



THE INFLUENCE OF LEADERSHIP STYLE, ORGANIZATIONAL COMMUNICATION AND WORK COMMITMENT ON ORGANIZATIONAL EFFECTIVENESS IN MADRASAH ALIYAH PRIVATE JAMBI PROVINCE

Ardiansyah ¹
H. Muntholib ²
Risnita ³

¹Doctoral Candidate, STAI Mau'izhah Tanjabar – Jambi - Indonesia

²Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

³Professor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

Article history:	Abstract:
<p>Received: 14th August 2021 Accepted: 14th September 2021 Published: 18th October 2021</p>	<p>This study aims to examine the Influence of Leadership Style, Organizational Communication and Work Commitment on Organizational Effectiveness in Private Madrasah Aliyah Jambi Province. This study uses a quantitative research approach. Based on the problems and objectives, the method used in this study is a causal relationship survey method, which will examine the pattern of direct and indirect relationships and influences, between exogenous variables (leadership style X1, organizational communication X2, and work commitment X3), to endogenous variables. (organizational effectiveness X4). Then in the design of survey methods in social research, behaviors, or social phenomena are described quantitatively (numbers). Collecting data in this study using research instruments. Before compiling the instrument, a conceptual definition was made, then it was operationally emphasized to get a score from the variable. The instruments of each variable were arranged in the form of a Likert scale with 5 (five) rating scales. The research instruments were developed starting from synthesized theories, conceptual definitions, operational definitions, to the instrument grid. Before the instrument is implemented, the content validity is assessed first, by asking for responses and views of validators who have experience in the problem. Then the instrument that has been tested is validated to obtain valid instrument items.</p> <p>The results of this study found that: Leadership style has a positive and significant effect on organizational effectiveness. Organizational communication has a positive and significant influence on organizational effectiveness. Leadership style and organizational communication together have a positive and significant effect on organizational effectiveness. Leadership style has a positive and significant effect on work commitment. Organizational communication has a positive and significant influence on work commitment. Leadership style and organizational communication together have a positive and significant influence on work commitment. Work commitment has a positive and significant effect on organizational effectiveness. Leadership style, organizational communication and work commitment together have a positive and significant effect on organizational effectiveness. Leadership style, through work commitment has a positive and significant influence on organizational effectiveness. Organizational communication through work commitment has a positive and significant influence on the organizational effectiveness of Private Madrasah Aliyah in Jambi Province.</p>

Keywords: Leadership Style, Organizational Communication, Work Commitment, Organizational Effectiveness

PRELIMINARY

Education has an important role to determine the development and realization of the individual, especially for the development of the nation and state. The progress of an educational institution depends on how the leadership recognizes culture, appreciates and utilizes human resources that will be related to the quality of education provided to students and community members. According to K.H. Dewantoro "The influence of teaching generally liberates humans from their outer life, while their inner life comes from education. An independent human is a human whose life is physically or mentally not dependent on others, but based on his own strength (H.A.R. Tilar, Rian Nugroho: 2009).

The school is seen as an organization that requires management by professional people. More than that, school organization activities manage human resources (HR) which are expected to produce quality graduates, in accordance with the demands of community needs, school graduates are expected to make a significant contribution to the development of a nation. As an organization, the school is an open system, the school does not isolate it from its environment, because it has relationships (relationships) with the internal and external environment of the school and cooperates.

The effectiveness of a group takes place if the goals of the group are achieved in accordance with the planned needs (Suyadi Prawiro Setoso: 2009). Another opinion says something is said to be effective, if it reaches the right target (James A. Stoner, R. Edward Freeman & Daniel R Gillet: 2005). Meanwhile, Monier argues that effectiveness, on the other hand, is the ability to choose the appropriate outcome goals (Peter F Drucker quoted Moenir: 2006).

Then the word 'management' comes from Latin, namely from the origin of the word 'manus' which means hand, and 'agere' which means to do. These words are combined into the verb 'managere' which means to handle. Managere is translated into English in the form of the word to manage, with the noun management, and manager is for people who carry out management activities. Finally, management is translated into Indonesian into management or management (Onisimus Amtu: 2013).

Management in the sense of management of a modern organization is based on respect for human values. Appreciation for these values means that every human being involved in the organization must be valued and respected and treated as a human being. In other words, human values such as emotions, the desire to get attention, their different needs, different individual work abilities must be taken into account in the management or management of the organization. The definition of management cited by James A F. Stoner put forward by Ahmadi and Syukran Nafis, that management is the process of planning, organizing, leadership, and controlling organizational resources to achieve the goals set (Ahmadi and Syukran Nafis: 2011).

The discussion about the effectiveness and efficiency of managing a school cannot be separated from its main elements, namely teachers and students as a sub-system of an educational institution in the prevailing value system. What is meant by effectiveness is the success of the principal as a transformative leader in maximizing existing resources through activities in realizing the goals of the institution with indicators: 1) planning, 2) management, 3) mobilization and 4) Islamic supervision.

According to Gibson in Sutanto, employees or employees are the driving force for the organization's operations, if the employee's performance is good, the organizational performance will also increase. Many variables affect employee performance, one of which is organizational culture. Organizational culture is a general perception shared by all members of the organization, so that every employee who is a member of the organization will have values, beliefs and behavior in accordance with the organization.

Related to the description above, the employee organization system is very strategic in an effort to deliver the organization towards the goals to be achieved. Moreover, if the role of employees is related to competence and creativity, we will see how an employee will be a very important and strategic factor in laying the foundation for human resource development, because higher levels will basically be easy to manage if the basic foundation is strong.

