

Factors Affecting Failure of the Leadership of Madrasah Aliyah in Medan City Indonesia

by Mesiono Mesiono

Submission date: 16-Mar-2021 01:12AM (UTC-0700)

Submission ID: 1534400635

File name: of_the_Leadership_of_Madrasah_Aliyah_in_Medan_City_Indonesia.pdf (454.86K)

Word count: 6781

Character count: 36508

Factors Affecting Failure of the Leadership of Madrasah Aliyah in Medan City Indonesia

Mesiono

UIN Sumatera Utara, Medan, Indonesia

Email: mesiono@uinsu.ac.id

46

Abstract

This study aimed to determine the factors that influence the failure of Madrasah principals' leadership in Medan City testing and analyzing the influence of leadership motivation, communication, leadership style, and decision-making on the loss of leadership of madrasah principals in Medan City. This research is descriptive quantitative research with data collection techniques in the form of a questionnaire. Hypothesis testing used simple and multiple linear regression analysis. The study population was all the heads of Madrasah Aliyah Negeri in Medan City, with a sample of 18 madrasah principals as a whole. The study results generally show a positive and significant effect on the failure of leadership of madrasah principals in Medan, either partially or simultaneously. a motivational leader with a significance level of 0.003 and t value of 3.225, communication with a significance level of 0.014 and t value of 2,487, the style of leadership with a significance level of 0.010 and t value of 2,605, and decision-making with a significance level of 0.006 and at the value of 3,004 on the failure of the leadership of the head of the State Madrasah Aliyah in Medan City.

Keywords: Leadership Motivation, Communication, Leadership Style, Decision Making, Leadership Failure.

INTRODUCTION

Education is one essential thing and a necessity for all society (Scribner & Cole, 1973; Fielding, 2006; Trow, 2007). In general, education is a learning process that includes knowledge, skills, and habits carried out by a group of people or a group of people who are passed down from one generation to the next through management, search, and training (National, 2012; De Tienne & Chandler, 2004). Simultaneously, the definition of education itself is a form of effort that is carried out systematically to create an atmosphere of learning or teaching and learning that a person can develop his/her potential. With education, a person will have intelligence, noble character, a good personality, spiritual strength, and other skills that are beneficial to oneself, society, and the surrounding environment (Davidson et al., 2008; Fry, 2003).

Education is critical and very much needed by society in life, both in work, family, or others. Why is education so required? Education can help someone have intelligence, develop their potential, shape character, and form an excellent personality to become someone with dignity (Davidson et al., 2008; Lickona, 2004). Besides, education can also create a superior generation of the nation, get the desired job efficiently, and prevent an ignorant age (Allen & Ainley, 2010; Von Krogh et al., 2000). If we have a good education, we will be more appreciated and respected by the surrounding community. But if, on the other hand, we do not have a good education, we will be belittled by the surrounding community and will be considered stupid by the community. Therefore, we as the nation's successors must be enthusiastic in pursuing knowledge to have a good education and useful experience (Wößmann, 2001; Johansson et al., 2010).

Madrasahs are the development of early Islamic educational institutions (*pesantren or surau*), which have a balanced vision, namely worldly vision (mastery of science & technology) and the picture of endurance (Rouf, 2016). Madrasahs are also seen as more comprehensive than general education, which is deemed less fulfilling the students' spiritual needs, especially (Ridho, 2017). Therefore, as part of the implementation of national education, Madrasahs are also required to carry out instruction following the national education standards that have been set. Development progress in various life sectors requires quality human resources (Hidayat & Machali, 2012; Pasaribu, 2017).

Madrasahs can run well when the head of the Madrasah who leads them can implement good management with all program activities implemented and carry out their performance well. Management itself is the main strength of any organization, including Madrasahs (Rambe, 2018). Management is used as a reference for regulating or coordinating the sub-system activities and relating them to the organizational environment (Jajang, 2017).

According to Asmani, the head of the madrasah derives from two terms, "head" and "madrasah." The term "head" can be translated as "chairman" or "leader" in an association or institution. In the meanwhile, "madrasah" is an institution where there is a place to obtain and educate. The principal of the madrasah is a teacher who is given an additional role to lead a school structured through a teaching-learning method or a place of contact between teachers who give lessons and students who receive lessons (Asmani, 2012). In addition, Wahjosumidjo (2002) states that the head of the Madrasah is a practical teacher given the role of heading the Madrasah where the teaching and learning process takes place or where contact takes place between the teacher who gives lessons and the students who obtain lessons.

The Head of Madrasah is the most important element in the process of achieving Madrasah's performance in achieving its objectives. Thus it is hoped that the head of Madrasah will influence to control so that education runs according to the expectations of all parties. Madrasah principals are required to be educators and administrators and act as managers and supervisors who are capable of implementing good management (Fauzi, 2017). Besides, the head of Madrasah must also be able to manage all members in the Madrasah, by providing a good education for students and rewarding teachers as creative and caring people for the fate of the nation (Djihadah, 2020). Furthermore, Wawan Kusman (2003) said that a Madrasah head is expected to apply leadership principles. One of them is to create a sense of security, comfort, and serenity in the madrasah environment. At least seven things the principal must do, namely, plan, organize, staff, target orientation, coordinate, monitor, and evaluate (Kusman, 2003).

