
Research Article

The Influence of the Principal's Leadership Role, Religious Customization and Character Education Programs on the Work Climate in Madrasah Tsanawiyah, Banjarbaru

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ABSTRACT

The achievement associated with educational goals is inseparable from a conducive school environment that helps to create a feeling of comfort in educational institutions. This study aimed to determine the role of principal leadership, religious habituation programs, character education, and work climate in Madrasah Tsanawiyah, Banjarbaru City. This was a quantitative study that utilized correlational techniques through path analysis with a total sample of 173 people. Data were collected by using questionnaires that have met the validity and reliability test requirements, with path analysis and multiple regression methods used to test the hypotheses. The results showed that the leadership role of school principals, the religious habituation program, character education, and work climate in madrasahs were of high classification. This led to the creation of leadership that was able to advance schools with good characters.

Keywords: The role of principal's leadership, religious habitual program, character education, work climate

Introduction

A conducive work climate in an organization, such as schools, is realized when supported by a good principal's leadership role, which is important in improving the quality of education. According to Hasibuan (2015), "Leadership is the way leaders influence the behavior of their employees or subordinates, thereby, making them willing to work collaboratively and productively to achieve organizational goals." The principal's leadership role is one of the determining factors in improving the quality of education in schools (Suriansyah, Aslamiah & Sulaiman, 2014). The principal is responsible for managing education on a micro level, which is directly related to the learning process in schools (Suriansyah & Aslamiah, 2018). An ideal school principal is someone with strong management and leadership abilities to make decisions and takes initiatives to

improve the quality of schools (Suhaimi & Efendi, 2018).

Baharudin and Umiarso (2012) stated that religion encourages people to behave according to their degree of obedience. Besides, habituation tends to evoke value internalization quickly, while internalization is an effort to deepen embed values in humans (Suriansyah, 2018). Suhaimi & Effendi (2018) stated that religious activities are carried out by schools.

According to Sudirman (2014), education is an effort carried out by a person or group of people to influence them to become adults or achieve a higher level of livelihood. Character education is also a process of activity that improves the educational quality of harmony development, which teaches, guides, and fosters every human being to possess intellectual competence, and interesting skills (Suhaimi & Khalik, 2018). It functions as a basis for the good

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character following the values prevailing in society (Normianti, Aslamiah, & Suhaimi, 2019). Furthermore, its main values are derived from religious teachings, local wisdom, and national philosophy. Those that possess such character tend to behave in love and kindness (Suriansyah, 2018). Stinger (2014) suggested that five factors influence the occurrence of a work climate in an organization, namely the external environment, strategy, leadership practices, arrangements, and history. The activities were carried out and implemented in each school with varying impacts on student motivation.

The results of a preliminary study conducted by researchers at several MTs in Banjarbaru City showed that the leadership of the madrasah head had not been able to create a conducive work climate with the madrasa head rarely supervising all his followers so that the subordinates arbitrarily carried out their work without feeling obligated to their superiors. Another fact in the field of the leadership of the principal still shows that performance is not optimal, this is evidenced by the author by looking at the results of the presence of teachers and employees who show that only about 90% are present in carrying out their obligations, this indicator shows the lack of supervision of the madrasah head to his subordinates.

Besides, the results of a preliminary study conducted by researchers at several Madrasah Tsanawiyah in the City of Banjarbaru also showed that the religious habituation program was carried out through 3 (three) activities, namely tadarus Al-Qur'an, prayer dhuha and cult. The implementation of these three activities is routinely carried out in every Madrasah Tsanawiyah in Banjarbaru City. But the implementation in each Madrasah Tsanawiyah has a different impact on student motivation. This research aims to revive the leadership role of the principal, the program of religious habituation, and character education on the work climate in Madrasah Tsanawiyah in the City of Banjarbaru.

Material and Methods

The approach taken in this study is a quantitative approach that seeks to prove hypotheses with statistical analysis. In terms of this

type of research is a type of correlational research is research that seeks to connect two or more variables based on facts that have been through data collection, data processing then analyze and finally explain.

This study aims to determine the principal's leadership role (X), the Religious Habitual Program (Z1), and Character Education (Z2) on Work Climate (Y) in MTs throughout Banjarbaru City.

This research used the quantitative approach to analyze the sample based on answers obtained from a population of 305 MT teachers using a sample of 173 people. Suhaimi (2019) has assured that a population as an entire element or unit of analysis with certain characteristics that are the object of research.