Work commitment reflects the individual's level of identification and involvement in his job and his unwillingness to leave the job. There are several reasons why the work commitment of employees as administrative staff needs to be studied further because one of them is the phenomenon of employee behavior at work, which can be seen from employees who are absent from work, employees who work but the function of managing it is reduced. This can be caused by the low work commitment of employees so that employees no longer live up to their role as an administrative staff even though employees have an important role in realizing the success of the agency.

Someone who works in an organization will try to achieve the goals that have been set, so they are required to have a commitment or responsibility to their work, which will be realized as a work commitment. There are two reasons why commitment is needed 1) because commitment is perceived as a business need, especially in finding workers, 2) rapid growth requires additional knowledge and skills of workers so that they are able to fill the void (Christopher F. Achua, DBA and Robert N. Lussier: 2010). Basically we don't start at the same beginning because some of us seek bad ways to survive but the positive thing is feared by Colonel Sander's that to reach peak performance can start by motivating and building commitment (Jon R Katzenbach: 2000)

The ideal desire for every agency is to have employees who are capable and high productivity at work. However, this desire is sometimes not able to be realized in an institution. The agency's inability factor is often caused by the agency's inability to distinguish human resources within the agency. agencies are sometimes unable to distinguish between productive staff and unproductive staff. So that this situation has an impact on the absence of

school agencies in paying attention to employees and employees, namely staff as productive human resources, and it seems that they do not seriously pay attention to the condition of staff in the agency.

Then one of the important problems faced by agency leaders is how to increase the work productivity of their staff so that they can support the success of achieving goals. According to Schermerhen, that a good leader or manager is able to create situations so that individuals or groups can work and achieve high work productivity. However, sometimes employees do not carry out their obligations professionally such as often not attending, not making activity plans, assuming other employees are not smart, indifferent to programs or activities made by the agency, even some employees are always looking for leadership weaknesses so that the agency's condition is not good. conducive, even from this condition, the leader can be removed from the position. On the other hand, there are staff who work with enthusiasm, discipline and are always sensitive to programs or activities made by the agency. This fact is only part of the complexity of the problems faced by leaders.

Then in running the organization's wheels to run in accordance with the goals with the expected goals, there needs to be a commitment to the organization. So that there is a significant synergy between job satisfaction and work commitment within the organization. Therefore, it is an obligation for school principals to provide services to teachers and staff employees optimally so that with that service they feel satisfied and will carry out their duties with full commitment in order to achieve educational goals.

Understanding Work Commitment Work commitment is an exchange relationship between individuals and work organizations. Individuals bind themselves to the organization where they work in return or salaries and other rewards they receive from the organization concerned. The form of attitude orientation is the ability to identify organizational conditions, willingness to be actively involved, have a sense of loyalty and ownership of the organization (Kast, Fremont & James).

Work commitment as a tendency to carry out steady activities, caused by a fear of losing bets if he does not continue these activities. The activity in question is to remain a member of the organization, while the commitment stakes are saved which become useless when leaving the organization. Work Commitment Theory Organizational commitment can be divided into two parts, namely: 1). Types of commitment according to Allen and Meyer. Allen and Meyer distinguish organizational commitment into three components, namely, affective, normative and continuance.

Allen and Meyer argue that each component has a different basis. Employees with a high affective component, still join the organization because of the desire to remain a member of the organization. Meanwhile, employees with a high continuance component remain with the organization because they need the organization.

Employees who have a high normative component remain members of the organization because they have to. Each employee has a different basis of behavior based on the organizational commitment he has. Employees who have organizational commitment on an affective basis have different behavior from employees who are based on continuance. Employees who want to become members will have a desire to use businesses that are in accordance with organizational goals. On the other hand, those who are forced to become members will avoid financial losses and other losses, so that they may only make efforts that are not optimal. While the normative component that develops as a result of the socialization experience, depends on the extent to which the employee feels the obligation. The normative component creates a feeling of obligation on employees to give recompense for what they have received from the organization. 2). Types of organizational commitment from Mowday, Porter, and Steer. Organizational commitment from Mowday, Porter, and Steers is better known as the attitude approach to the organization. This organizational commitment has two components, namely the attitude and the will to behave. The attitude component approach includes:

First, identification with the organization, namely the acceptance of organizational goals where this acceptance is the basis of organizational commitment. Employee identification is seen through the attitude of agreeing to organizational policies, the similarity of personal values and organizational values, a sense of pride in being part of the organization.

Second, involvement according to the roles and responsibilities of the work in the organization. Employees who have a high commitment will accept almost all the work duties and responsibilities given to them.

Third, warmth, affection and loyalty to the organization is an evaluation of commitment, as well as the emotional bond and attachment between the organization and employees.

Employees with high commitment feel a sense of loyalty and belonging to the organization. Meanwhile, what includes the will to behave is; 1) Willingness to display effort. This is seen through the willingness to work beyond what is expected so that the organization can progress. Employees with high commitment pay attention to the fate of the organization. 2) The desire to remain in the organization, in employees who have high commitment, there are few reasons to leave the organization and are willing to join the organization they have chosen for a long time.

It can be understood that someone who has a high commitment will have identification with the organization, be seriously involved in staffing and have loyalty and positive affection for the organization. In addition, the behavior appears trying towards organizational goals and the desire to remain with the organization in the long term. Employees who have high work commitment strive to achieve organizational goals.

Work commitment can be seen through two approaches, namely; First, attitudinal commitment, views work commitment as an attitude. Employees identify with the goals and values of the work organization and wish to remain members of the organization in order to facilitate the achievement of goals. This attitude approach focuses on the process of how a person thinks about relationships with the organization.

Second, behavioral commitment, views work commitment as behavior, that employees have work commitments when employees decide to be bound by the work organization.