Leadership is one of the management functions essential to achieve the organization's objectives; leadership becomes a tool for the extraordinary settlement of the problems that occur in the organization. According to Wahjosumidjo, leadership can play a role in protecting some of the issues of organizational arrangements that are not appropriate, such as the distribution of power becomes a barrier for effective action, the lack of a wide variety of sources, the procedure is considered harmful, and so are the problems the organization is more fundamental (Wahjosumidjo, 2007).

Leadership is said to be successful if the leader of the Madrasah can have more impact on teachers and workers education. For that, through his leadership style, a Madrasah head must be an example for his subordinates. Through the power inherent in the job, then the head of the school should be able to do the change to achieve the quality of education. The head of the Madrasah can also determine the subordinates. As objective and subjective career success of its members refers to the observable achievements that a person has achieved in his career, including salary, salary growth, status, and promotion (Morf & Rhodewalt, 2001).

The head of Madrasah is one of the educator components that have the most role in improving the quality of education. Because the head of the Madrasah is held accountable for the implementation of educational activities, school administration, coaching staff, utilization and maintenance of facilities, and infrastructure of education (Mulyasa, 2004), for this reason, it is necessary to analyze the failure factors of the Madrasah principal so that it can contribute to improving the management of education in Madrasah.

LITERATURE REVIEW

Motivation

Motivation is an urge for action. Such an individual may be driven by a variety of different powers. The head of the Madrasah, who is the leader needs to influence his subordinates to align their motivation with the Madrasahs' goals. According to Wibowo (2013), job motivation is the product of a collection of internal and external factors that leads teachers to take the right course of action and to use those behaviors.. Ideally, this behavior will be directed at achieving school goals. The head of the Madrasah is an impetus for specific steps to fulfill desires (Arifin, 2010). Motivation is the desire that exists in someone that stimulates action (Marno & Supriyatno, 2008). The duties of the Madrasah Principal as a motivator include three things, namely, the ability to manage the work environment, such as controlling the headroom of the Madrasah, administration room, classroom, laboratory, Counseling Guidance room, student council room, library, UKS, and so on; the ability to regulate the work atmosphere, such as creating a harmonious working relationship among teachers/staff/employees and being able to develop a sense of security in Madrasah and the ability to establish the principles of reward and punishment, including being able to create external and internal persuasion for Madrasah residents.

Motivation is a force that appears as an encouragement to work or work to give birth to a performance (work result). Abraham Maslow, providing a theory of motivation consisting of five levels of needs, is known as a Maslow Hierarchy of

Needs, namely; Physiological needs, security needs, the need to feel belonging, the need for self-esteem, and the need to actualize oneself (Mangkunegara, 2011).

Research results Ryan & Deci (2000) said that motivation was positively related to individual performance outcomes. The principal is the driving leader to carry out specific actions in achieving desires in the madrasa environment. Motivation is the desire that exists in someone that stimulates activity (Marno & Supriyatno, 2008). Motivation can also determine people's behavior, helping to decide *what* will be individualized to do and *how* they do it (Meyer et al., 2004). For that, we need a strong motivation in a leader to be able to achieve goals, driven by the ability to regulate the work atmosphere, such as creating a harmonious working relationship among teachers/staff/employees, and being able to develop a sense of security in the Madrasahs; and the ability to establish the principles of reward and punishment, including being able to create external and internal motivation for Madrasahs members. Thus a Madrasahs principal also functions as a motivator who must be able to strive so that teachers and all education personnel in the school's scope always improve their abilities and responsibilities by paying attention to the welfare and a sense of togetherness to achieve work productivity following the goals to be completed.

Motivation requires intensity and quality of the effort and the head of the Madrasahs who can focus on the organization's goals. As the highest leader in the Madrasahs, the head of the Madrasahs has a function as a motivator. It must be able to strive for teachers and all education personnel in the Madrasahs. They always improve their abilities and responsibilities by paying attention to the welfare and a sense of togetherness to achieve work productivity following predetermined goals.

Communication

The word communication comes from the Latin *communicare*, which means to tell. The story then develops in English *communication*, exchanging information, concepts, ideas, ideas, feelings, etc., between two or more people. Stated, the definition of communication is the process of sending messages or symbols that contain the meaning of a source or communicator to a recipient or communicant with a specific purpose (Suranto, 2010).

According to Kreitner & Kinicki in Wibowo, Stating that communication is the exchange of information between *senders* and *receivers* and concluding a perception of the meaning of something between the individuals involved. It is also said to be an interpersonal exchange of knowledge and understanding. Thus, it can be concluded that, in essence, communication is a process of conveying information from one party, be it individuals, groups, or organizations as *senders* to other parties as *receivers* to understand and open opportunities to respond to *senders* (Wibowo, 2014).

Communication is a process of transmitting meaning from one person to another in the form of ideas or knowledge. The transfer of such understanding involves more than a ta-word used in conversation. Communication is a message of verbal or nonverbal information from one person to another to change attitudes and behavior. Good communication must be established with an understanding between the communicator and the communicant so that what is communicated is carried out correctly.

According to Arni Muhammad (2005), communication is defined as exchanging verbal and nonverbal messages between the sender and the letter recipient to change behavior. Furthermore, contact occurs in every activity process, both within the school and outside the Madrasahs environment. In an environment of Madrasahs, each person wanted to maintain friendly relations with counselors, parents, and students, which is done by establishing communication (Harapan & Ahmad, 2014).

