



The Influence of Management Capabilities to the Effectiveness of School Implementation

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Abstract

This research aims to know the influence of the leadership and head master's management capabilities on school implementation. Study is quantitative in nature. Differential analysis is used to test the hypotheses. Normality test is also employed using Liliefors, and Barlett technique. The findings suggested that there is a direct effect on headmaster's leadership to the principal's school management capability. Direct effect on headmaster's leadership to the effectiveness of school implementation is also highlighted in this research. Moreover, direct effect of management capability on the effectiveness of school has also been identified. This research strongly supported the contention that effectiveness of school implementation is dominantly influenced by headmasters and their management capability.

Keywords: Headmaster's leadership, management capability, school effectiveness

1. Introduction

School is a place to process education, an organization which has a complex system. It possesses inputs, process, outputs, and outcomes. Input is a material that needs to be processed in this case learners. While the process is any activity in managing the input in order to achieve the set objectives. Output is measured from the graduates, but it should be measured from the level of performance of all components as; quality, productivity, efficiency, and innovation. While the outcome is how it is useful for society least for them.

In Government Regulation, No. 19 of 2003 on National Education Standards states that the guarantors and controlling the quality of education needs to be done in three steps namely evaluation, school accreditation, and certification of teachers. Evaluation is the assessment of learning outcomes conducted every end of the school year so students expressed to the next grade or graduation to promote the next level. School accreditation is the process of feasibility assessment comprehensives unit or educational programs that embodied the certificate issued by an independent institution / independent and professional. While certification is a recognition given by the government of education and training institutions against a competency to perform a specific job after graduation competency test conducted by an accredited educational unit.

Each of the three components is related to one another, which must be met by the school which is an indicator of the feasibility of the implementation of effective schools. All these are guidelines that must be met in the provision of primary and secondary education units that apply nationally.

To meet the eligibility standards of the school, the principal is also consider as the manager of school, implementing school policies regularly and is well-planned. School management made by the principal based on the areas of the school administration, the administration of curriculum and teaching, student affairs, management, facilities and infrastructure, finance, and relationship with public schools. School administration above, if associated with the accreditation of a school year is still not perfect as expected. Therefore, beside as principal, a manager also acts as a leader responsible for the implementation of educational activities, the implementation of school administration, supervision of other educational

personnel, utilization and maintenance of all facilities and infrastructure in order to achieve the vision and mission of the school.

School effectiveness, from the standpoint of performance, is able to accommodate a lot of inputs and produce quality graduates to compete in the market and employment, and is relevant to the needs user. The effectiveness of schools can also be seen from the point of the educational process that includes excitement and motivation to learn in order to produce optimal learning outcomes. The study of the school effectiveness is also the reflection of the school. This is an issue that is raised by the researchers to help the school solve problems that always arise, including in an effort to improve the quality of education. In connection with the above description, the effectiveness of school at high school in Palembang city is influenced by the professional leadership and implementation of school management is also good.

This issue is very interesting to study; therefore researcher selected variables of leadership, and management capabilities that influence the effectiveness of high schools in general and specifically in the city of Palembang. From the identification of the problem above the writer limited research to the variables of leadership and management capabilities that allegedly affect the effectiveness of the school.

2. Theoretical framework

2.1 Management capability

Ability is a natural skill, confidence, knowledge and skills to carry out the work in question (Timpe, 2000). Ability is related to knowledge and skills a person has. Abilities and skills are the mental processes that are directed to achieve certain goals. Riduwan (2004) states that, "abilities and skills refer for organized modes of operation and generalized techniques for dealing with materials and problems". The abilities and skills objectives emphasize the mental process of organizing and reorganizing material to achieve a particular purpose. Psychologically, the ability consists of management knowledge and capabilities of potential IQ reality. If identified with the management capability is the ability of a manager to do the tasks of management functions are reflected in the smoothness, suppleness or flexibility, and is able to elaborate on this to develop, enrich, and analyze the tasks of management functions.