The behavioral approach emphasizes the individual's process of developing commitment, not only to the organization but to behavior towards the organization. As supporters of attitudinal commitment and behavioral commitment, there are three components of commitment as follows; 1) Affective commitment, is an emotional attachment to the organization such as individuals who identify strongly, have high involvement and are happy to be members of the organization. Affective commitment is related to the orientation of the conformity of goals which means the organization continues to work for the organization because it agrees and wants to remain a member. Employees have an emotional attachment to identify themselves and relate to the organization, 2). Continuance commitment, developed based on the amount of investment generated by the individual and the absence of other options. Continuance commitment implies that employees continue to be in the organization as the basis for having individual awareness when they want to leave the organization. Work with consideration of losses if you have to leave the workplace. 3). Normative commitment is based on a moral belief in the necessity that to become a member of the organization is the right action and morally must be done. A person becomes a member of the organization because the individual feels he has to do it. The individual feels obliged to become a member of the organization, this approach sees commitment as a belief. Accountability to each other towards the organization. Normative commitment is influenced by the journey the individual has before joining the organization.

High work commitment often affects a person's life because someone who has a high work commitment will benefit more from his organization by completing the work given by the organization as well as possible, even willing to work longer hours in order to achieve organizational goals. Someone who has a high work commitment will utilize his knowledge and skills to produce something useful for the organization. And someone who has a high work commitment will be very proud to be able to produce quality products, this is different from people who have a low work commitment.

The task of the principal to regulate and manage the interests of the institution requires good cooperation between the principal and employees. One of them with a good communication process. Communication activities are a basic need for humans to interact. This means that it is through communication activities that humans can express their need and curiosity to each other by interacting. Through the process of communication interaction itself, the character of the human personality will be formed.

The communication process requires openness and harmonious cooperation between the principal and employees, so that the goals to be achieved by the agency can be achieved. Interpersonal communication occurs directly or indirectly. Face-to-face interpersonal communication allows feedback or response to be known immediately, meaning that the recipient of the message can immediately respond to messages that have been received from the sender of the message. In addition to the communication process, in terms of leadership, principals are required to have strong quality requirements, because the success of an institution can only be achieved through the leadership of quality principals. Qualified principals are those who have basic abilities, personal qualifications and professional knowledge and skills. Every leader has a different leadership style. Leadership style influences the success of a leader in influencing the behavior of his subordinates. The term style is roughly the way leaders use to influence their subordinates. Leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others as seen.

Based on the results of observations on September 26, 2019, on leadership style, organizational communication and work commitment to organizational effectiveness at the Jambi Province Private Madrasah Aliyah, it is known that the principal has not carried out optimal organizational communication with all employees. The principal will carry out organizational communication only to a few employees. Communication made by the principal to all employees is only during routine meetings.

Based on an interview with one of the employees who explained that organizational communication carried out by the principal is only to people who agree with the principal. The principal communicates to all employees only during routine meetings. Regular meetings are held on certain days each week. Not every meeting of the principal is present. According to him, organizational communication will be more effective if the principal often communicates to all employees.

The informant also explained that some principals used force or violence to solve problems more often. Problems are not resolved quickly. The principal in making decisions only listens to the opinions of people who agree with him. The principal's time to go home and go to school does not match the office hours. Principals almost never motivate employees. Motivation is given at regular meetings every week, and even then the principal is often absent. The principal's creativity is considered lacking. the principal does not have any creativity in leading.

Based on interviews with other informants explained that school principals can respect employees, such as giving awards to employees. However, the discipline of the principal needs to be improved, for example, the principal's office working hours are from 07.30 to 14.30. The principal often comes to the office around 09 am. In addition, a principal should be able to make decisions in deliberation wisely. Sometimes the principal does not want to listen to the opinion of the employee, if the principal's opinion is considered correct, that opinion is used as the best decision.

One of the factors influenced by leadership style, organizational communication and work commitment is organizational effectiveness. Effectiveness is the main element of organizational activities in achieving predetermined goals or objectives. When viewed from the success of achieving goals, then effectiveness is to focus on the level of achievement of organizational goals. Furthermore, viewed from the aspect of timeliness, effectiveness is the achievement of various predetermined targets on time by using certain resources that have been allocated to carry out various activities.

Based on an interview with one of the informants, the employee's work cannot be said to be effective. Employees complete the work not on time. This is caused by the lack of motivations that should be given by the principal to employees. Organizational effectiveness will be created if the work is in accordance with the objectives and done on time.

It can be understood that in school organizations sometimes miscommunication occurs, such as organizational communication and work commitment, which can be influenced by several important factors in an organization. Based on this background, the authors are interested in conducting research on "The Influence of Leadership Style, Organizational Communication and Work Commitment to Organizational Effectiveness in Private Madrasah Aliyah Jambi Province".

METHOD

This study uses a quantitative research approach. According to Creswell, "Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow question, collects quantifiable data for participant, analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner (John W. . Creswell:2008). According to Sugiono, quantitative research is research based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. (Sugiono: 2006). Based on the problems and objectives, the method used in this study is a causal relationship survey method, which will examine the pattern of direct and indirect relationships and influences, between exogenous variables (leadership style X1, organizational communication X2, and work commitment X3), to endogenous variables. (organizational effectiveness X4). Then in the design of survey methods in social research, behaviors, or social phenomena are described quantitatively (numbers). Social research is research that explains a practical phenomenon through various dimensions. The process is carried out, through a tiered pattern of causality relationships. The survey method is one of the appropriate methods for conducting social research.