The head of Madrasahs is the most critical component in acting as a leader in a position. It has a strategic role to play in enhancing the efficiency of human capital. The head of Madrasahs is required to have communication skills that are capable of influencing and inviting the components in the Madrasahs to carry out work that leads to the goals of the Madrasahs.

The success of a Madrasah what if an organization established effective communication. Communication effectively undertaken by the Principals with its members is an important one because it will determine the success of Madrasahs in achieving the goals that have been set. Madrasahs' communication provides valuable direction for Madrasahs residents who can motivate them always to give their best for the progress of the Madrasahs.

Leadership Style

Leadership is a method of directing, guiding, controlling or tracking the thinking, feeling or behaving and actions of individuals and communities against particular objectives. So, leadership is a process of influencing educational personnel and training and learning programs to meet academic objectives successfully and efficiently (Kruse, 2013).

Madrasahs are a diverse and special organization. It's confusing because Madrasahs, as entities, have multiple aspects that are interrelated and mutually defined. Around the same time, it is unique that the Madrasahs have a character, where there is a phase of teaching and learning, a place for the culture of human life to take place. Because of its dynamic and special existence, schools as entities need a high degree of teamwork. "Success of the school is the success of the principal.

According to Muwahid Shulhan (2013), the leadership style is usually used by leaders to carry out their responsibilities of leading an organization. Leadership style, in general, is a secret characteristic that can create trust, teamwork, and integrity to decide the quality or failure of the organisation it leads.

The leadership styles of Madrasahs are very influential in achieving the goals of the school are planned, including how to improve the professionalism of teachers. It is in this leadership style that a leader will be able to pass a variety of principles, such as concentration on communities, support for teachers and staff, risk tolerance, transition requirements, and so on; on the other hand, employees will form a subjective understanding of the fundamentals of values that exist within the organisation, pursuing the significance that the leader wishes to express through his leadership style. Socialization is required to change between values; this transition would perform better if new workers are comfortable with the working atmosphere in which they work.

Decision-Making

Robbins in Syafaruddin explains the essence of decision-making is the process of choosing two or more alternatives. The choice made is based on rational considerations that have virtues, and Newport (2010) in Engkoswara and Komariah states that decision making is a process of choosing a series/action between two existing alternatives (or more) to achieve a solution to a particular problem (Engkoswara & Komariah, 2010).

Furthermore, according to Nasrul Syur Chaniago (2011), decision-making is a vital part of a manager's activities and describes the process through various selected activities to solve a problem. Furthermore, decision-making determines a series of exercises to achieve organizational goals. Decision-making is a process of selecting multiple alternatives and a dynamic activity carried out by a leader at any time.

It is necessary to listen to members in making the right decisions. Hogan and Hogan said that subordinates feel pressured against bad leadership because they have a position that has limited ability to defend themselves. Specifically, narcissistic leaders lack empathy and thus tend to make selfish decisions without using good communication (Hogan & Hogan, 2001).

Decision-making is usually done when problems occur, but problems arise when decisions are made inaccurately. A wrong decision will usually cause many problems in Madrasahs, both from an internal and external perspective, because these problems dramatically affect teacher performance. Therefore it requires special competence and attention to solve problems or decide everything not to occur. Wrong choices will make teachers feel uncomfortable at work, lazy, and unmotivated (Beck, 2011). This is due to the lack of experience or attention of the principal in solving problems and decision-making. The lack of competence of the head of the Madrasahs in paying attention to the steps in making decisions, most teachers are who are given assignments that are not following their competence or are not able to carry out the assigned tasks due to lack of understanding or understanding of the responsibilities given and also often occur in posting positions at Madrasahs. This can be seen from the age factor regardless of the competence possessed and in solving headaches; schools often make unilateral decisions. They do not involve teachers in the decision-making process (Lawson, 2003).

The head of the Madrasahs must know the condition of the Madrasahs, know each of his subordinates' characteristics, and be able to be fair and not take sides with anyone in the decision-making process. Thus, the teacher will feel more respected and appreciated so that he will be able to optimize his abilities in the process of his work. Leadership is Principals who have a massive role in any decision-making because one of the essential functions of leadership is decision-making. So, making decisions and taking responsibility for the results is a leader's job. Most of the time, in his attention and mind, a leader is used to examine the decision-making process. The higher a person's position in organizational leadership, the decision

making is the main task that must be done. Thus, if the leader cannot make decisions, the Madrasah's Principal must produce various decisions to advance the Madrasahs in carrying out his leadership.

METHOD

This study uses a form of quantitative approach/statistics in the nature of the study to clarify different observations with scientifically validated analysis to validate the defined hypothesis (Sugiyono, 2014). The population in this study were all headmasters in the city of Medan comprise of 18 people. The data analysis of this research has used basic regression analysis and multiple regression to assess the effect of the independent variable on the dependent variable.

RESULT AND DISCUSSION

Normality Data

In order to determine the certainty of the distribution of the data collected, a normality test must be performed on the data involved. Therefore, statistical analysis in the context of a normality test is the first statistical analysis to be used in the data analysis. The normality test aims to test the independent variables and the dependent variable, namely: motivation, communication, leadership style, decision making, and leader failure (Y), both of which have a normal distribution or not; the following is a graph of the data normality test on the *pp-plot* graph.

