of the population. Survey researchers collect quantitative data using questionnaires and statistically analyze the data to test research questions or hypotheses (Cresswell, 2012).

This research was carried out based on the research objective, namely to find the magnitude of the direct or indirect influence of the variables Leadership Style of the Head of Madrasah Aliyah, Reward System and Teacher Competition Intensity on the Effectiveness of Madrasah Aliyah in Private Madrasah Aliyah in the Riau Islands Province, where each variable is thought to be mutually exclusive. exert influence. The data analysis technique used in this research is path analysis. This technique is used to analyze the pattern of relationships between variables with the aim of finding out whether there is a direct or indirect influence of a set of independent variables (exogenous) on the dependent variable (endogenous) (Arikunto, 2014).

Path analysis (Path Analysis) is an analytical technique used to study the causal relationship between independent variables and dependent variables. Causal relationships are arranged in the form of a hypothetical model which is based on scientific substance, namely the theoretical basis and researcher experience (TE RAP, n.d.).

The research subjects in this study were the leadership of the Private Madrasah Aliyah, staff and teachers. This means that it is related to the effectiveness of private Madrasah Aliyah. Thus, the unit of analysis in this research is a combination of individuals and private Madrasah Aliyah institutions. Cresswell states, "unit of analysis refers to the unit (e.g., individual, family, school, school district) the researcher uses to gather the data" (Creswell, 2015).

The research population was taken from private Madrasah Aliyah with B accreditation in the Riau Islands Province, totaling 172 teachers in the Riau Islands. Meanwhile, the research sample consisted of 91 teachers based on area considerations, namely the East, Central and West regions. As for the MAS that meet the criteria for research locations, they are Karimun, Batam and Bintan, 30 teachers with details of MAS Madani 8 teachers, Yaspika 10 teachers, Nahdlatul Wathan 6 teachers, An Ni`Mah 6 teachers used as trial samples for making research instruments, meanwhile 61 other teachers were the research data samples (Lubis, 2018).

The research instrument used was a questionnaire sheet. The questionnaire used in this research is a closed questionnaire, namely a questionnaire that is equipped with alternative answers and the respondent just has to choose them. The measurement scale used in this research is the Likert Scale. This scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2017). In this research, this social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variables to be measured are translated into indicator variables. Then these indicators are used as a starting point for compiling instrument items in compiling statements that respondents need to answer. Determining the score at each level on the Likert scale must be adjusted to the type of narrative statement, namely whether the narrative statement is negative (unfavourable) or the narrative statement is positive (favourable). For statements with a negative value, the numbers or scores are reversed. The scoring for positive statements is: 5 = Always (SL), 4 = Often (SR), 3 = Sometimes (KD), 2 = Rarely (JR), and 1 = Never (TP). On the other hand, scoring for negative statements is 1 = Always (SL), 2 = Often (SR), 3 = Sometimes (KD), 4 = Rarely (JR), and 5 = Never (TP). Below we will describe the four instruments that will be used in this research (Morrisan, 2012).

RESULTS AND DISCUSSION

In this research, hypothesis testing is carried out through several stages, namely the regression calculation stage, the correlation calculation stage and the path analysis calculation stage. At the regression calculation stage, the aim is to predict fixed/endogenous variables if the independent/exogenous variables are increased or decreased. Correlation calculations are

carried out to find out how much contribution the intervening variable makes to the endogenous variable. Next, path analysis calculations are carried out to test the relationship between exogenous and endogenous variables which are formed by cause and effect (empirical causality).

The calculation stage in testing was carried out using the Microsoft Excel and SPSS 29.00 programs. The hypotheses to be tested include:

Direct influence of Madrasah Head Leadership Style (X1) on Madrasah Aliyah Effectiveness (X4).

Based on empirical evidence, this research shows that the Leadership Style of the Madrasah Head is an important variable and has a direct influence on Madrasah Effectiveness. Thus, madrasah leadership can be interpreted as the leader's ability to influence and motivate all educational practitioners to achieve the goals that have been set in accordance with the vision and mission voluntarily and as optimally as possible, so that organizational goals are achieved effectively and efficiently.

Islamic Leadership Style can be summed up as a person's style of leading who has a trustworthy, sincere and intelligent attitude and is kind to employees by showing wisdom. Based on the results of data analysis, the path coefficient of X1 to From the test results, it was found that $t_{count} (39.737) > t_{table}$, both for $\alpha = 0.05 (2.001)$ and $\alpha = 0.01 (2.662)$.

Table 1. Calculation of correlation coefficient with SPSS

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	17.155	3.175		5.404
	Gaya Kepemimpinan Kepala Madrasah (X1)	.782	.020	.982	39.737

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

And in the significance test, a significance output of $0.001 < 0.05$ was obtained, thus H_0 which stated that there was no influence of the Leadership Style of the Madrasah Head on the Effectiveness of the Madrasah was rejected, and H_1 was accepted which stated that there was an influence of the Leadership Style of the Madrasah Head on the Effectiveness of the Madrasah Aliyah, so partially the Style The leadership of the Madrasah Head has a direct influence on the effectiveness of Madrasah Aliyah. Thus the first hypothesis is accepted. Based on the results of the determinant coefficient calculation, the magnitude of the influence of the Leadership Style of the Madrasah Head (X1) on the Effectiveness of Madrasah Aliyah (X4) is 0.964 (96.4%), while the remaining 3.6% is influenced by other variables not involved in this research.