Data description was carried out to provide an overview of the questionnaire instrument based on respondents' answers (Rachmadi-noor & Suhaimi, 2019). The main data in this study were collected through a questionnaire using a Likert scale, which was then analyzed by descriptive statistics and processed through path analysis using SPSS. (Suriansyah, Aslamiah & Sulaiman, 2014).

Results and Discussion

The direct influence of the principal's leadership role on work climate

The results of the path analysis show that there is a direct influence of the principal's leadership role on the work climate, as indicated by the value of Standardized Coefficients Beta of 0.614 and a significance value of 0,000.

The principal's leadership role is one of the determining factors in improving the quality of education in schools (Suriansyah, 2019). This is seen from the steps utilized by the principal in encouraging and motivating the school community to realize its vision, mission, and goals through programs that are implemented in a planned and gradual manner. This was mentioned due to the close relationship between the quality of the principal and various aspects of school life, such as discipline and cultural climate. Moreover, the health climate through discipline contributes to effective teaching and

learning. This evidential gap has become important to discuss, and include it in any evaluation process in educational institutes.

Leadership effectiveness is assessed by how a person can manage and handle conflicts. The Principal's leadership role in creating a conducive work climate analyzes ways to determine results in resolving conflicts by making the right decisions and involving all parties involved. The principal is required to act as the main party in every school conflict and a partisan skilled in its dynamics with sharpened and disrupted learning.

The management function acts as a vehicle for students to develop themselves optimally following individuality, social aspects, aspirations, needs, etc. Principals need to possess adequate management skills to take initiatives or solve problems to improve school quality through dialogue and evaluation programs. This shows that they need to be able to handle the various problems that occur in the school to create a conducive work climate.

The direct influence of the religious habituation program on work climate

The results of the path analysis show that there is a direct influence of the religious habituation program on the work climate, as shown by the value of Standardized Coefficients Beta of 0.676 and a significance value of 0,000.

Furthermore, religion is very important for the guidance of human life. It provides a strong foundation that acts in the rules of life and self-control of actions that are not following religious law. For this study, strong religious values enable students to control themselves over negative things. Programs on religious habituation are intentionally carried out repeatedly. In the field of educational psychology, the habituation method is known as operant conditioning and evokes religious value internalization quickly (Jennah et al. 2018).

Internalization is an attempt to deepen and embed values in humans. On the other hand, religion is a condition that encourages a person to behave according to its degree of obedience. Hence, the most visible sign of people with good religion is the practice and adherence of its teachings in their daily life. This encourages the creation of a conducive work climate.

Suriansyah (2018) said that Religious-based character education is carried out in daily and extra learning programs with the assignment, direction, exemplary, environmental conditioning, and habituation methods. Character values are implemented, namely respect (polite and friendly), honest, quality, clean and healthy, affection, patience, gratitude, sincerity, discipline, responsibility, khusyu, diligent (clever, hard work, endeavor, thorough), positive thinking, friendly, humble, Qanaah (simplicity, frugality), taqwa, istiqomah, cooperation, friendship and struggle. Parental support, quality teachers, environment (infrastructure), and partnerships are supporting factors, while parents who are less supportive and the condition of children are obstacles to the process of religious-based character education.

The direct influence of character education on work climate

The path analysis results showed that there is a direct influence of character education on work climate as indicated by the value of Standardized Coefficients Beta of 0.483 and a significance value of 0,000.

Work climate is a term used to contain a set of behavioral variables that refer to values, beliefs, and basic principles that act as a basis for an organization's management system and affect the working environment (Glisson 2015). It is also a theory that explains the strategies and procedures to achieve goals. A similar opinion was conveyed by Ouchi management philosophy, which consists of theories that implicitly explain the objectives and procedures used to achieve work climate. For Ouchi, Theory Z' focused on increasing employee loyalty to the company by providing a job for life with a strong focus on the well-being of the employee, both on and off the job. According to Ouchi, Theory Z management tends to promote stable employment, high productivity, and high employee morale and satisfaction.

Aslamiah (2019) stated the work climate in organizations can help organizations achieve organizational effectiveness. Each organization possesses a different work climate with job diversity designed within the organization. All organizations naturally have a strategy in man-

aging human resources. An open organizational climate encourages employees to express their interests and dissatisfaction without fear of retaliation and attention. However, a climate of openness is only created when all members have a high level of confidence and believe in the fairness of action. Hofhuis et al. (2016) emphasize that openness is an organization norm that promotes free disclosure of information. Hence, organizations tend to attract and retain people according to their climate, for a lasting degree to the pattern.

The direct influence of the principal's leadership role on religious habituation programs

The results of the path analysis showed a direct influence of the principal's leadership role on the religious habituation program, as indicated by the Standardized Coefficients Beta value of 0.851 and a significance of 0,000.