Normal P-P Plot of Regression Standardized Residual

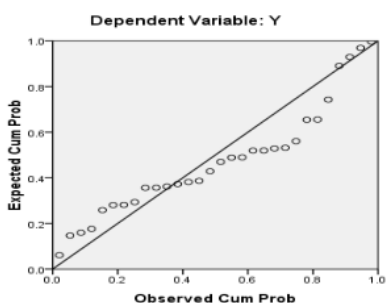


Figure 1 Normality Test

Source: primary data processed by SPSS.16

In the standard plot graph, you can see the dots spread around the diagonal line, and the spread follows the direction of the diagonal line. These two graphs show that the regression model is feasible because of the assumption of normality.

Multicollinearity Test

Multicollinearity research is conducted to determine whether a regression model considers a correlation between independent variables. This can be achieved by looking at the resistance and variance inflation factor (VIF) values and the amount of correlation between the independent variables to detect multicollinearity problems.

Table 1 Multicollinearity Test Results Coefficients

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Motivation	.321	3,114
Communication	.270	3,710
Leadership style	.492	2,032
Decision-making	.476	2,102

Source: Primary data processed by SPSS.16

The table above shows that each variable has a zero-tolerance value close to number 1 and the importance of variance inflation (VIF) around number 1. Motivation has a tolerance value of 0.321; communication has a tolerance value of 0.270; leadership style has a tolerance value of 0.492; the organization has a tolerance value. The tolerance value is 0.476, and motivation has a VIF value of 3.114. Communication has a VIF value of 3.710, leadership style has a VIF value of 2.032, and decision making has a VIF value of 2.102. Thus, it can be concluded that the regression equation does not have multicollinearity problems because the tolerance value is above 0.10 and the VIF (variance inflation factor) value is below 10.

Heteroscedasticity Test Results

The heteroscedasticity test aims to test whether there is an inequality of variance from the residuals of one observation to another in the regression model. Heteroscedasticity shows that variable variation is not the same for all observations. In heteroscedasticity, the errors that occur are not random but show a systematic relationship according to the magnitude of one or more variables. Based on the results of data processing, the Scatterplot results can be seen in the following figure:

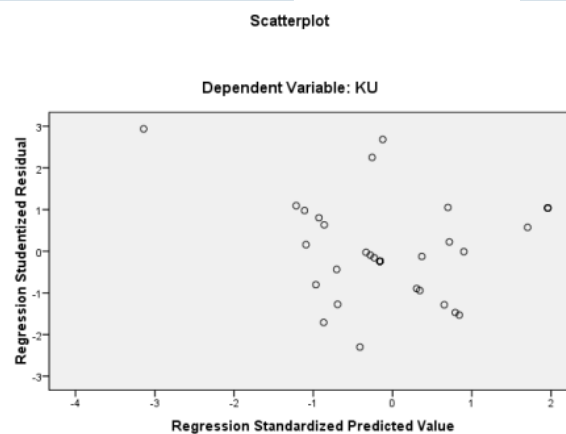


Figure 2 Heteroscedasticity Test Results

Source: Primary data processed by SPSS. 16

From the graph scatterplot that there is in the picture at the top, the point is that the point spread in a random, not there is a clear pattern and applied either in the top or below zero on the Y-axis. It can be concluded that there is no heteroscedasticity in the regression model.

Autocorrelation Test

This autocorrelation test aims to determine the presence or absence of autocorrelation, so to find out autocorrelation, we have to look at the Durbin Watson test value.

Table 2 Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	An error of the Estimate	Durbin-Watson
1	.787 ^a	.620	.578	1,323	2013

Source: Data obtained by SPSS. 16

Based on the table results, it can be seen that the DW value is 2.013, while the dL value is 1.3064 and the du value is 1.7202. The DW value > the dL value (2.013 > 1.306) and the importance of 4-dL is 2.6936 so that it is concluded that the DW value is between du and 4-dL, which means that the null hypothesis is accepted, and there is no autocorrelation.

Hypothesis Test Results

The F statistical test results can be seen in the table below; if the probability value is smaller than 0.05, Ha is accepted and rejects Ho. If the probability value is more significant than 0.05, Ho is accepted, and Ha refuses.

Table 3 F Statistical Test Results (Simultaneous)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	105,493	4	26,373	15,061	.000 ^a
	Residual	64,793	37	1,751		
	Total	170,286	41			

Source: Primary data processed by SPSS.16

The above table shows that of the F test results obtained F of 15.061 > Ftable of 3, 21, with a significance level of 0.000 < 0.05. Because the significance level is less than 0.05, Ha is accepted, so it can be said that motivation, communication, leadership style, and decision-making on the headmaster's leadership's failure affect simultaneously (together).

The t statistical test is useful for testing each independent variable's effect partially on the dependent variable. To determine whether each independent variable's influence partly on the dependent variable can be seen at the 0.05 level of significance. The t statistical test results, if the probability t value < 0.05, then Ha is accepted, whereas if the probability t value > 0.05, then Ha is rejected.

Table 4 Partial t-test results I

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,725	1,890		3,559	.001
Motivasi	.561	.174	.577	3,225	.003
Communication	.283	.114	.241	2,487	.014
Leadership style	.566	.217	.256	2,605	.010
Decision-making	.431	.144	.238	3,004	.006

Source: Primary data processed by SPSS.16

Motivation Affects the Failure of Leadership to Head Madrasahs in Medan City.