Table 2. Measurement of the Relationship between (X1) and (X4)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982a	.964	.963	2.169

a. Predictors: (Constant), Gaya Kepemimpinan Kepala Madrasah (X1)

The research hypothesis which states that the Leadership Style of the Madrasah Head (X1) has a direct influence on the Effectiveness of Madrasah Aliyah (X4) can be accepted because its validity has been tested. These results provide an understanding that a Madrasah Head must apply values in his leadership so that he can emerge as a Madrasah Head who is

able to manage the institution under his leadership into a quality institution. In this case, a Madrasah Head must make maximum efforts.

The results of this research support the theory that in managing Madrasah Aliyah, leaders must pay attention to five system components, namely: (1) Input, which consists of money, students, employees, goods (materials), equipment, land, and so on. Without input nothing can happen in an educational institution. Therefore, these input factors are key elements of all system elements in Private Madrasah Aliyah. (2) Internal system, namely the varied processes that run at Madrasah Aliyah, which consist of various activities such as teaching and learning processes, research, and research meetings. (3) Output, namely various Madrasah Aliyah outputs, consisting of the publication of various scientific works, Madrasah Aliyah graduates, and public services. (4) Environmental constraints (environmental influences or pressures), namely that the places where the Madrasah Aliyah is located, are an environment that has an influence on its existence. (5) Interface sub-system, namely the sub-system related to subjects with different areas or regions and facing each other. (Kurniawan, 2019)

Direct influence of the Reward System (X2) on the Effectiveness of Madrasah Aliyah (X4).

Based on empirical evidence, this research shows that the Reward System is an important variable and has a direct influence on Madrasah Effectiveness. Most organizations use different types of rewards. The most common rewards are basic pay (wages or salaries), incentive systems, allowances, privileges, and prizes. These awards are combined to create an individual's compensation package.

Rewards at school are usually given in the form of two types of honor. First, teachers who receive honors are announced and displayed at weekly or monthly meetings after evaluations and so on are completed. Second, respect in the form of giving power to do something. This respect can take the form of trust, such as teachers being given scholarship assistance for further studies as well as a form of developing the teaching profession.

Based on the results of data analysis, the path coefficient X2 to From the test results in the table above, the result is that $t_{count} (5.526) > t_{table} (2.001)$ and in the significance test, a significance output of $0.001 < 0.05$ is obtained, thus H_0 which states that there is no influence of the Reward System on the Effectiveness of Private Madrasah Aliyah is rejected, and H_1 is accepted which states that there is an influence of the Reward System on the Effectiveness of Private Madrasah Aliyah, so partially the reward system has a direct effect on the Effectiveness of Madrasah Aliyah.

Table 3. Calculation of correlation coefficient with SPSS

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	70.252	13.185		5.328
	Sistem Reward (X2)	.442	.080	.584	5.526

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

Based on the results of calculating the determinant coefficient of direct influence, the magnitude of the influence of the reward system (X2) on the effectiveness of Madrasah Aliyah (X4) is 0.341 (34.1%), while the remaining 65.9% is influenced by other variables.

Table 4. Measurement of the Relationship between (X2) and (X4)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584a	.341	.330	9.279

a. Predictors: (Constant), Sistem Reward (X2)

In terms of calculations, the analysis clearly provides evidence that the Reward System has a significant influence on the effectiveness of Madrasah Aliyah. This means that a good reward system developed within an organization will be able to make a positive contribution to success in achieving madrasah goals. These findings provide an understanding that a madrasah head must pay more attention to the Reward System that is developing in the madrasah he leads. This means that the better the reward system in the organization, the more influence it will have on the effectiveness of the madrasah.

Direct influence of Madrasah Head Leadership Style (X1) and Reward System (X2) on Madrasah Aliyah Effectiveness (X4).

Based on empirical evidence, this research shows that the Leadership Style of the Madrasah Head and the Reward System are important variables and simultaneously influence Madrasah Effectiveness.

In carrying out leadership activities, there are several factors that influence leadership style, namely: 1) Personality, past experiences and expectations of the leader, this includes background values and experiences that will influence the choice of leadership style. 2) Subordinate characteristics, subordinate behavior will influence leadership style. 3) Task requirements, each subordinate's tasks will also influence what kind of leadership style the leader will apply. 4) Organizational climate and policies will influence employee behavior and leadership style. (Manggau et al., 2023)

The third hypothesis states that the Leadership Style of the Madrasah Head (X1) and the Reward System (X2) have a direct influence on the Effectiveness of Madrasah Aliyah (X4). Based on the results of data analysis, it was obtained that the multiple correlation coefficient X_1X_2 against The calculation results get a value of $F_{count} = 1036.329$. Based on these criteria, it turns out that the value of $F_{count} (1036.329) > F_{table} (3.156)$, 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 of the Leadership Style of the Madrasah Head (X1) and the Reward System (X2) on the Effectiveness of Madrasah Aliyah (X4) can be accepted because its validity has been tested.