The principal, as a leader, plays a significant role in developing the quality of school education because they are more closely and directly related to the implementation of the education program. Therefore, the implementation of an educational goal and its implementation is dependent on the skill and wisdom of the school principal.

In Islamic buildings, the leader is in a decisive position. When a congregation has a primed and productive leader, capable of developing and generating amaliyah fighting and creativity, then it is ascertained that a successful journey is achieved. Conversely, when a congregation is led by people with many weaknesses, both in terms of managerial science, understanding the value of responsibility, and prioritizing their desires in decision making, then that congregation is likely to experience or breakdown.

Furthermore, the development of education through religious and ethical habituation in the school environment is not separated from the principal's leadership role. It is one of the factors that encourage schools to realize their vision, mission, and goals through gradually planned programs. The principal plays a strong role in coordinating attitudes, mobilizing, and harmonizing the educational resources available at the school (Evananda et al. 2018).

The development includes efforts to improve, expand, deepen, and adjust education through the improvement and implementation of educational activities and equipment.

The relationship between religious and ethical behavior is carried out by not reducing the continuity of education in the schools concerned and supports the subjects of Islam. It is at this level that the principal provides opportunities for religious and ethical behavior through teaching science in the classroom, and moral habits which requires guidance and time to be carried out outside the school. Leadership influences the behavior of organization members, and when linked with this research, institutional habituation is a form of behavior associated with school residents.

The direct influence of the principal's leadership role on character education

The path analysis results showed a direct influence of the principal's leadership role on character education, as indicated by the value of Standardized Coefficients Beta of 0.885 and 0,000 significance. The Principal's Leadership role is important in mobilizing staff to be part of the character education process from various parties, teachers, school institutions, parents, and the surrounding community.

The principal, as a leader and educator in the school, need to be a role model for all teachers and students in the school. The example needs to be part of the pillar of authority in the education process such as the culmination of a teacher-student performance. The whole appearance of the educator is based on acceptance and recognition, affection, and tenderness, to strengthen and educate wise actions, which are entirely positive and normative. They are expected to be accepted and even imitated by students. Character education is a process of activities carried out with the planned efforts of students. It is also a process of activities that leads to the improvement of education quality and the development of harmony, which teaches guides, and fosters every human being to have intellectual competence, character, and interesting skills. The principal plays an important role in the character education process at school. In addition to structural

and administrative officials enables them to also function as supervisors to teachers, laboratory assistants, administrators, and school staff. This is needed to ensure the services produced are following the set specifications or quality standards. The role is entitled to previous elements particularly for principals, because they become role models for students to behave good and characterized attitude (Zurqoni et al. 2018) Therefore, the principal oversees the function of both the process and learning outcomes as well as operational aspects of school management.

The indirect effect of the principal's leadership role on work climate through religious program

The results of the path analysis showed an indirect effect on the principal's leadership role in the work climate through the religious habituation program, as indicated by the multiplication of both variables, which amounted to 0.525.

Islamic culture is a type of school with its color following the objectives of national education and the formation of students' character. The creation of an Islamic atmosphere or culture means creating areligious life which impacts on the development of a view of life that is breathable or imbued with the teachings and values of the Islamic religion manifested in life attitudes. In the sense of the word, the creation of the Islamic atmosphere is carried out with practice, persuasion, and habituation of religious attitudes both vertically (*habluminallah*) and horizontally (*habluminannas*) in the school environment.

The development of Islamic culture through religious habituation programs is one of the policies that need to be considered by educational institutions. The existence of Islamic culture in schools or educational institutions introduces and instills religious values to help in developing children to the teachings of Islam and shape their morality. Furthermore, it realizes the values of the teachings of religion as a tradition that needs to be applied by Islamic educational institutions. Principals that can develop Islamic culture in schools by using its strategies are tagged qualified.

Aslamiah (2011) Stated that the success of a school lies essentially in the efficiency and effectiveness of a school principal's appearance. Whereas schools as the Educational Institution are tasked with organizing the educational process and teaching and learning process to educate the nation's life. In this case, the principal as someone who is given the task to lead the school is responsible for achieving the school's goals. Principals are expected to become leaders of innovators and clans in schools. Therefore, the quality of the principal's leadership is significant for school success.

The indirect effect of the principal's leadership role on work climate through character education

The path analysis results showed an indirect effect of the leadership role of the school principals on work climate through religious habituation programs, as indicated by their direct multiplication result amounting to 0.737.