Hypothesis 1 test results are shown in Table 4, and the motivation variable has a significant level of 0.003 and at the value of 3.225. This means that Ha is accepted so that it can be said that motivation affects failure of leadership in Madrasahs because the level of significance of the variable is <0.05 (0.003 < 0.05) and the value of t count > t table. The value of t table = 2,024 (3,225 > 2,024). Hamsiah Djafar & Nurhafizah N (2018) states that a school principal's motivation affects all school components' performance. Without strong motivation from the principal results in school failure in achieving its goals. It can also be said that the principal's failure to lead. And Research Results Eide et al. (2020), Leader's motivation has a positive relationship that persists in an organization.

Motivation is a force that appears as an encouragement to work or work to give birth to a performance (work result). Abraham Maslow, providing a theory of motivation consisting of five levels of needs, is known as a Maslow Hierarchy of Needs, namely; Physiological needs, security needs, the need to feel belonging, the need for self-esteem, and the need to actualize oneself (Mangkunegara, 2011).

A leader is an individual who takes a leadership role in a team without a formal leader. These people appear like leaders to others, but they also provide motivation, direction, and support for team members and, consequently, achieve goals (Bass & Bass, 2008).

The school principal is a driving leader to take specific actions in achieving desires in the Madrasahs environment (Arifin, 2010). Motivation is the desire that exists in someone that stimulates action (Marno & Supriyatno: 2008). For that, we need

a strong motivation in a leader to be able to achieve goals, driven by the ability to regulate the work atmosphere, such as creating a harmonious working relationship among teachers/staff/employees, and being able to develop a sense of security in the Madrasahs; and the ability to establish the principles of reward and punishment, including being able to create external and internal motivation for Madrasahs citizens/members.

Thus a school principal also functions as a motivator who must be able to strive so that teachers and all education personnel in the relevant school always improve their abilities and responsibilities by paying attention to the welfare and a sense of togetherness to achieve work productivity following the goals they want to achieve.

Communication Affects the Failure of Leadership to head the Madrasahs in Medan City.

The results of hypothesis testing 2 are shown in Table 4; the Communication Variable has a significance level of 0.014 and a value of 2,487. This means that H_0 is rejected so that it can be said that the Communication effect on the failure of leadership of Madrasah due to the level of significance owned by the variable <0.05 ($0.014 < 0.05$) and the value of $t > t$ table. The value of t table = 2.024 ($2.487 > 2.024$).

Communication activities occur starting from leaders to employees, heads of staff or fields to subordinates and between fellow employees forming a line of relationship between message givers and message recipients; communication is a process of conveying thoughts, feelings from one person to another and as a transfer of ideas and ideas for uniting strength so that there is an interaction between people who communicate, towards achieving common goals (Hasan, 2010). With this communication, humans as social beings interact with each other, please help, work together to achieve the same purpose.

At the organizational level, communication has four functions. In line with Scott and TR Mitchell, organizations' communication function is regulative (control, supervision), persuasive, integrative, and information. Each of them has an equally important communication function in the organization. In other words, we cannot claim that one communication function is more important than another. The communication function in the organization can maintain the dynamics within the organization. In addition to controlling and stimulating organizational members to work, communication is a means of expressing members' emotions and making decisions.

Therefore that reason, the head of Madrasahs is an essential component in the act as a leader with a strategic position and has a role in the goal of improving the quality of human resources. The head of Madrasah is required to have communication skills that are capable of influencing and inviting components in the Madrasahs to carry out work that leads to the goals of the Madrasahs.

The success of Madrasahs what if in an organization established effective communication. Communication effectively undertaken by the Principals with its members is an important one because it will determine the success of Madrasahs. Madrasahs in achieving the goals are that have been set. Madrasahs' communication provides valuable direction for Madrasahs residents who can motivate them always to give their best for the progress of the Madrasahs.

Leadership Style Affects the Failure of Leadership to Head the Madrasahs in Medan City.

Hypothesis testing 3 is shown in the table; the variable force leadership has a significance level of 0.010 and at the value of 2,605. This means that H_0 is rejected so that it can be said that the style leadership effect on the failure of Madrasahs leadership due to the level of significance owned by the variable <0.05 ($0.010 < 0.05$) and the value of $t > t$ table. The value of t table = 2.024 ($2.605 > 2.024$).

Leadership style is a pattern of actions of the leader as a whole as perceived by his employees. The study results (Handayani et al., 2015) concluded a significant relationship/influence between leadership style and job satisfaction. The leadership styles of Madrasahs are very essential in achieving the goals of the school are planned, including how to improve the professionalism of teachers. It is through this leadership style that a leader will be able to pass a variety of principles, such as concentration on communities, support for teachers and staff, risk tolerance, transition requirements, and so on, that employees will form a subjective understanding of the fundamentals of values that exist within the organisation, in the light of the significance that the leader wishes to express in his leadership style. To adjust between values, socialization is needed; this process will work well if new employees feel happy with the work environment they occupy.

Decision-Making Affects the Failure of Leadership to Head the Madrasahs in Medan City.