Table 5. Calculation of correlation coefficient with SPSS

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	10.750	3.152		3.410
	Gaya Kepemimpinan Kepala Madrasah (X1)	.738	.020	.926	36.687
	Sistem Reward (X2)	.083	.019	.109	4.330

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

The simultaneous influence of the Madrasah Head Leadership Style (X1) and Reward System (X2) variables together on the Madrasah Aliyah Effectiveness variable (X4) can be seen from the $R^2_{X_1X_2}$ (R Square) value of = 0.973 or 97.3%. The influence of other variables outside the model on the Private Madrasah Aliyah Effectiveness variable is = $1 - R^2_{X_1X_2} = 1 - 0.973 = 0.027$ or 2.7%.

Table 6. SPSS Anova Test Results Effect of X1 and X2 on X4

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7499.164	2	3749.582	1036.329	<,001b
	Residual	209.852	58	3.618		
	Total	7709.016	60			

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

b. Predictors: (Constant), Sistem Reward (X2), Gaya Kepemimpinan Kepala Madrasah (X1)

The research results are consistent with Carbery's theory and Cross argues that for many organizations, one way in which effectiveness is measured is through the achievement, and maintenance, of sustainable competitive advantage. As competitive advantage is achieved through employee work, organizations must focus on identifying, retaining and developing their key employees to gain a competitive edge over competitors. (Gomes et al., 2023)

Direct influence of Madrasah Head Leadership Style (X1) on the Intensity of Competition Between Teachers (X3).

Based on empirical evidence, this research shows that the Leadership Style of Madrasah Heads is an important variable and has a direct influence on the Intensity of Competition Between Teachers.

Leadership is a behavior with a specific aim to influence the activities of group members to achieve common goals which are designed to provide individual and organizational benefits, so that in an organization leadership is a very important factor in determining the achievement of goals set by the organization. (Rivai, 2016)

Competition (competition) is a social process, where individuals or groups of people compete, seeking profits through areas of life which, at a certain time, become the center of public attention (both individuals and groups of people) by attracting public attention or by sharpen existing prejudices without using threats or violence.

In the fourth hypothesis, it is stated that the Leadership Style of the Madrasah Head (X1) has a direct effect on the Intensity of Competition Between Teachers (X3). Based on the results of data analysis, it was obtained that the path coefficient of X1 to amounting to 0.001 < 0.05, thus H0 which states that there is no influence of the Madrasah Head's Leadership Style on the Intensity of competition between teachers is rejected, and H1 is accepted which states that there is an influence of the Madrasah Head's Leadership Style on the Intensity of Competition Between Teachers, so partially the Madrasah Head's Leadership Style has a direct effect on the Intensity of Competition Between Teachers.

Table 7. Calculation of correlation coefficient with SPSS

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-51.638	5.178		-9.973
	Gaya Kepemimpinan Kepala Madrasah (X1)	1.090	.032	.975	
					</

a. Dependent Variable: Intensitas Persaingan Guru (X3)

From the results of the calculations above, it can be seen that there is a correlation between X1 and X3 with a correlation coefficient of 0.975. This means that there is a strong relationship between the Leadership Style of Madrasah Heads (X1) and the Intensity of Competition Between Teachers (X3).

Table 8. Measurement of the Relationship between X1 and X3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975a	.951	.950	3.538

a. Predictors: (Constant), Gaya Kepemimpinan Kepala Madrasah (X1)

The results of this research are in line with Homburg's opinion, Competitive Intensity is an important factor in making strategic decisions, where the strategy taken by the owner is carried out in addition to paying attention to consumer aspects, also paying attention to the perception of the company owner regarding existing environmental conditions and the characteristics of the company being managed.

Factors that cause employee job competition are as follows: 1). The same goals to be achieved will stimulate competition and conflict between individuals or groups of employees. Every employee or group always strives to achieve better recognition from others.

This motivates the emergence of competition or conflict in obtaining the best performance. 2). The human ego which always wants to be more successful than other humans will give rise to competition or conflict. 3). Limited material and non-material needs will cause competition or conflict. Basically, everyone wants to fulfill their material and non-material needs better than other people, so competition or conflict arises. 4). Differences of opinion will give rise to competition or conflict. Because each person or group maintains that their opinion is the most appropriate. If differences of opinion are not resolved, competition or conflict will arise which sometimes causes divisions. 5). Misunderstandings often occur between people who work together. Because of this misunderstanding (misperception) competition or conflict arises between individual employees or groups. 6). Feelings of being disadvantaged because of other people's actions will give rise to competition or conflict. Everyone can receive losses from other people's actions. Therefore, actions that harm other people should be prevented so that conflicts do not arise between each other. If a conflict occurs, it will definitely be detrimental to both parties, and will even damage cooperation. 7). Feelings of sensitivity or irritability will cause conflict. A person's behavior or attitude can offend other people's feelings which can lead to conflict or dispute, and can even lead to fights between employees. Conflict occurs because his self-esteem is offended even though according to other people there is no bad intention. However, because of someone's sensitive feelings, it is considered insulting. (Hasibuan, 2007)

Direct influence of the Reward System (X2) on the Intensity of Competition Between Teachers (X3).