According to Koontz et al. (1984) management is the process of carrying out the work through a few people to coordinate the activities of others to achieve results that can not be achieved if done by one person.

Terry & Rue (1982) states that management is a process that typically consists of the planning, organizing, mobilizing, and controlling performed to determine and achieve goals which have been determined through the placement of human resources and others.

Of those opinions, management is a process to complete a job through other people by moving the four functions of basic activities: (1) planning, a cornerstone of effective strategy formulation, (2) organizing, aiming to achieve a coordinated effort, (3) move is a way of influencing people to achieve goals, (4) controlling, including all activities to ensure the operation fits with the planning.

Management capabilities are the skills of a manager to assist the development of the organization he/ she leads. This ability is greatly influenced by factors endogenous and exogenous factors. Endogen factor is the factor that influences from birth, while the exogenous factors are the factors that affect the environment.

The success or failure of an organization is determined by the ability of a manager to manage the organization effectively to reach an organization's goals. Therefore, a manager must have skills. Skills that should a manager have as suggested Schermerchorn (1999), there are three basic skills: (a) technical skills, (b) social skills, and (c) conceptual skill. Technical skills include the ability to apply knowledge or special skills acquired through education and further developed through training. Social skills: the ability to cooperate, understand, and motivate others. According to Gibson et al. (2000) social skills is a skill that involves the ability to take risks, criticism that helps objectivity, active listening, providing support, encouraging achievements of others. Conceptual skills associated with managerial skills.

A manager in carrying out management functions need to utilize the skills or abilities through specialized knowledge and skills acquired through education and training. Success in the management process requires the ability to recognize problems and opportunities to make the right decisions, and determine appropriate action.

The task of a manager in the process of organizing the resource group, dividing the division of labor, function, giving the authority, duties and responsibilities in order to achieve organizational goals. The success or failure of an organization is determined by the ability of a manager to manage the organization effectively and efficiently. Directing is a whole business, how, techniques, and methods to encourage the members of organizations that are willing and sincere to work with the best possible for the achievement of organizational goals effectively, efficiently, and economically (Siagian, 1982). The function of direction is a process of leading the process of influencing and influenced by using the tools of his personality, skill, experience, leadership talent that must be done in the achievement of organizational goals. So if the planning and organization associated with aspects of the management process more abstract, then direct the activities of very concrete because it deals directly with the people in the organization.

Control, an entire organization's activities to ensure all work performed in accordance with a predetermined plan. One step is the monitoring of the progress monitoring of program implementation. Therefore, the essence of a manager's job is to coordinate individual assignments, group assignments, and task organization with four management functions mentioned above to achieve the goals of individuals, groups, and organizations effectively.

To move management functions above, the leader must have an influence, has extensive knowledge, because in running the leadership required to understand the exact range of activities, and what is in the organizational environment. In other words, management ability is influenced by the leadership of a manager.

From the explanation above, the ability of management is the assessment of a person's ability in carrying out management functions that include aspects of planning, organizing, move, communicate, evaluate, motivate, take responsibility and carry out supervision, supervision, improvement in the effort to achieve goals the organization effectively.

2.2 Leadership

Robbins (2002) argues that leadership as the ability to influence and direct a group to achieve certain goals. Kreitner & Kinicki (2005) sees leadership as a process of social influence in which leaders seek voluntary participation of subordinates in an attempt to achieve organizational goals. But Locke (1999), mentions it as a process of persuading leadership (inducing) another person to take steps toward a goal together. Similarly, Davis & Newstrom (1985) emphasizes that leadership is a process to encourage and assist others to work in the achievement of organizational goals.

From some of the definitions above, leadership can grouped into three main elements, namely: a) leadership is a concept of relation (relation concept), b) leadership is a process, c) leadership must persuade (inducing) another person to take action. The limit is there are three important similarities, namely: a) leadership must involve other people, b) leadership include unequal distribution of power between leaders and members of the group, c) the ability to influence subordinates in various ways. So leadership is a process that affects and is affected between the lead and led to achieving a goal. Thus the elements of leadership that is a) a person who serves the lead (leader), b) the existence of other people that led, c) the existence of other activities that do move people by influencing and directing feelings, thoughts, and behavior, d) the goals to be reached, e) takes place in the form of process within the group organization (Hadari & Martini, 2004).