The results of hypothesis testing 4 are shown in the table; variable decisions have a significance level of 0.06 and t values of 3,004. This means that H_0 is accepted so that it can be said that decision making affects the failure of leadership in Madrasahs because the level of significance of the variable is <0.05 ($0.06 < 0.05$) and the value of $t_{count} > t_{table}$. The value of $t_{table} = 2.024$ ($3.004 > 2.024$).

Decision-making is usually done when a problem occurs. Likewise, issues arise when the decision is made less precise. Wrong choices will usually cause many school problems, both from an internal and external perspective because these problems dramatically affect teacher performance. Therefore it requires special competence and attention to solve problems or decide everything not to occur. Wrong choices will make teachers feel uncomfortable at work, lazy, and unmotivated (Beck, 2011). This is due to the principal's lack of experience or attention in solving problems and decision-making. Lack of competence of the principal in observing step-by-step in making a decision. Like most teachers, many who are given assignments are not following their competence or cannot carry out the assigned tasks due to a lack of understanding or understanding of the responsibilities given and often occur in school transfer. This can be seen from the age factor regardless of the competence possessed and in solving headaches; schools often make unilateral decisions. They do not involve teachers in the decision-making process (Lawson, 2003).

The principal must know the school's state, know the characteristics of each subordinate, and be able to be fair and not take sides with anyone in the decision-making process. Thus, the teacher will feel more respected and appreciated so that he will be able to optimize his abilities in the process of his work.

CONCLUSION

The study results generally show a positive and significant influence on the failure of the leadership of Madrasah's principals in Medan, either partially or simultaneously. Leader's motivation, communication, leadership style, and decision-making on the principal's leadership's failure. The motivation variable has a significant level of 0.003 and a t value of 3.225. Motivation influence the failure of leadership of Madrasahs principals due to the level of significance owned by the variable <0.05 ($0.003 < 0.05$) and the value of $t > t_{table}$. T table value = 2,024 ($3,225 > 2,024$). The communication Variable has a significance level of 0.014 and a t value of 2,487. Whereas Communications effect on the failure of leadership of Madrasahs principals due to the level of significance owned by the variable <0.05 ($0.014 < 0.05$) and the value of $t > t_{table}$. The value of $t_{table} = 2.024$ ($2.487 > 2.024$). Variable style leadership has a significance level of 0.010 and a t value of 2,605. Style leadership effect on the failure of leadership of Madrasahs principals due to the level of significance owned by the variable < 0.05 ($0.010 < 0.05$) and the value of $t > t_{table}$. The value of $t_{table} = 2.024$ ($2.605 > 2.024$). The decision-making variable has a significance level of 0.06 and a t value of 3,004. Decision-making influence on the failure of leadership of Madrasahs principals due to the level of significance owned variable Decisions <0.05 ($0.06 < 0.05$) and the value of $t > t_{table}$. The value of $t_{table} = 2.024$ ($3.004 > 2.024$).

REFERENCES

1. Arifin, M. (2023). *Peran dan Motivasi Kerja*. Yogyakarta: Teras.
2. Asmani, J. M. (2012). *Tips Menjadi Kepala Sekolah Profesional*. Yogyakarta: Diva.
3. Bass, B.M., & Bass, R. (2008). *Bass Leadership Handbook: Theory, Research, and Managerial Application (4th Edition)*. New York: Simon and Schuster.
4. Beck, J. S. (2011). *Cognitive Therapy for Challenging Problems: What to Do When The Basics Don't Work*. Guilford Press.
5. Maniago, N. C. (2011). *Manajemen Organisasi*, Bandung: Citapustaka Media Perintis.
6. Davidson, M., Lickona, T., & Khmelkov, V. (2008). Smart & Good Schools: A New Paradigm For High School Character Education. *Handbook Of Moral And Character Education*.
7. Davidson, M., Lickona, T., & Khmelkov, V. (2008). Smart & Good Schools: A New Paradigm for High School Character Education. *Handbook of Moral and Character Education*.
8. DeTienne, D. R., & Chandler, G. N. (2004). Opportunity Identification and Its Role in The Entrepreneurial Classroom: A Pedagogical Approach And Empirical Test. *Academy of Management Learning & Education*, 3(3), 242-257.