Based on empirical evidence, this research shows that the Reward System is an important variable and has a direct influence on the intensity of competition between lecturers.

Rewards are rewards, prizes or rewards. In the management concept, rewards are a tool to increase employee motivation. Organizations reward employees to motivate their performance and encourage loyalty. Organizational rewards have a number of different forms including: money (salary, bonuses, incentive pay), awards and benefits. Providing rewards in Human Relations is a method or technical reward or as an institution where public relations will play a role in supporting management, organizational activities and for achieving common goals in an organization. (Silalahi et al., 2022)

One of the most difficult tasks faced by various organizations is the task of motivating their employees. Both employees in managerial positions and in non-managerial positions ensure that they carry out their work in accordance with work performance. With certain

rewards and punishments in the form of special rewards (Special awards) or promotions to support their work motivation (Sembiring, 2020)

In the fifth hypothesis, it is stated that the Reward System (X2) has a direct effect on the Intensity of Competition Between Teachers (X3). Based on the results of data analysis, the coefficient of determinant X2 on X3 ($p32$) = 0.323 with a significance level is obtained $\alpha = 0,05$ and $df = 59$ the ttable value obtained = 2.001, while the ttable value for $\alpha = 0.01$ is ttable = 2.662. From the test results in the table above, the result is that tcount (5.320) > ttable.

Table 9. Calculation of correlation coefficient with SPSS

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	24.206	18.725		1.293
	Sistem Reward (X2)	.604	.114	.569	5.320
					.201
					<.001

a. Dependent Variable: Intensitas Persaingan Guru (X3)

Significance testing obtained an output of $0.001 < 0.05$, thus H_0 was rejected and H_1 was accepted which stated that there was a direct influence of the Reward System of 32.4% on the Intensity of Competition between Teachers and 67.7% was influenced by other factors outside the Reward System.

Table 10. Measurement of the Relationship between X2 and X3

Model Summary				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.569a	.324	.313	13.178

a. Predictors: (Constant), Sistem Reward (X2)

The results of this research are in line with the principles of an effective reward system according to Luthans, namely: 1) The reward system needs to have a positive impact on a person's actions; 2) Reward systems need to focus efforts on customer service; and 3) Reward systems need to improve collaboration in the workplace. (Luthans, n.d.)

Direct influence of Madrasah Head Leadership Style (X1) and Reward System (X2) on the Intensity of Competition Between Teachers (X3).

Based on empirical evidence, this research shows that the Leadership Style of Madrasah Heads and the Reward System are important variables and simultaneously have a direct influence on the Intensity of Competition Between Teachers. Leadership style is the overall pattern of a leader's actions, both visible and invisible to his subordinates. Leadership style describes a consistent combination of philosophy, skills, traits, and attitudes that underlie a person's behavior. Leadership style shows, directly or indirectly, a leader's confidence in the abilities of his subordinates. This means that leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes that a leader often applies when he tries to influence the performance of his subordinates. (Rivai, 2016)

To obtain professional employees who are in line with the demands of the position, what an institution needs to do is to carry out coaching, namely efforts to maintain employees with the aim of being able to carry out their duties effectively and efficiently. One of the coaching steps is by giving awards or rewards to employees who have demonstrated good work performance. (Anugraheni, 2017)

The sixth hypothesis states that the Leadership Style of the Madrasah Head (X1) and the Reward System (X2) have a direct effect on the Intensity of Competition Between Teachers (X3). Based on the results of data analysis, it was obtained that the multiple correlation coefficient X1X2 against the calculation results get a value of $F_{count} = 657.932$. From this equation it is known that the regression coefficient for the Leadership Style of Madrasah Heads is 1.036, which is greater than the regression coefficient for the reward system of 0.100.

Table 11. Calculation of correlation coefficient with SPSS

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-59.361	5.505		-10.783
	Gaya Kepemimpinan Kepala Madrasah (X1)	1.036	.035	.927	29.503
	Sistem Reward (X2)	.100	.033	.094	2.989

a. Dependent Variable: Intensitas Persaingan Guru (X3)

Based on these criteria, it turns out that the value of $F_{count} (657.932) > F_{table} (3.156)$, so that H_0 is rejected and H_1 is accepted. The results of calculating the determinant coefficient of the direct influence of the Leadership Style of the Madrasah Head and the Reward System simultaneously on the Intensity of Competition Between Teachers obtained a value of $R^2 = 0.955$, which means that the Leadership Style of the Madrasah Head and the Reward System has a direct influence of 95.5% on the Intensity of Competition Between Teachers and there are 4.5% is influenced by other factors outside the Leadership Style of the Madrasah Head and the reward system. This means that the research hypothesis which states that the Leadership Style of Madrasah Heads (X1) and the Reward System (X2) influence the Intensity of Competition Between Teachers (X3) can be accepted because its validity has been tested.