Analyzing the pattern of causal relationships between variables with the aim of knowing the direct and indirect effects, simultaneously or independently of several causal variables on the effect variables, the right pattern is the Path Analysis Model (Sambas Ali Muhidin and Maman Abdurahman: 2007). Data analysis techniques in this study using path analysis techniques (path analysis). Path analysis is defined by Bohrnstedt in Riduwan and Kuncoro that: "a technique for estimating the effect's a set of independent variables has on a dependent variable from a set of observed correlations, given a set of hypothesized causal asymmetric relations among the variables (Riduwan and Engkos Achmad Kuncoro: 2013). So the path analysis model is used to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

Population is the total number of all units or elements in which the investigator is interested (Ulber Silalahi: 2010). The population is all the units from which the sample is selected. The population can be divided into 2 (two), namely: the target population or the target population and the sample selection population (affordable population) (Ulber Silalahi: 2010). The population in this study are all employees who work in Madrasah Aliyah Private District/City Province spread over 11 districts 2 cities in Jambi Province. Sample is one that is representative of the population from which it was selected, and selecting a representative sample is not a haphazard process (L.R. Gay et al: 2009). According to Sugiono, the sample is part of the number and characteristics possessed by the population (Sugiyono: 2007). Sample research can be carried out if the population is too large and scattered so that it is difficult for researchers to reach, difficult to process data, requires very large costs, and takes too much time. Considering that the number of affordable population is quite large, this study uses a research sample. To obtain a representative sample, the researcher used the Slovin formula. Slovin proposes a formula for calculating the sample as follows: $s = N/(1+N.e^2)$

Information:

s : sample

N : Population

e : Degree of accuracy or desired critical value

The researcher uses a total sampling technique, where all the population is sampled. This number of samples can be said to have a representative value. The way to determine the respondents is done by selecting a simple random sample. The trial sample for this research instrument test was used by 30 employees outside of the research sample. This is done to determine the validity and reliability of the instrument. The target population in the study were all employees at Madrasah Aliyah As'ad Jambi City 56 people, Madrasah Aliyah Irsadul Ibad Batanghari Regency 21 people, and Madrasah Aliyah Al Falah Muara Bungo Regency 18 people. For all these populations, only one Madrasah Aliyah was taken in each district as a sample. In Jambi City, Madrasah Aliyah As'ad was taken with

consideration, located in the middle of the village, and also Madrasah Aliyah, including those that have long been established, have experienced ups and downs and several changes of leadership. For the Muara Bungo district, Madrasah Aliyah Al Falah was taken, considering its very strategic location, precisely in the heart of Muara Bungo. As for the Batang Hari Regency area, Madrasah Aliyah Irsyadul Ibad was taken for the reason that it was very strategically located on the Sumatran highway and its growth was very rapid. Considerations of time and cost are also the main reasons why each district only takes one private Madrasah Aliyah. The technique used in sampling is total sampling, because the sample did not reach 200 people. A total of 95 samples of 30 people were used to test the validity of the instrument. While 65 is used to test the research instrument. The sample consists of 95 people, these are leaders, teachers, education staff, at Madrasah Aliyah As'ad Jambi City, Madrasah Aliyah Irsyadul Ibad in Batang Hari Regency and at Madrasah Aliyah Al Falah in Ma Regency. Bungo. The leaders, teachers, and education staff were chosen in this study because these people are directly and indirectly related to the research variables.

The data needed in this study are primary data and secondary data. Primary data is data obtained by researchers directly from research respondents. The primary data included in this study include: (1) leadership style, organizational communication, work commitment, and organizational effectiveness, (2) phenomena/problems regarding research variables that occur at the research site. Furthermore, secondary data is data obtained indirectly, meaning that data is taken through intermediaries without direct contact with research respondents. Secondary data includes: (1) school identity (school profile), (2) employee identity, and (3) other supporting secondary data.

Primary data consisting of (1) research variable data which includes: leadership style, organizational communication, work commitment, and organizational effectiveness, and (2) phenomena/problems regarding research variables that occur in the research location, obtained directly from research respondents, namely: employees/administrative staff of Private Madrasah Aliyah in Jambi City, Batanghari Regency, and Muara Bungo Regency which became the research sample. Furthermore, secondary data which includes: school conditions, institutional identity and other supporting secondary data were obtained from each Madrasah Aliyah without direct contact with research respondents.

Collecting data in this study using research instruments. Before compiling the instrument, a conceptual definition was made, then it was operationally emphasized to get a score from the variable. The instrument of each variable is arranged in the form of a Likert scale with 5 (five) rating scales. The research instruments were developed starting from synthesized theories, conceptual definitions, operational definitions, to the instrument grid. Before the instrument is implemented, the content validity is assessed first, by asking for responses and views of validators who have experience in the problem. Then the instrument that has been tested is validated to obtain valid instrument items.

Organizational Effectiveness Variable Instrument (X₄)

The effectiveness of the organization in this study is the compatibility between the results achieved (achievements or absorbed outputs) as the program has been determined by Madrasah Aliyah, through the empowerment of each internal and external component. Organizational effectiveness in this study is a research whose data is collected and revealed through a questionnaire with a Likert scale totaling 40 instruments with indicators: 1) strategic planning, 2) organizational structure, 3) facilities and infrastructure, 4) climate and culture, 5) HR professional, 6) policy and organizational politics, 7) evaluation system and 8) academic output.

Table 3.2 Grid of Organizational Effectiveness Instruments (X₄) for instrument trials

Variable	Indicator	instrument item number	Amount
Organizational Effectiveness	1. Strategic planning	1,2,3,4,5	5
	2. Organizational structure	6,7,8,9,10	5
	3. Facilities and infrastructure	11,12,13,14,15	5
	4. climate and culture	16, 17,18,19,20	5
	5. Professional HR	21,22,23,24,25	5
	6. Organizational policies and politics	26,27,28,29,30	5
	7. Evaluation system	31,32,33,34,35	5
	8. Academic output	36,37,38,39,40	5
	Amount		40

Organizational Effectiveness Variable Instrument Scoring Guidelines (X₄)

Score Criteria:

Always	Often	Rarely	Once	Never
SL	SR	JR	P	TP
5	4	3	2	1

Number of Questions = 40

Maximum Score = 200

Minimum Score = 40

% Score = (Total Score)/(Maximum Score) x 100%=(Total Score)/200 x 100%=...