9. Djafar, H., & Nurhafizah, N. (2018). Pengaruh Motivasi Kepala Sekolah Terhadap Kinerja Guru Dan Pegawai Di Smk Muhammadiyah 3 Makassar. *Daarah: Jurnal Manajemen Pendidikan*, 2(1), 24-36.
10. Djihadah, N. (2020). Kecerdasan Emosional dan Kepemimpinan Kepala Madrasah dalam Aplikasi Penguatan Pendidikan Karakter (PPK) di Madrasah. *Jurnal Pendidikan Madrasah*, 5(1), 1-10.
11. Eide, A. E., Saether, E. A., & Aspelund, A. (2020). An Investigation of Leaders' Motivation, Intellectual Leadership, and Sustainability Strategy In Relation to Norwegian Manufacturers' Performance. *Journal of Cleaner Production*, 254, 120053.
12. Gkoswara, A. K., & Komariah, A. (2010). *Administrasi Pendidikan*. Bandung: Alfabeta.
13. Fauzi, A. (2017). Kepemimpinan Kepala Madrasah Dalam Mengembangkan Lembaga Pendidikan Islam. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 2(2), 53-64.
14. Fielding, M. (2006). Leadership, Radical Student Engagement and The Necessity of Person-Centred Education. *International Journal of Leadership in Education*, 9(4), 299-313.
15. Fry, L. W. (2003). Toward A Theory of Spiritual Leadership. *The Leadership Quarterly*, 14(6), 693-727.
16. Gapan, E., & Ahmad, S. (2014). *Komunikasi Antar Pribadi*. Jakarta: PT. Rajagrafindo Persada.
17. Hidayat, A., & Machali, I. (2012). Pengelolaan pendidikan: konsep, prinsip, dan aplikasi dalam mengelola sekolah dan madrasah. Bandung : UIN Sunan Gunung Djati
18. Hogan, R., & Hogan, J. (2001). Assessing Leadership: A View from The Dark Side. *International Journal Of Selection And Assessment*, 35(1-2), 40-51.
19. Jajang, R. (2017). *Manajemen Kepala Madrasah dalam Pembinaan Profesionalitas Pendidik MAN Baturaja* (Doctoral Dissertation, Universitas Islam Negeri Raden Fatah Palembang).
20. Johansson, B., Fogelberg-Dahm, M., & Wadensten, B. (2010). Evidence-based practice: the importance of education and leadership. *Journal of Nursing Management*, 18(1), 70-77.
21. Kruse, K. (2013). Why leadership? *Forbes magazine*, 3.
22. Kusman, W. (2003). *School Based Managemen: Format madrasah masa depan dan masa Depan Madrasah*. Bandung: Media Pembinaan.
23. Larson, M. A. (2003). *School-Family Relations in Context: Parent and Teacher Perceptions of Parent Involvement*. Urban
24. Lickona, T. (2004). *Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues*. Simon and Schuster.
25. Mangkunegara, A. P. (2011). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosdakarya.
26. Murno, & Supriyatno, T. (2008). *Manajemen dan Kepemimpinan Pendidikan Islam*. Bandung: Refika Aditama.
27. Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee Commitment and Motivation: A Conceptual Analysis Integrative Model. *Journal of applied psychology*, 89(6), 991.
28. Morf, CC, & Rhodewalt, F. (2001). Uncovering The Paradox of Narcissism: Dynamica Self-Regulatory Processing Model. *Psychological Investigation*, 12 (4), 177-196.
29. Muhammad, A. (2005). *Komunikasi Organisasi*, Jakarta: Bumi Aksara.
30. Niyasa, E. (2004). *Menjadi kepala sekolah profesional*. Bandung: PT Remaja Rosdakarya.
31. National Research Council. (2012). *Education For Life and Work: Developing Transferable Knowledge and Skills in The 21st Century*. National Academies Press.
32. Pasaribu, A. (2017). Implementasi Manajemen Berbasis Sekolah dalam Pencapaian Tujuan Pendidikan Nasional di Madrasah. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 3(1).
33. Rambe, L. S. (2018). *Strategi Kepemimpinan Kepala Madrasah dalam Meningkatkan Kualitas Pembelajaran Di MTs Negeri 2 Rantau* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
34. Ridho, A. (2017). Meningkatkan Mutu Manajemen Madrasah (Kajian Minat Masyarakat dan Prinsip Dasar Manajemen Lembaga Pendidikan Islam). *Fikrotuna*, 6(2).
35. Rouf, M. (2016). Memahami Tipologi Pesantren dan Madrasah sebagai Lembaga Pendidikan Islam di Indonesia. *TADARUS*, 5(1), 68-92.
36. Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and The Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American psychologist*, 55(1), 68.
37. Scribner, S., & Cole, M. (1973). Cognitive Consequences Of Formal and Informal Education. *Science*, 182(4112), 553-559.
38. Shulhan, M. (2013). *Model Kepemimpinan Kepala Madrasah dalam Meningkatkan Kinerja Guru*. Yogyakarta: Teras.
39. Syono. (2014). *Cara Mudah Menyusun: Skripsi, Tesis dan Disertasi*. Bandung: Alfabeta.
40. Suranto, A. W. (2010). *Komunikasi Sosial Budaya*, Yogyakarta: Graha Ilmu.

41. ⁵ Irrow, M. (2007). Reflections on The Transition From Elite to Mass to Universal Access: Forms and Phases of Higher Education in Modern Societies Since WWII. In *International handbook of higher education* (pp. 243-280). Springer, ¹¹ drecht.
42. Von Krogh, G., Ichijo, K., & Nonaka, I. (2000). *Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation*. Oxford ³¹ iversity Press on Demand.
43. Wahjosumidjo. (2002). *Kepemimpinan Kepala Sekolah*. Jakarta: PT Raja Grafindo Persada.
44. Wahjosumidjo. (2007). *Kepemimpinan Kepala Sekolah (Tinjauan Teoretik dan Permasalahannya)*, Jakarta: PT ⁵⁶ aGrafindo Persada.
45. ⁴⁹ owo. (2013). *Perilaku Dalam Organisasi*. Jakarta: Rajawali Pers
46. ¹⁹ owo. (2014). *Perilaku Dalam Organisasi*. Jakarta: PT.Raja Grafindo.
47. Wößmann, L. (2001). Why Students in Some Countries Do Better: International Evidence on the Importance of Education Policy. *Education matters*, 1(2), 67-74.