To influence others a leader must have the competence or basic skills of leadership. As stated Griffin, (1990) there are three competencies that must be possessed by a leader are: (1) the ability to diagnose, means of cognitive abilities that can understand the situation and conditions in the present and future needs, (2) the ability to adapt, which means a leader's ability to adjust its behavior to its environment, and (3) ability to communicate, is the ability of a leader's messages are received and the message needs to be communicated with subordinates or followers.

A leader must have several advantages compared with other members. The advantages are as stated Stogdill (1974) is, (a) has a capacity of intelligence, alertness, speech, ability to assess, and authenticity, (b) have the achievement that has a college degree, science, the acquisition in activities that lead, (c) has a responsibility that is independent, initiative, perseverance, hard working, confident, aggressive, and have a desire for excellence, (d) has a participation, ie active, able to hang out, cooperative, easy to fit in, have a

sense of humor, (e) has the status of socioeconomic position covers a pretty, popular, famous. These advantages lead to authority so it can be obeyed by his followers.

As in Mullins pointed out (2005) that the variables that underlie the effectiveness of leadership within the organization, are: the characteristics of leadership, types of leadership power, characteristics of subordinates, the relationship between leaders and groups, the type and nature of organization, types of tasks are achieved, technological, organizational structure and management system, the type and nature of the decision problem of leadership, character and influence of external environmental, social and cultural structure organizations, as well as the influence of national culture. Furthermore, Mullins (2005) linking the effectiveness of managers that the quantity and quality standards of performance, satisfaction, and commitment of subordinates that can be measured based on these factors, the strength and motivation of subordinates, success and staff development, and creation of an organizational environment in which staff work effective.

Yukl (2002) describes the variables that influence the effectiveness of an organization, the first variable affects the behavior of leaders among the situational variables are neutralized and subsequently affect the organizational effectiveness criteria, two leader behavior is situational variables as an intermediary variable substitution which further affect the effectiveness, and three leader behaviors is a variable situation; directly influence the effectiveness criteria. The four leadership behaviors directly influence the intermediate variables where one variable is a commitment that directly influences the effectiveness of the organization. This suggests that leader behavior is influenced by situational variables as a neutralizer, situational variables as substitution of intermediate variables, and situational variables directly influence the effectiveness criteria.

This behavior is not always appropriate in every situation, because it is influenced by a number of variables such as organizational culture, the nature of the task, and work activities, values, and managerial experience. Situational leadership depends on the fit between personality, tasks, powers, attitudes, and perceptions. The foundation of leadership is the leader of this situation must be flexible enough to adapt to the differences between subordinates and the situation. Leaders must be able to analyze the environmental situation at hand and identify conditions that lead staff. Conditions of subordinates is an important factor, because the subordinate than as individuals, as well as groups who have personal power. Situational leadership is a basic level of guidance / direction of my authorities, levels of socio-emotional support, and maturity of the members. In other words, a leader must have the flexibility to vary.

In the present study can be interpreted leadership is a person's ability in carrying out its functions to influence others to achieve common goals with indicators; directing, motivating, govern, guide, build cooperation, take decisions, to implement the vision, and held accountable assigned tasks.

2.3 School effectiveness

Effectiveness is a goal of management that focuses on outcomes, objectives and targets are expected. So effectiveness is a measure that states the extent to which goals, objectives in terms of quantity, quality, and time has been reached. In accordance with the opinion in Etzioni (1959) that the effectiveness is the degree to which the organizations achieve its goals, while according to Steers in Komariah effectiveness emphasizes attention to the suitability of the results achieved with the organization's goals to be achieved. Effectiveness means indicate achievement of targets and goals set. As expressed by Kreps (1986) the effectiveness of the organization "is a product of both the quantity and quality of organizational outputs and the quality of organizational communication processes.