Table 3.3 Categories of Organizational Effectiveness Variables (X⁴)

No.	Answer Score	% Score	SCORE CATEGORIES
1.	161 - 200	161 - 200	Very good
2.	121 - 160	121 - 160	Well
3.	81 - 120	81 - 120	Enough
4.	41 - 80	41 - 80	Not enough
5.	≤ 40	≤ 40	Not enough

To calculate the correlation coefficient between item scores and the total score of the instrument, a statistical formula is used according to the type of item score of the instrument. Item score of the instrument's organizational effectiveness variable is continuum data, so to calculate the correlation coefficient using the product moment correlation coefficient formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r (r_{count} > r_{table}) at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid.

Product Moment correlation coefficient formula from Karl Pearson, as follows:

$$r_{XY} = \frac{((N\sum XY - (\sum X)(\sum Y)))}{\sqrt{((N\sum X^2 - (\sum X)^2) \cdot (N\sum Y^2 - (\sum Y)^2))}}$$

Information:

r_{xy}=Correlation coefficient

X = Item score of the question

Y = Total score for each question

N = Number of Respondents

Based on the results of calculations with the above formula, the value of r_{count} = 0.485 is obtained. If seen in the pearson product moment r table for n= 30, it is known that r_(table) = 0.361, then the value of r_{count} > r_{table}. Thus, item 1 is declared valid. The validity test is also carried out for the next item. The manual calculation above is in line with the results of the validity test using the SPSS version 21.0 program, using Correlation. The criteria, the instrument is valid if the correlation value (pearson correlation) is positive, and the correlation probability value [sig. (2-tailed)] < significant level (α) of 0.05. The following are the results of the validity of the research variables.

Reliability, which comes from the word reliability, means the extent to which the results of a measurement can be trusted. According to Creswell reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. A measurement instrument is said to be reliable if the measurement is consistent and accurate. The instrument reliability test is carried out with the aim of knowing the consistency of the instrument as a measuring instrument, so that the results of an instrument can be trusted.

Item score of the instrument The organizational effectiveness variable produced is continuum data, so to calculate the Alpha coefficient or Cronbach's Alpha, for instruments that have a continuum score use the Cronbach Alpha formula. If the item score correlation coefficient with a total score is greater than the correlation coefficient from table r_{count} > r_{table} at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid. The r_{count} > r_{table}, then the instrument is declared reliable. The formula used to test the reliability of the instrument is the alpha coefficient (α) from Cronbach as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

$$\text{Where : } \sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Information:

r₁₁ = Instrument reliability/ alpha koefisien coefficientk = Banyaknya butir soal

N = number of respondents

∑ σ_i² = number of item variants

σ_t² = Varians total.

The item validity test of the research instrument is a process of measuring the accuracy and accuracy of a measuring instrument in carrying out its measuring function (Djaali and Pudji Muljono: 2012). To calculate the correlation coefficient between item scores and the total score of the instrument, a statistical formula is used according to the type of item score of the instrument. Instrument item score. The resulting leadership style variable is continuum data, so to calculate the correlation coefficient using the product moment correlation coefficient formula. If

the item score correlation coefficient with the total score is greater than the correlation coefficient from table r_{count} r_{table} at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid.

Product Moment correlation coefficient formula from Karl Pearson, as follows:

$$r_{XY} = \frac{(N\sum XY - (\sum X)(\sum Y))}{\sqrt{((N\sum X^2 - (\sum X)^2) \cdot (N\sum Y^2 - (\sum Y)^2))}}$$

Information:

r_{xy} = Correlation coefficient

X = Item item score

Y = The total score of each question

N = Number of Respondents

Reliability, which comes from the word reliability, means the extent to which the results of a measurement can be trusted. According to Creswell reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent (John W Creswell:2008). A measurement instrument is said to be reliable if the measurement is consistent and accurate. The instrument reliability test is carried out with the aim of knowing the consistency of the instrument as a measuring instrument, so that the results of an instrument can be trusted. Item score of the instrument The resulting leadership style variable is continuum data, so to calculate the Alpha coefficient or Cronbach's Alpha, for instruments that have a continuum score use the Cronbach Alpha formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r_{count} r_{table} at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid. The value of r_{count} r_{table} , then the instrument is declared reliable. The formula used to test the reliability of the instrument is the alpha coefficient (α) from Cronbach as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where :

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Information:

r_{11} = Instrument reliability/ alpha koefisien coefficientk

N = number of respondents

$\sum \sigma_i^2$ = number of item variants

σ_t^2 = Varians total.

Organizational Communication Variable Instrument (X2)

Organizational communication is defined as the display and interpretation of messages between communication units that are part of a particular organization. Organizational communication can be interpreted as organizational behavior, namely how a person is involved in interacting and giving meaning to what is happening, the process of delivering messages and receiving messages related to human relationships within an organization within an internal and external scope, can be grouped into three indicators, namely: (1) downward communication; (2) upward communication; and (3) horizontal communication.\

The item validity test of the research instrument is a process of measuring the accuracy and accuracy of a measuring instrument in carrying out its measuring function (Djaali and Pudji Muljono: 2012). To calculate the correlation coefficient between item scores and the total score of the instrument, a statistical formula is used according to the type of item score of the instrument. Instrument item score The interpersonal communication variable produced is continuum data, so to calculate the correlation coefficient using the product moment correlation coefficient formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r_{count} r_{table} at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid.