Factors Affecting Failure of the Leadership of Madrasah Aliyah in Medan City Indonesia

ORIGINALITY REPORT

17 %	14 %	12 %	11 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Mediarita Agustina, Muhammad Kristiawan, Tobari Tobari. "The Influence of Principal's Leadership and School's Climate on The Work Productivity of Vocational Pharmacy Teachers in Indonesia", INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW, 2020 Publication	1 %
2	www.atlantis-press.com Internet Source	1 %
3	e-journal.ikhac.ac.id Internet Source	1 %
4	www.tesc.edu Internet Source	1 %
5	etheses.whiterose.ac.uk Internet Source	1 %
6	idus.us.es Internet Source	<1 %
7	www.abacademies.org	

Internet Source

<1%

8

www.ijeba.com

Internet Source

<1%

9

icebuss.org

Internet Source

<1%

10

jurnal.uinsu.ac.id

Internet Source

<1%

11

psasir.upm.edu.my

Internet Source

<1%

12

repository.ut.ac.id

Internet Source

<1%

13

journal.uinjkt.ac.id

Internet Source

<1%

14

www.scielo.org.za

Internet Source

<1%

15

academicguides.waldenu.edu

Internet Source

<1%

16

sigmapubs.onlinelibrary.wiley.com

Internet Source

<1%

17

Volmer, Judith, Iris K. Koch, and Anja S. Göritz. "The bright and dark sides of leaders' dark triad traits: Effects on subordinates' career success and well-being", *Personality and Individual*

<1%

Differences, 2016.

Publication

18 clock.uclan.ac.uk <1 %
Internet Source

19 econstor.eu <1 %
Internet Source

20 ejournal.iainsurakarta.ac.id <1 %
Internet Source

21 Submitted to Kingston University <1 %
Student Paper

22 eprints.whiterose.ac.uk <1 %
Internet Source

23 obsesi.or.id <1 %
Internet Source

24 www.undp.org <1 %
Internet Source

25 Submitted to Universitas Mercu Buana <1 %
Student Paper

26 Submitted to Fakultas Ekonomi dan Bisnis
Universitas Gadjah Mada <1 %
Student Paper

27 ejournal.uksw.edu <1 %
Internet Source

28 ejournal.undiksha.ac.id

Internet Source

<1%

29

etheses.bham.ac.uk

Internet Source

<1%

30

garuda.ristekbrin.go.id

Internet Source

<1%

31

jurnal.serambimekkah.ac.id

Internet Source

<1%

32

Alisa Hindin, Mary Mueller. "Creating home-school partnerships: examining urban and suburban teachers' practices, challenges, and educational needs", Teaching Education, 2016

Publication

<1%

33

Submitted to Institut Agama Islam Negeri
Manado

Student Paper

<1%

34

eprints.uny.ac.id

Internet Source

<1%

35

repository.radenfatah.ac.id

Internet Source

<1%

36

Submitted to Universitas Muria Kudus

Student Paper

<1%

37

Kevin R. Murphy. "Performance evaluation will not die, but it should", Human Resource Management Journal, 2019

<1%

38

Submitted to Singapore Management University

Student Paper

<1%

39

anzdoc.com

Internet Source

<1%

40

David S Stolz, Aline Vater, Björn H Schott, Stefan Roepke, Frieder M Paulus, Sören Krach. "Reduced Frontal Cortical Tracking of Conflict between Selfish versus Prosocial Motives in Narcissistic Personality Disorder", Cold Spring Harbor Laboratory, 2021

Publication

<1%

41

Muthia Franika Anggita Pratiwi, Eka Rizki Amalia. "The Comparison of Boarding School Student's Capability in Solving HOTS Question of Islamic History Subject", Nazhruna: Jurnal Pendidikan Islam, 2021

Publication

<1%

42

Submitted to Syiah Kuala University

Student Paper

<1%

43

Submitted to Walnut High School

Student Paper

<1%

44

Submitted to International Islamic University Malaysia

Student Paper

<1%

Ngirande Hlanganipai, Musara Mazanai. "Career

45 Management Practices: Impact of Work Design on Employee Retention", Mediterranean Journal of Social Sciences, 2014
Publication <1%

46 e-journal.unair.ac.id
Internet Source <1%

47 ejournal.ihdn.ac.id
Internet Source <1%

48 Shelvia Angeline, Jessy Safitri Sitorus. "Pengaruh Likuiditas, Leverage, Profitabilitas dan Ukuran Perusahaan Terhadap Harga Saham Pada Perusahaan Pertambangan yang Terdaftar di Bursa Efek Indonesia Periode 2013-2017", Jurnal AKSI (Akuntansi dan Sistem Informasi), 2020
Publication <1%

49 e-repository.perpus.iainsalatiga.ac.id
Internet Source <1%

50 etheses.uin-malang.ac.id
Internet Source <1%

51 jurnal.fkip.unila.ac.id
Internet Source <1%

52 www.eajournals.org
Internet Source <1%

53 Halimahtus Mukminna, Isnandar, Muladi.

"Contribution of student involvement in production/service unit and experience of industry practices to entrepreneurial attitude and the impact entrepreneurship readiness of vocational high school students of great Malang", AIP Publishing, 2017

Publication

<1%

54

epdf.tips

Internet Source

<1%

55

iicpsd.org

Internet Source

<1%

56

journal.unilak.ac.id

Internet Source

<1%

57

patna.nationalhrd.org

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off