School is as an organization so the effectiveness of schools can be seen from the output of schools that can be measured in accordance with the average achievement of students at the end of their formal education at the school. In other words, the effectiveness can be illustrated the extent to which the desired output is reached (Sheerens, 2003). Means the effective school is a school that shows the correspondence between the results achieved with the expected results. Therefore, the school administration must be efficient and effective.

While connected with the school then the school effectiveness influenced by several factors in the school itself. Several studies on the effectiveness of the school identified 719 factors associated with school effectiveness. According Mortimore et al. (1995) concludes there are 11 factors that are important, are: a)

professional leadership, b) implement the vision and mission together, c) the school environment, d) concentration on learning and teaching, e) high expectations, f) motivation, g) monitoring of progress, h) the rights and responsibilities of students, i) teaching caring to achieve the goal, y) organizational learning, and k) participation and relationship with the home school.

The effectiveness of the school is the focal point of school management activities and systems of schooling, which is closely linked to school-based quality management (Yusof et al., 2012). Changes in management of adult education are an opportunity for principals to actualize his leadership ability, especially improving performance. The performance leadership is influenced by the formation of behavioral factors. Effective schools require resources in a creative, innovative, and responsible. This mental attitude will grow rapidly if not constrained by a strict hierarchy of bureaucrats. Centralized school became the foundation to move and grow a good mental attitude. So the school-based management as a management model that provides greater autonomy to schools and encouraging participatory decision making that involves all citizens directly or elements of the school to improve the quality of schools.

Teachers and staff should be motivated to participate, act, and act to implement the work program has been determined. The issue is closely related to school effectiveness by the number of students who successfully complete their education, and quality of graduates is absorbed by employment or to continue his studies in college. So the issue about schools effectiveness can be viewed from two things about the quality and quantity. And to achieve the effectiveness of schools achieving the realization of the vision and mission as well as target schools that have been programmed.

School effectiveness is reflected in the school profile that has regularity in various aspects. These aspects are students, teachers and other education personnel, curriculum implementation, completeness of facilities, teaching and learning activities, activity extracurricular, implementation guidance and counseling, school partnerships with communities in synergy to achieve the targets set. As noted Davis et al. (2005) the factors connecting it with the school effectiveness are: a) the pupil control system, b) school c) involvement of students, d) increased academic disciplines, e) the behavior of teachers, f) management in the classroom, g) the management structure.

From the above characteristics can be grouped three aspects of management that must be met is aspects of institutional management, aspects of service learning, and aspects of students' competencies. The third aspect is the performance of principals that must be implemented by the resource in a creative, innovative, and responsible. Linkage with the opinion of the experts above, then the meaning of the effectiveness of the school is achieving the implementation of the implementation of school programs are effective and efficient achievement of goals so that schools that have well-defined, detailed shown, set out the vision, mission and goals for the school, availability of resources enough power, utilization of facilities, curriculum implementation, student achievement, extra-curricular activities, conducive school atmosphere regular supervision.

3. Research Methodology

The research used survey methods with a causal approach. The data was analyzed using path analysis. This analysis is used to test the direct and indirect effects among variables. Variables that were examined are: leadership (X1), management capabilities (X2) and the effectiveness of schools (X3).

The population of the study was all high schools in the city of Palembang. The sample was 85 school masters (75%) as the respondents using simple random sampling. The data was collected by questionnaires obtained directly from respondents.

To analyze the data descriptive and inferential data were used. While inferential analysis is used to test hypotheses using path analysis. To test hypothesis used $\alpha=0.05$. The normality of the estimated regression error using Lilliefors techniques, and test the homogeneity of variance by Barlett test techniques.

For the entire test using the F test and individual test using t test. The information can be obtained from the system of equations which connect the coefficients of correlation and path coefficients are likely to see the effects of direct and indirect effects of the relationship between variables.