Product Moment correlation coefficient formula from Karl Pearson, as follows:

$$r_{XY} = \frac{(N\sum XY - (\sum X)(\sum Y))}{\sqrt{((N\sum X^2 - (\sum X)^2) \cdot (N\sum Y^2 - (\sum Y)^2))}}$$

Keterangan:

r_{xy} = Correlation coefficient

X = Item item score

Y = The total score of each question

N = Number of Respondents

Reliability, which comes from the word reliability, means the extent to which the results of a measurement can be trusted. According to Creswell reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent (John W Creswell:2008). A measurement instrument is said to be reliable if the measurement is consistent and accurate. The instrument reliability test is carried out with the aim of knowing the consistency of the instrument as a measuring instrument, so that the results of an instrument can be trusted. Instrument item score Organizational communication variable produced is continuum data, so to calculate the Alpha

coefficient or Cronbach's Alpha, for instruments that have a continuum score use the Cronbach Alpha formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r (rcount rtable) at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid. The value of rcount > rtable, then the instrument is declared reliable. The formula used to test the reliability of the instrument is the alpha coefficient (α) from Cronbach as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where :

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Information:

r₁₁ = Instrument reliability/ alpha koefisien coefficientk

N = number of respondents

∑ σ_i² = number of item variants

σ_t² = Varians total.

Work Commitment Variable Instrument (X₃)

Work commitment is awareness to carry out organizational activities shown by attitudes, values, and habits or behavior at work. Work commitment is a person's willingness to be tied to the implementation of his duties and responsibilities intellectually and emotionally. The indicators are: 1) emotional, 2) involvement, 3) enthusiasm, 4) responsibility.

Table 3.14 Grid of Work Commitment Variable Instruments (X₃)

Variabel	Indicator	instrument item number	Amount
Work commitment	a) emotional	1,2,3,4,5,6,7,8,9,10,11,12	12
	b) involvement	13,14,15,16,17,18,,19,20,21,22,23,24	12
	c) enthusiasm for work	25,26,27,28,29,30,31,32	8
	d) responsibility	33,34.35.36.37,38.39.40	8
		Amount	40

Guidelines for Scoring Instruments for Work Commitment Variables (X₃)

Score Criteria:

Always	Often	Rarely	Once	Never
SL	SR	JR	P	TP
5	4	3	2	1

Table 3.15 Categories of Work Commitment Variables (X₃)

No.	Answer Score	% Score	Category Score
1.	161 – 200	161 - 200	Very good
2.	121 – 160	121 - 160	Well
3.	81 – 120	81 – 120	Pretty good
4.	41 – 80	41 – 80	Not good
5.	≤ 40	≤ 40	Very Not Good

The item validity test of the research instrument is a process of measuring the accuracy and accuracy of a measuring instrument in carrying out its measuring function (Djaali and Pudji Muljono: 2012). To calculate the correlation coefficient between item scores and the total score of the instrument, a statistical formula is used according to the type of item score of the instrument. Item score of the instrument's work commitment variable is continuum data, so to calculate the correlation coefficient using the product moment correlation coefficient formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r (rcount rtable) at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid. Product Moment correlation coefficient formula from Karl Pearson, as follows:

$$r_{XY} = \frac{(N\sum XY - (\sum X)(\sum Y))}{\sqrt{((N\sum X^2 - (\sum X)^2) \cdot (N\sum Y^2 - (\sum Y)^2))}}$$

Information:

r_{xy} =Correlation coefficient

X = Score of item items

Y = Total score for each question

N = Number of Respondents

Reliability, which comes from the word reliability, means the extent to which the results of a measurement can be trusted. According to Creswell reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent (John W Creswell:2008). A measurement instrument is said to be reliable if the measurement is consistent and accurate. The instrument reliability test is carried out with the aim of knowing the consistency of the instrument as a measuring instrument, so that the results of an instrument can be trusted.

Item score of the instrument The work commitment variable produced is continuum data, so to calculate the Alpha coefficient or Cronbach's Alpha, for instruments that have a continuum score use the Cronbach Alpha formula. If the item score correlation coefficient with the total score is greater than the correlation coefficient from table r (rcount rtable) at alpha 0.05, the item correlation coefficient is significant and the item is considered empirically valid. The value of rcount > rtable, then the instrument is declared reliable. The formula used to test the reliability of the instrument is the alpha coefficient (α) from Cronbach as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where :

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Information:

r_{11} = Instrument reliability/ alpha coefficient

k = Number of questions

N = number of respondents

$\sum \sigma_i^2$ = number of item variants

σ_t^2 = Total variance.

Descriptive analysis is used to find the average, median, mode, standard deviation, range, maximum and minimum values. Furthermore, the frequency distribution is visualized through histogram tables and graphs. The steps for calculating descriptive statistics are as follows: Calculating the value of the frequency distribution, with the formula: Range (R) equals the largest data minus the smallest data, calculating the number of classes (K) using the Sturges 1 + 3.3 formula, Log n, and calculates the value of the length of the interval class (p) equal to the range (R) divided by the number of classes (K), this initial calculation is the basis for entering data in the work table/frequency distribution table.

Calculate the value of central tendency with the formula:

a. Average score = $\bar{X} = \frac{\sum X_1}{N}$

b. Mode = $M_o = b + p \left[\frac{b_1}{b_1 + b_2} \right]$

c. median = $M_e = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$

d. Standard Deviation (SD)

$$SD = \sqrt{\frac{n \sum f_i \chi_i^2 - (\sum f_i \chi_i)^2}{n(n-1)}}$$

In this study, the data analysis requirements test used was the normality test, homogeneity test, and linearity regression test.