The principal needs to create, form, and support the required conditions to strengthen effective attitudes in activities conducted at school. The principal acts as a role model for school residents which determines the success in developing a conducive work climate. Therefore, to create a positive development, the Principal's Leadership Role is needed as a leader in schools.

Organizational climate acts as a collection and environmental patterns that determine the emergence of motivation and focus on perceptions that are assessed for a direct influence on the performance of members.

The implementation of education in schools in building a working climate is inseparable from the Principal's leadership role, which is essential leadership is a process of influencing and moving subordinates to follow its desires. This is following the leadership of school principals, which influences the implementation of school management as a driving force for teachers, staff, students, parents, and the community. Besides, the principal also acts as a determinant of school policies that determine the methods used to achieve its vision and mission and goals. Similar to this, principals are recommended to regenerate the school system by re-

setting direction, redeveloping its people, redesigning their organization, and managing their instructional system (Abdullah et al., 2013).

About superior culture, the leadership carried out by the principal, among others, includes developing awareness and beliefs related to the school residents, putting together a team of several people with the same vision to strengthen the principal's plan. Furthermore, the principal conducts a meeting with the school community to provide information on the existing culture to improve the quality of

education. It starts with concrete steps and actions, which are linked while changing the existing basic values and assumptions that do not fit into school life.

The principal easily identifies, provides an assessment, and develops the work climate to provide a positive direction and improve student achievement. It also fosters teachers, staff, and principal performance in improving the school. All these are realized when every school member has good character, which is obtained through the process of character education.

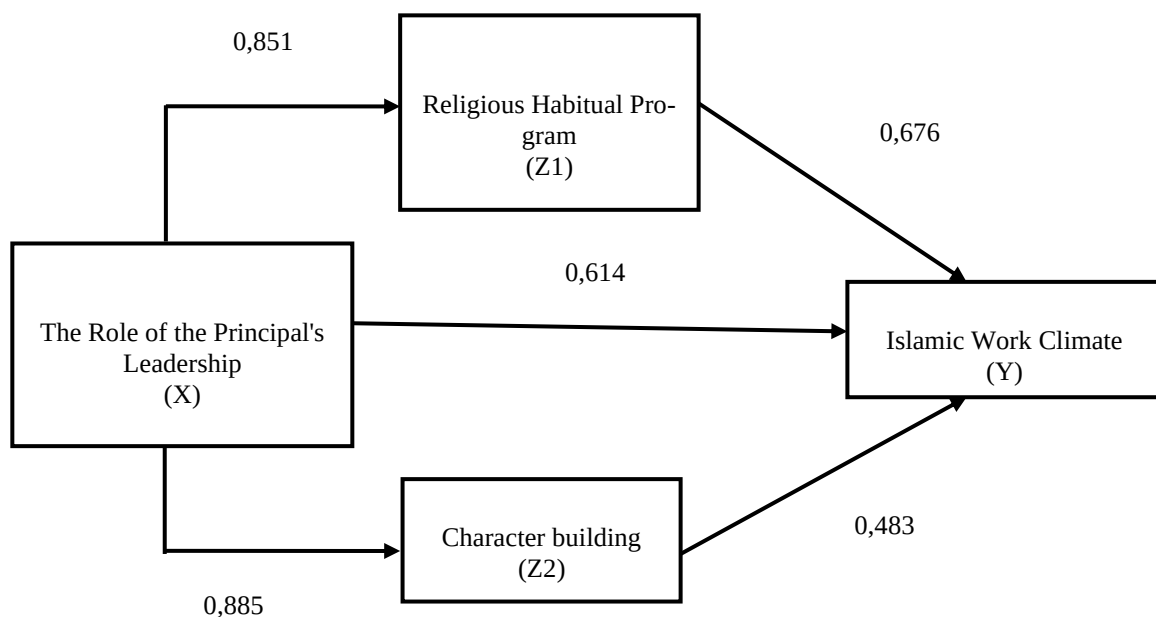


Figure 1. Relationship between the Principal's Leadership Role (X), Religious Habitual Program (Z1), Character Education (Z2) and Work climate (Y)

Conclusion and Recommendation

The principal's leadership role, religious habituation, character education, and work climate provides a direct influence on improving the quality of education. The Principal's Leadership Role, character education, and religious habituation on the work climate gives a direct effect of the religious habituation program on the work climate. On the other hand, there is an indirect influence of the Principal's Leadership Role on the working climate through religious habituation programs in MTs throughout the City of Banjarbaru, therefore, many changes are provided to achieve a common. It is expected that the next researcher develops a technical

model with the ability to modify changes to achieve the role of higher quality school leaders.

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