4. Results and discussion

4.1 Leadership (X_1)

Based on the leadership (X_1) direct measurement of each respondent obtained is as follow: the mean score was 119.812 with a standard deviation of 20.43; median was 123.00 and the mode was 137.00. Thus the principal's leadership is quite high category. These data indicates that the spread of school leadership variable frequency curve is symmetrical. This is shown by median and mode is close to average. Furthermore it can be observed that 22 (25.88%) of respondents are on average category, 27 (31.77%) is above the category, and 36 (42.35%) were below category.

4.2 Management Capability (X_2)

Based on the data management capabilities (X_2) direct measurement of each respondent indicated that mean score was 121.741 with a standard deviation of 19.804; median was 128.00 and the mode was 140.00. Thus the management capabilities are in the quite high category. The data show that the spread of variable frequency management capability is a symmetrical curve. This is shown the median and mode is close to average. Furthermore it can be observed that 25 (29.41%) of respondents are on average category, 42 (49.41%) is above the average category and 18 (21:18%) were below category average.

4.3 School Effectiveness (X_3)

Based on the data table of school effectiveness (X_3), each respondent was obtained by direct measurement as follows: the mean was 126.318 with a standard deviation of 18.822; median was 130.00 and the mode was 127.00. Thus the effective schools are quite high.

The data show that the frequency of the effectiveness of school variables is symmetrical curves. This is shown by the median and mode is close to average. Furthermore it can be observed that 19 (22.35%) of respondents are on average category, 46 (54.12%) is above category and 20 (23.53%) were below category.

4.4 Testing Normality Test Error

Summary of the estimated calculation error test for normality can be seen in table 1, as follows.

4.5 Homogeneity Test

Summary of homogeneity of variance test calculations can be seen in table 2.

4.7 Testing Model

Based on the established causal model the value of the coefficient for each track is calculated. Values for further calculations are simple correlation values, presented in the form of the correlation coefficient matrix, and discussed below:

The results of path coefficient calculation is $F_{count} = 20.721$ while $F_{table} = 2717$. Thus $F_{obtained} > F_{table}$, so that $H_0: P_{41}, p_{42}, P_{43}$ together account for variance X_2 , then forwarded to the t-test. The results of the analysis showed that the two exogenous variables that are hypothesized to have the effect of each variable are characterized by the influence of:

- (1) The ability of management to leadership that is $P_{21} = 0.208$; and $t_{obtained}$ of 2.490. Thus $t_{obtained} > = 1.990$ °, O5), i.e $2.490\alpha T_{table} (> 1.990$.
- (2) The effectiveness of the school with the leadership of the headmaster and $t_{obtained}$ $p_{31} = 0.233$ amounting to 2.779. Therefore $t_{obtained} > = 1.990$ °, O5), i.e $2.779\alpha T_{table} (> 1.990$.
- 3) The effectiveness of the school with the principal management capabilities $p_{32} = 2.779$ for 0.225 and $t_{obtained}$. Hence $t_{obtained} > = 1.990$ °, O5), i.e $2.679\alpha T_{table} (> 1.990$.

Based on the results of path analysis calculations a causal relationship in the model structure is analyzed and presented in the figure 2. The values of coefficients are all significant. Thus the model structure does not need to be modified and the model lines that have been successfully constructed in compliance with the requirements and testing standards to be expressed as a suitable model in explaining the effectiveness of schools based on the variables of leadership, and management capabilities.

4.8 Hypotheses Testing

The results of the decision of the hypotheses proposed are described as follows.