Table 12. SPSS Anova Test Results on the Effect of X1 and X2 on X3

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14520.874	2	7260.437	657.932	<.001b
	Residual	640.044	58	11.035		
	Total	15160.918	60			

a. Dependent Variable: Intensitas Persaingan Guru (X3)

b. Predictors: (Constant), Sistem Reward (X2), Gaya Kepemimpinan Kepala Madrasah (X1)

The results of this research are in accordance with Taylor where the main objectives of giving awards are: 1) attracting people who have quality to join the organization; 2) retain employees to continue coming to work; and 3) motivate employees to achieve high levels of performance. (Taylor, 2014)

Direct influence of competition intensity between teachers (X3) on the effectiveness of Madrasah Aliyah (X4).

Based on empirical evidence, this research shows that the intensity of competition between teachers is an important variable and has a direct influence on the effectiveness of private Madrasah Aliyah. Competition or rivalry arises because of expectations of what they believe they will get if they show a certain behavior. Apart from that, there is valence (strength of preference) towards the expected results. Generally, the expectations that exist for employees are in the form of rewards, both physical (material, incentives) and non-

physical (self-actualization and career development). In general, everyone likes to compete honestly. This basic attitude can be manifested by the company by providing stimulation (motivation) for healthy competition in carrying out its work. This stimulation is realized in the form of prizes from career promotion.(Heidjrachman & Husnan, 1990)

Effective madrasas that succeed in improving their achievements are largely influenced by the existence of a shared vision between the school, teachers, staff, students and community. Through meetings with teachers and other educational staff, the madrasah head explains the school's vision openly and discusses it thoroughly, so that the results of this joint thinking are adapted to actual guidelines and information. (Mulyasa, 2022)

In the seventh hypothesis, it is stated from the results of the t-calculation of the influence of Competition Intensity Between Teachers on the Effectiveness of Private Madrasah Aliyah, obtained a t-count value = 33.707. On $\alpha = 0,05$ obtained ttable = 2.001 and at $\alpha = 0.01$ obtained ttable = 2.662. Because the value of tcount = 33.707 is greater than the value of ttable = 2.001 (5%) and ttable = 2.662 (1%).

Table 13. Calculation of correlation coefficient with SPSS

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	57.007	2.567		22.212
	Intensitas Persaingan Guru (X3)	.695	.021	.975	33.707

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

So it can be concluded that there is a direct influence of the intensity of competition between teachers on the effectiveness of private Madrasah Aliyah, while the magnitude of the influence is obtained by the value of R Square $R^2 = 0.951$, which means that the intensity of competition between teachers has a direct positive effect of 95.1% on the effectiveness of private Madrasah Aliyah and 4 .9% is influenced by other factors outside the intensity of competition between teachers.

Table 14. Measurement of the Relationship between X3 and X4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975a	.951	.950	2.540

a. Predictors: (Constant), Intensitas Persaingan Guru (X3)

The results of this research are in accordance with Supardi's opinion, the characteristics of an effective school are seen from several things, namely: 1) the school's objectives are stated clearly and specifically; 2) implementation of strong educational leadership by the school principal; 3) teacher and staff expectations are high; 4) there is partnership cooperation between schools, parents and the community; 5) a positive and conducive climate for students to learn; 6) student progress is monitored frequently.(Rohmawati, 2015)

Direct influence of Madrasah Head Leadership Style (X1), Reward System (X2) and Intensity of Competition Between Teachers (X3) on the Effectiveness of Madrasah Aliyah (X4).

Based on empirical evidence, this research shows that the Leadership Style of Madrasah Heads, the Reward System, and the Intensity of Competition Between Teachers are important variables and simultaneously have a direct influence on Madrasah Effectiveness.

Leadership as a management function is very important in achieving organizational goals. The madrasa head is one of the educational components that plays the most role in improving the quality of education and is responsible for overall educational management, both in administrative management and learning management. If the Leadership Style of the Madrasah Head is effective then the effectiveness of the madrasah can be realized. This is in line with Wibowo's opinion that organizations need strong leadership and management to achieve optimal effectiveness.