Non-parametric test is used if the assumptions in the parametric test are not met. The most common assumption in the parametric test is a random sample that comes from a normally distributed population, the data is homogeneous, and linear. There are three assumptions of parametric statistical test, namely: normality, homogeneity, and data linearity.

Normality testing is done to determine whether or not a data distribution is normal. It is important to know that it is related to the accuracy of the selection of statistical tests to be used. Parametric test requires the data to be normally distributed. If the data is not normal, it will be recommended to use a nonparametric test. This normality test must be carried out if there is no theory stating that the variables studied are normal. In other words, if there is a theory that states that a variable being studied is normal, then there is no need to test the normality of the data. There are two tests for normality, namely the normality test with the Liliefors test and the Chi Square fit test. In writing the report on the results of this dissertation, the author uses the Chi Square compatibility test.

The normality test with Chi Square is the goodness of fit test. In the suitability test, the frequency of observations with the expected/theoretical frequency will be compared. Whether or not the observed frequency deviates from the expected frequency. If the value is small, it means that the observation results are very close to the expected frequency, and this indicates a good match. If the value is large, it means that the observed frequency differs considerably from the expected frequency, so that the conformity is poor. A good match will lead to the acceptance of H_0 , and a bad match will lead to the rejection of H_a .

The formula that is fed is:

$$\chi^2 = \sum_{i=1}^k \frac{(o_i - e_i)^2}{e_i} = \sum_{i=1}^k \frac{(f_o - f_e)^2}{f_e}$$

Information:

$o_i = f_o$ = Observation Frequency

$e_i = f_e$ = Expectation Frequency

The fit test can be used to determine whether a data distribution is normal or not, with the following test steps:

1. Create a table of the required frequency distribution
2. Determine the mean and standard deviation
3. Determine the class limit, namely the left score of the first interval class minus 0.5 and then the right score of the interval class plus 0.5.
4. Find the z score for the class boundary interval with the formula:

$$z = \frac{\text{batas kelas} - \bar{x}}{SD}$$

5. Find the area of O – Z from the normal curve table of O – Z by using the numbers for class boundaries.
6. Find the area of each class interval by subtracting the numbers O – Z, namely the number of the first row minus the second row, the number of the second row minus the third row, and so on. Except for numbers that differ in direction (min and plus signs, not algebraic signs or only directions) the O – Z numbers are added up
7. Finding the expected frequency (E) by multiplying the area of each interval by the number of respondents.
8. Determine the value of Chi-Square (χ^2)
9. Comparing test scores χ^2 count with χ^2 table, with the calculation criteria: If the value of χ^2 count < value χ^2 table then the data is normally distributed. With $dk = (k - 1)$ where dk = degree of freedom, and ka = number of classes in the frequency distribution.

The second parametric test requirement is data homogeneity. Homogeneity testing is a test of whether or not the variances of two or more distributions are equal (Sambas Ali Muhjdin and Maman Abdurrahman: 2007). In this study, the homogeneity test used was the Bartlett test. Testing the homogeneity of the data with the Bartlett test is to see whether the variances of k groups of independent variables with the number of data per group can be different and are taken randomly from the data of each population which is normally distributed, different or not. The test criteria used are if the arithmetic value > table value, then H_0 which is declared homogeneous variance is rejected, in other cases it is accepted. The statistical test formula used is:

$$\chi^2 = (\ln 10) \left[B - \left(\sum db \cdot \text{Log} S_i^2 \right) \right]$$

Where:

S_i^2 : The variance of each data group

db : $n - 1$ = Degrees of Freedom of each group

B : Bartlett's Value = $(\text{Log} S_{gab}^2) (\sum db_i)$

S_{gab}^2 : combined variance = $S_{gab}^2 = \frac{\sum db \cdot S_i^2}{\sum db}$

The form of the statistical hypothesis to be tested is:

H_0 : $S_1^2 = S_2^2 = S_3^2 = \dots = S_i^2$, means all groups in the variable

have the same score variation (homogeneous)

H_1 : There is at least one group in the variable whose variation is different from the others.

The steps that can be carried out in the homogeneity test with the Bartlett test are:

1. Determine the data groups, and calculate the variance for each group.
2. Create auxiliary tables to facilitate the calculation process
3. Calculating the combined variance
4. Calculating the Log of the combined variance
5. Calculating the value of Bartlett
6. Calculating the value
7. Determine the value and critical point
8. Make a conclusion

The linearity test of the regression was carried out by testing the null hypothesis, that the linear regression was against the rival hypothesis that the regression was not linear. Linearity Regression test steps:

1. Compile a table of data groups for variables X and Y.
2. Calculate the number of regression squares (Jkreg(a)) with the formula:

$$JK_{Reg(a)} = \frac{(\sum Y)^2}{n}$$

3. Calculate the sum of the regression squares of b/a (Jkreg(b/a)), with the formula:

$$JK_{Reg(b/a)} = b \left(\sum XY - \frac{\sum X \cdot \sum Y}{n} \right)$$

4. Calculating the sum of the squares of the residuals

$$JK_{Reg} = \sum Y^2 - JK_{Reg(b/a)} - JK_{Reg(a)}$$

5. Calculate the average number of squares of regression b/a (RJKreg(a)) with the formula:

$$RJK_{reg(b/a)} = JK_{reg(b/a)}$$

6. Calculating the average of the sum of the residual squares (RJKres) with the formula:

$$RJK_{res} = \frac{JK_{res}}{n - 2}$$

7. Calculate the average number of squared errors (RJKE) with the formula:

$$JK = \sum_k \left[\sum Y^2 - \frac{(\sum Y)^2}{n} \right]$$

To calculate JKE, sort the X data starting from the smallest data to the largest data along with their partners.