1. Hypothesis one: Leadership (X_1) directly affects the management capability (X_2), from the calculation of the path coefficients (p_{21}) for = 0.208 with t-obtained = 2.490 while the value of a t-table (0.05) = 1.990 and the real level of $\alpha = 0.01$ is obtained t table = 2.638. Because the value t-obtained (2.490) > t table (1.990), then the path coefficients are very significant. From these findings it can be interpreted that the real leadership directly affects the management capability.
2. Hypothesis two: Leadership (X_1) directly influence the School effectiveness (X_5), from the calculation of the path coefficients (p_{31}) for = 0.233 with t-obtained = 2.779 while the value of a t (0.05) = 1.990 and the real level of $\alpha = 0.01$ is obtained t table = 2.638. Because the value t_{obtained} (2.779) > t table (1.990), then the path coefficients are very significant. From these findings it can be interpreted that leadership significantly directly influence the effectiveness of the school.
3. Hypothesis three: The management capability (X_2) directly influences the effectiveness of schools (X_3). From the calculation of the path coefficients (p_{32}) for = 0.225 with t-obtained = 2.679 while the value of a t-table (0.05) = 1.990 and the real level of $\alpha = 0.01$ is obtained t table = 2638. Because the value t-obtained (2.679) > t table (1.990), the significant path coefficients. From these findings it can be interpreted that the actual management capabilities directly influence the effectiveness of the school.

The summary of hypotheses is presented in table 8.

5. Conclusion

This study analyzed the effectiveness of schools in the city of Palembang. It focuses on the variables of leadership, and management capabilities and need in the administration of the schools. The study supported the previous studies and concluded that leadership has a significant effect on management capabilities and effectiveness of schools. Furthermore management capabilities have also a significant effect on the effectiveness of schools. However, there are still other exogenous variables affect directly or indirectly on school effectiveness. Therefore, the variables in this study, leadership and management capability, shall be used as a reference in the appointment of the head that has the ability to lead and have the knowledge and skills of school management.

Leadership competency may able to drive, motivate and develop subordinates. Moreover, it may also improve staff performance and establish effective working groups. Theoretically, in connection with the functions of management, leadership is an important activity in the implementation of school programs, especially the process of learning and teaching and extracurricular activities. To manage the school, the principal's management capabilities needs to effectively influence and determine whether or not the curriculum followed, the use of learning tools, the use of learning time, the learning process effectively.

In practical terms, openness and involvement of school management with teachers, staff, and society through the school committee, shall have an impact on increasing loyalty and obedience with each task in schools. Capabilities of the management of schools shall able to demand changes in the behavior of principals, teachers and administrative personnel in operating the school. Understanding the nature of professionalism, the principals are very important to improve the quality, as well as supervision and monitoring for the effective realization of school goals.

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Figures & tables

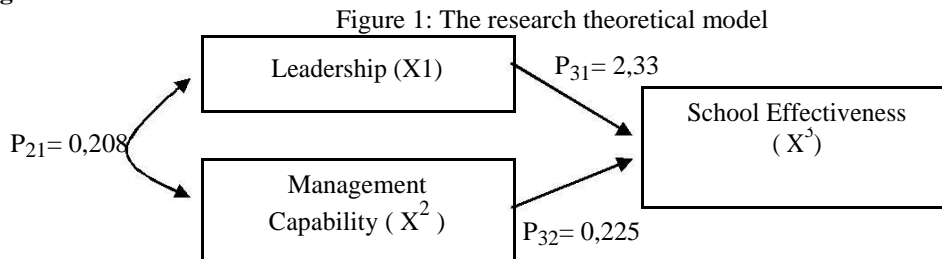


Figure 2: Model of structural relationships between variables based on path analysis