The leadership style used by the leader: 1) the ability to make decisions. Decision making is a systematic approach to taking action which according to calculations is the most appropriate action. A leader must have the ability to make decisions. every decision taken must take into account the causes and effects so that there are no mistakes in decision making; 2) motivating ability motivating ability is a driving force that can cause an employee to mobilize abilities (in the form of expertise, skills, energy and time) to carry out activities that are their responsibility and carry out obligations in the context of the process of achieving predetermined organizational goals and objectives. ; 3) reward ability reward ability must be possessed by every human being on earth, especially by a leader. reward ability is the skill or ability to convey messages, thoughts, ideas to other people with the aim that the other person can understand what is meant well, either directly verbally or indirectly; 4) the ability to control subordinates, a leader must have the desire to be able to make other people follow his wishes by being able to use position power effectively and appropriately for the long-term interests of the company, including in terms of telling other people what to do in a tone that varies from the usual tone. , firm to threatening. the purpose of telling in varying tones is so that tasks can be completed well and precisely; 5) the responsibility of a leader must have a sense of responsibility to employees. Responsibility can be interpreted as an obligation in terms of bearing, bearing responsibility and taking responsibility for everything or giving responsibility and bearing the consequences that will be received; 6) the ability to control emotions in leading an organization or employees must have the ability to control emotions. Unstable emotions will affect the organization's sustainability in achieving its goals.

The eighth hypothesis that will be tested in this research is the Leadership Style of Madrasah Heads, the Reward System and the Intensity of Competition Between Teachers on the Effectiveness of Private Madrasah Aliyah. From the calculation results it is found that the path coefficient for the Leadership Style of Madrasah Heads on the Effectiveness of Madrasah Aliyah is 0.710, which is the path value or path ρ_{41} and The value of the Leadership Style of Madrasah Heads towards the Intensity of Competition between Teachers is 0.087 which is the path value of ρ_{31} and the value of the Intensity of Competition Between Teachers path to the Effectiveness of Madrasah Aliyah is 0.233 which is the path value of ρ_{43} .

Based on the results of calculating the path coefficient of the influence of the Leadership Style of the Madrasah Head, the Reward System and the Intensity of Competition Between Teachers simultaneously on the Effectiveness of Madrasah Aliyah, the path coefficient value was obtained ($\rho_{X4X1X2X3}$) = 0.975 and F_{count} = 678.798. At α = 0.05, F_{table} = 2.766. Because F_{count} (743.070) > F_{table} (2.766), the null hypothesis H_0 is rejected and H_1 is accepted, meaning that there is a simultaneous direct influence on the Leadership Style of the Madrasah Head, Reward System and Intensity of Competition Between Teachers on the Effectiveness of Private Madrasah Aliyah.

Tabel 15. SPSS Anova Test Results on the Effect of X1 , X2, X3 and X4

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7516.814	3	2505.605	743.070	<,001b

Residual	192.202	57	3.372
Total	7709.016	60	

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

b. Predictors: (Constant), Intensitas Persaingan Guru (X3), Sistem Reward (X2), Gaya Kepemimpinan Kepala Madrasah (X1)

As for the magnitude of the influence, the value obtained is R Square = 0.975, which means that the Leadership Style of the Madrasah Head, the Reward System and the Intensity of Competition between Teachers have a simultaneous effect of 97.5% on the Effectiveness of Private Madrasah Aliyah, while the remaining 2.5% is influenced by other factors outside Leadership Style. Head of Madrasah, Reward System and Intensity of Competition Between Teachers.

Table 16. Measurement of the Relationship between X1 , X2, X3 and X4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987a	.975	.974	1.836

a. Predictors: (Constant), Intensitas Persaingan Guru (X3), Sistem Reward (X2), Gaya Kepemimpinan Kepala Madrasah (X1)

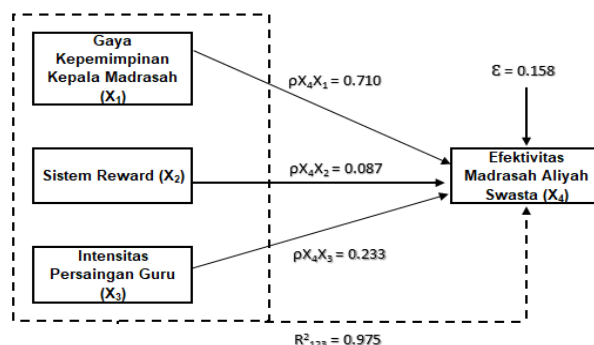


Figure 1. Empirical Causal Path Diagram Structural Equation of the Third Model X1, X2 and X3 towards X4

According to Steers, there are four groups of variables that influence organizational effectiveness, namely: 1) organizational characteristics; 2) environmental characteristics, including external environment and internal environment; 3) employee characteristics, which include attachment to the organization and work performance; 4) management practice policies

According to Mondy, there are two rewards: 1) financial rewards: in the form of salaries, wages, incentives and compensation; 2) non-financial rewards: giving awards in the form of thanks, praise, leaders receiving input from subordinates and so on.

The direct influence of the Leadership Style of the Madrasah Head (X1) on the Effectiveness of Madrasah Aliyah (X4) through the Intensity of Competition Between Teachers (X3).

Based on empirical evidence, this research shows that the Leadership Style of Madrasah Heads is an important variable and has a direct influence on the Effectiveness of Madrasah Aliyah through the Intensity of Competition Between Teachers as a connecting or intervening variable.

The ninth hypothesis states that there is an influence of the Leadership Style of the Madrasah Head (X1) on the Effectiveness of Madrasah Aliyah (X4) through the Intensity of Competition Between Teachers (X3). From the calculation of the path coefficient of the

influence of the Madrasah Head's Leadership Style on Madrasah Effectiveness through the Intensity of Competition Between Teachers, the path coefficient value was obtained (ρ_{X1X3X4}) = 0.926 and $t_{count} = 3.167$. On $\alpha = 0,05$ obtained $t_{table} = 2.001$. Because $t_{count} (3.167) > t_{table} (2.001)$, the null hypothesis H_0 is rejected and H_1 is accepted, meaning that there is a direct influence of the Leadership Style of the Madrasah Head on the Effectiveness of Private Aliyah Madrasahs through the Intensity of Competition Between Teachers as a connecting or intervening variable with a direct influence of 0.710 and a large influence indirect 0.216. So the total overall effect is $0.710 + 0.216 = 0.926$. This means that the Madrasah Head's Leadership Style contributes directly and positively by 92.6% to the Effectiveness of Private Madrasah Aliyah through the Intensity of Competition Between Teachers and 7.4% is influenced by other factors.

Table 17. Beta value of the influence of X1 and X2 on X3

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	-59.361	5.505		-10.783	<,001
	Gaya Kepemimpinan Kepala Madrasah (X1)	1.036	.035	.927	29.503	<,001
	Sistem Reward (X2)	.100	.033	.094	2.989	.004

a. Dependent Variable: Intensitas Persaingan Guru (X3)

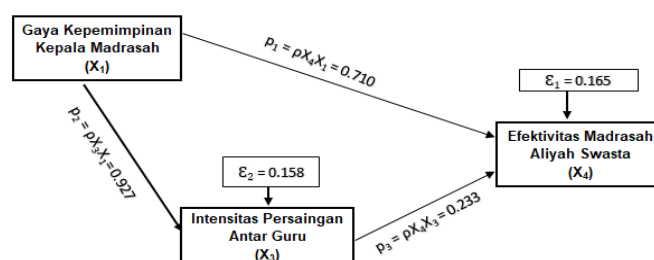
Table 18. Beta value of the influence of X1, X2 and X3 on X4

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	20.608	5.275		3.907	<,001
	Gaya Kepemimpinan Kepala Madrasah (X1)	.566	.078	.710	7.283	<,001
	Sistem Reward (X2)	.066	.020	.087	3.339	.001
	Intensitas Persaingan Guru (X3)	.166	.073	.233	2.288	.026

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

The results of this research are in line with Steers' opinion that there are four groups of variables that influence organizational effectiveness, namely: 1) organizational characteristics; 2) environmental characteristics, including external environment and internal environment; 3) employee characteristics, which include attachment to the organization and work performance; 4) management practice policies.

Meanwhile, according to Mullins, what influences organizational effectiveness are leadership, relationships within groups, organizational systems and structures, work motivation, physical environment, economics and technology.


Figure 2. Path analysis of Madrasah Head Leadership Style (X1) on the Effectiveness of Madrasah Aliyah (X4) through the Intensity of Competition Between Teachers (X3).

The direct influence of the Reward System (X2) on the Effectiveness of Madrasah Aliyah (X4) through the Intensity of Competition Between Teachers (X3).

Based on empirical evidence, this research shows that the Reward System is an important variable and has a direct influence on the effectiveness of Madrasah Aliyah through the intensity of competition between teachers as a connecting or intervening variable.

The tenth hypothesis states that there is an influence of the Reward System (X2) on the Effectiveness of Madrasah Aliyah (X4) through the Intensity of Competition Between Teachers (X3). From the calculation of the path coefficient of the influence of the Reward System on Madrasah Effectiveness through the Intensity of Competition Between Teachers, the path coefficient value is obtained (p_{X2X3X4}) = 0.109 and t_{count} = 2.069. On α = 0.05 obtained t_{table} = 2.001. Because t_{count} (2.069) > t_{table} (2.001), the null hypothesis H_0 is rejected and H_1 is accepted, meaning that there is a direct influence of the Reward System on the Effectiveness of Private Madrasah Aliyah through the Intensity of Competition Between Teachers as a connecting or intervening variable with a direct influence value of 0.087 and no influence straight 0.022. The total amount of influence is $0.087 + 0.022 = 0.109$, which means that the Reward System contributes directly by 10.9% to the effectiveness of Private Madrasah Aliyah and 89.1% is influenced by other factors.