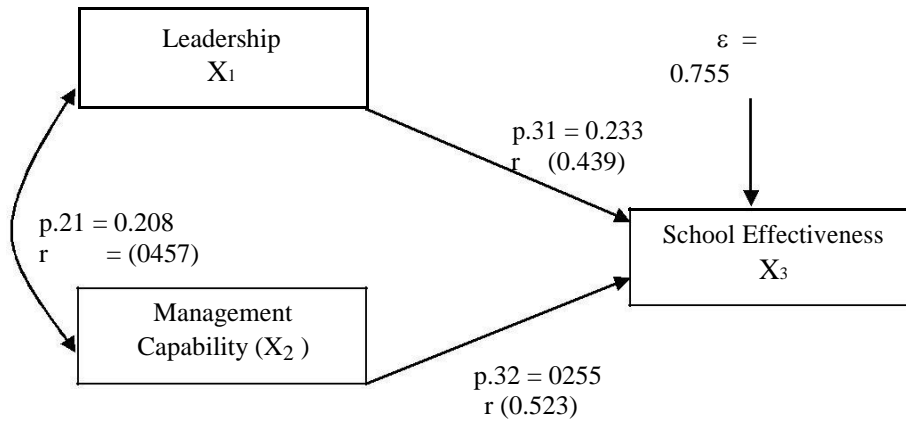


Table 1: Summary of Normality Test Error

No.	Variable	N	L calculation	L table $\alpha=0,05$	Decision
1	X ₂ of X ₁	85	0,052	0,059	Normal Distribution
2	X ₃ of X ₁	85	0,055	0,059	Normal Distribution
3	X ₅ of X ₄	85	0,051	0,059	Normal Distribution

Table 2: Homogeneity Test Results Summary Calculation

No.	Variable	dk	χ^2 calculation	χ^2 table $\alpha=0,05$	Conclusion
1	X ₂ of X ₁	54	45.007	72.153	Homogeny
2	X ₃ of X ₁	48	28.301	65.171	Homogeny
3	X ₃ of X ₂	55	30.344	73.311	Homogeny

Table 3: Summary results of all calculations Linearity Variable

The relationship between	Regression line equation	Significance of Linearity		
		F _h	F _t	
			0,005	0,001
X ₂ and X ₁	X4 = 28,063 + 0,560 X ₃	32.704	3.956	6.950
X ₃ and X ₁	X5 = 86.509 + 0,332 X ₁	19.999	3.956	6.950
X ₃ and X ₂	X5 = 79,759 + 0,382 X ₄	16.037	3.956	6.950

F_t < Linearity F_h

Table 4: Summary Calculation of Correlation and Regression results of all Variables

The relationship between	Coeffie ient Correla tion	Regression line equation	Significance Regression		Sig. Correlation Coefficient			
			F _h	F _t		t _h	t _t	
				0,05	0,01		0,005	0,001

X ₂ and X ₁	0.457	X ₄ = 28,063 + 0,560 X ₃	32.704	3.956	6.950	2.490 **	1.990	2.638
X ₃ and X ₁	0.439	X ₅ = 86.509 + 0,332 X ₁	19.999	3.956	6.950	2.779 **	1.990	2.638
X ₃ and X ₂	0.523	X ₅ = 79,759 + 0,382 X ₄	16.037	3.956	6.950	2.679 **	1.990	2.638

>Significance Regression Fh Ft

>Correlation Significance th tt

** = Very Significant

Table 5: Matrix of Simple Correlation Coefficients between Variables

	X1	X2	X3
X1	1,000	-	-
X2	0.457	1.000	0.523
X3	0.439	0.523	1.000

Table 6: Calculation results of Path Coefficients

Path	Path Coefficients
X2 X1	P ₂₁ : 0.208
X3 X2	P ₋₃₂ : 0.225
X3 X1	P ₃₁ : 0.233

Table 7: Summary results calculation Path Coefficients between Variable X₁, X₂, and X₃

Variable	Correlation between variables	Coefficients Path	t _{obtained}	t _{table}	
				α = 0.05	α = 0.01
P ₂₁	0.457	0.208 *	2490 **	1.990	2.638
P ₃₁	0.4.39	0233 *	2779 **	1.990	2.638
P ₃₂	0523	0255 *	2679 **	1.990	2.638

Note: * Significant

** Very significant

Table 8: Summary of Hypothesis

Hypothesis	Test Statistics	Ho Decision
Leadership directly influence the management capabilities	Ho: P ₂₁ = 0 H ₁ : P ₂₁ > 0	rejected
Leadership directly affects the effectiveness of schools	Ho: P ₃₁ = 0 H ₁ : P ₃₁ > 0	rejected
The ability of management directly affects the effectiveness of schools	Ho: p ₃₂ = 0 H ₁ : p ₃₂ > 0	rejected