Table 19. Beta value of the influence of X1 and X2 on X3

Coefficients ^a					
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	-59.361		-10.783	<,001
	Gaya Kepemimpinan Kepala Madrasah (X1)	1.036	.927	29.503	<,001
	Sistem Reward (X2)	.100	.094	2.989	.004

a. Dependent Variable: Intensitas Persaingan Guru (X3)

Table 20. Beta value of the influence of X1, X2 and X3 on X4

Coefficients ^a					
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	20.608		3.907	<,001
	Gaya Kepemimpinan Kepala Madrasah (X1)	.566	.710	7.283	<,001
	Sistem Reward (X2)	.066	.087	3.339	.001
	Intensitas Persaingan Guru (X3)	.166	.233	2.288	.026

a. Dependent Variable: Efektivitas Madrasah Aliyah (X4)

The results of this research are in line with Steers' opinion that there are four groups of variables that influence organizational effectiveness, namely: 1) organizational characteristics; 2) environmental characteristics, including external environment and internal environment; 3) employee characteristics, which include attachment to the organization and work performance; 4) management practice policies. (Angraini et al., 2021)

Meanwhile, according to Mullins, what influences organizational effectiveness are leadership, relationships within groups, organizational systems and structures, work motivation, physical environment, economics and technology. (Pramudyarini Andri, 2015)

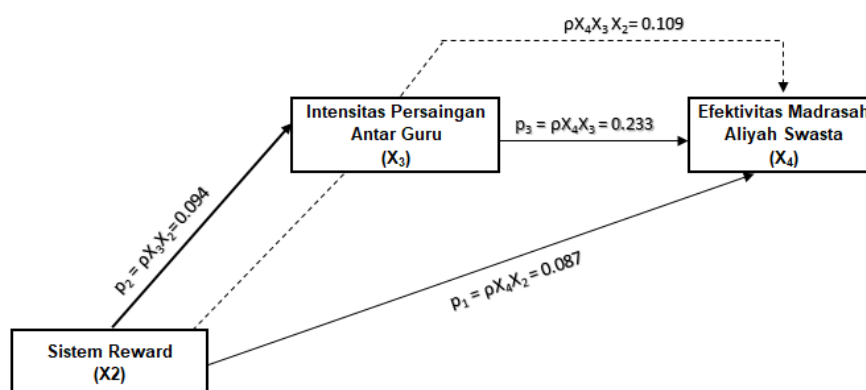


Figure 3. Path Analysis of Reward Systems on Madrasah Effectiveness through the Intensity of Competition Between Teachers

CONCLUSION

Based on the analysis of research results and the discussion that has been described, the conclusions of this research are as follows:

- 1) The Madrasah Head's Leadership Style has a direct influence on the effectiveness of the madrasah, meaning that the role of the Madrasah Head's Leadership Style is very strategic in advancing the educational institution he leads. The better the Madrasah Head's leadership style in leading, the more effective the school he leads will be.
- 2) The reward system has a direct effect on the effectiveness of the madrasah. The meaning is that the reward system built in the madrasah will increase the effectiveness of the madrasah. The better the reward system, the more effective it will be in achieving the goals of the madrasah.
- 3) The Leadership Style of the Madrasah Head and the Reward System simultaneously have a direct influence on the effectiveness of the madrasah. The meaning is that the effectiveness of the madrasah will be achieved if a good Madrasah Head Leadership Style is implemented and a reward system that runs well in the madrasah, then The better the Madrasah Head's Leadership Style and reward system, the easier the madrasah's effectiveness will be realized.
- 4) The Leadership Style of the Madrasah Head has a direct influence on the Intensity of Competition Between Teachers. The meaning is that the leadership style of the Madrasah Head who is good, nurturing and respectful will create intense competition between teachers to compete healthily and as well as possible in order to achieve the goals of the madrasah.
- 5) The reward system has a direct effect on the intensity of competition between teachers. What this means is that a well-planned reward system in madrasahs, such as awards, assignments, promotions and praise, will create a healthy intensity of competition between teachers, thereby creating a desire to work as well as possible.
- 6) The Leadership Style of the Madrasah Head and the Reward System simultaneously have a direct influence on the Intensity of Competition Between Teachers. This means that the intensity of competition between teachers to improve the quality of education will increase if the Madrasah Head's Leadership Style and the Reward System are equally strived to be better.
- 7) The intensity of competition between teachers has a direct effect on the effectiveness of madrasahs. This means that if teachers strive to achieve the vision, mission and goals of the madrasah, improving their own quality and the quality of their students will make the level of achievement of the madrasah goals easy to achieve.
- 8) The Leadership Style of the Madrasah Head has an indirect influence on the effectiveness of the madrasah through the Intensity of Competition Between Teachers. This means that the variable Intensity of Competition between Teachers can be an intervening variable so that it can mediate the influence of the Leadership Style of the Madrasah Head on the effectiveness of the madrasah.
- 9) The reward system has an indirect effect on madrasa effectiveness through the intensity of competition between teachers. This means that the variable Intensity of Competition Between Teachers

can be an intervening variable so that it can mediate the influence of the Reward System on madrasa effectiveness. 10) The Leadership Style of the Madrasah Head, the Reward System and the Intensity of Competition Between Teachers simultaneously influence the effectiveness of the madrasah. This means that to increase the effectiveness of madrasahs, the Leadership Style of Madrasah Heads, the Reward System and the Intensity of Competition between Teachers must also be improved.

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