8. Calculate the number of squares of matched tuna (JKTC) with the formula:

$$RJK_{TC} = JK_{res} - JK_E$$

9. Calculate the average number of squared errors (RJKE) with the formula:

$$RJK_E = \frac{JK_E}{n - k}$$

10. Finding the F test value with the formula:

$$F = \frac{RJK_{TC}}{RJK_E}$$

11. Determine the measurement criteria, if the test value $F <$ the table value F , then the distribution has a linear pattern.
12. Find the value of F_{table} at a significance level of 95% or = 5% using the formula: $F_{table} = F_{(1-a)(db TC, db E)}$ where $db TC = k - 2$ and $db E = n - k$
13. Comparing the value of the F test with the value of F_{table} then make a conclusion.

Data analysis with inferential statistical techniques (often also called inductive or probability statistics) is a statistical technique used to analyze sample data and the results are applied to the population. Inferential analysis used is regression analysis and path analysis.

Regression analysis is used to examine the relationship between two or more variables, especially to explore the pattern of relationships whose models are not yet fully known, or to find out how variations of several independent variables affect the dependent variable in a complex phenomenon (Sambas Ali Muhidin and Maman Abdurrahman: 2007) . The regression analysis used is multiple regression with the aim of showing the magnitude of the influence of the independent variables (X1, X2, or X3) on the dependent variable (X4). The formula used is: $Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$.

Data processing is done using path analysis or better known as path analysis. Work commitment is positioned as an intervening variable that connects the independent variable and the dependent variable.

Path analysis, which was first developed in the 1920s by a geneticist (Sewall Wright) is used to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

The model developed in this case is a structural equation or also called a structural model. This is possible if each dependent variable / endogenous (X4) is uniquely determined by a set of independent variables / exogenous (X).

To answer the problem formulation in this study, the main structure of the path analysis model above is broken down into five substructures as follows.

As for answering objectives 1, 2 and 3, namely the influence of leadership style variables (X1) and organizational communication (X2) partially and simultaneously on organizational effectiveness variables (X4) with the following equation:

Sub-Structure 1: To Answer Objectives 1 and 2 and 3.

$$X_4 = P_{X_4X_1} X_1 + P_{X_4X_2} X_2 + e_1$$

Meanwhile, to answer objectives 4, 5, and 6, namely the influence of leadership style variables (X1) and organizational communication (X2) partially and simultaneously on organizational commitment variables (X3) with the following equation:

Sub-Structure 2: To answer objectives 4, 5 and 6.

$$X_3 = P_{X_3X_1} X_1 + P_{X_3X_2} X_2 + e_2$$

Then to answer goal 7, namely the effect of the work commitment variable (X3) partially on the organizational effectiveness variable (X4). The objectives are 8 with the following equation:

$$X_4 = P_{X_4X_3} X_3 + e_3$$

$$X_4 = P_{X_4X_1} X_1 + P_{X_4X_2} X_2 + P_{X_4X_3} X_3 + e_4$$

Sub-Structure 4: To answer objectives 7 and 8.

Meanwhile, to answer the formulation of problems 9 and 10 in this study, the main sub-structures above are described as the following sub-structures.

Sub Structure 4: To answer the goal 9.

Direct influence X1 to X4	= $P_{X_4X_1}$ (p1)
Indirect influence X1 to X4	= $P_{X_3X_1}$ (p2) x $P_{X_4X_3}$ (p3)
Total influence (X1 to X4)	= $p1 + (p2 \times p3)$

Sub Structure 5: To answer the goal 10.

Direct influence X2 to X4	= $P_{X_4X_2}$ (p1)
Indirect influence X2 to X4	= $P_{X_3X_2}$ (p2) x $P_{X_4X_3}$ (p3)
Total influence (X2 to X4)	= $p1 + (p2 \times p3)$

Statistical hypotheses are hypotheses created or used to test research hypotheses. The statistical hypothesis used to analyze the data in this study is to use path analysis, with the following stages of analysis:

- There is a direct influence of leadership style (X1) on organizational effectiveness (X4).

H ₀	:	$\rho_{4.1} \leq 0$
H _i	:	$\rho_{4.1} > 0$
H ₀	:	Leadership style (X1) no significant effect on organizational effectiveness (X4).
H _i	:	Leadership style (X1) significant effect on organizational effectiveness (X4).
- There is a direct influence of organizational communication (X2) on organizational effectiveness (X4)

H ₀	:	$\rho_{4.2} \leq 0$
H _i	:	$\rho_{4.2} > 0$
H ₀	:	Organizational communication (X2) has no significant effect on organizational effectiveness (X4).

- H_i : Organizational communication (X_2) has a significant effect on organizational effectiveness (X_4)
3. There is a direct influence of leadership style (X_1) and organizational communication (X_2) on organizational effectiveness (X_4).
- H_0 : $\rho_{4.1.2} \leq 0$
 H_i : $\rho_{4.1.2} > 0$
 H_0 : Leadership style (X_1) and organizational communication (X_2) have no significant effect on organizational effectiveness (X_4).
 H_i : Leadership style (X_1) and organizational communication (X_2) have a significant effect on organizational effectiveness (X_4).
4. There is a direct influence of leadership style (X_1) on work commitment (X_3).
- H_0 : $\rho_{3.1} \leq 0$
 H_i : $\rho_{3.1} > 0$
 H_0 : Leadership style (X_1) has no significant effect on work commitment (X_3)
 H_i : Leadership style (X_1) has a significant effect on work commitment (X_3).
5. There is a direct effect of organizational communication (X_2) on work commitment (X_3).
- H_0 : $\rho_{3.2} \leq 0$
 H_i : $\rho_{3.2} > 0$
 H_0 : Organizational communication (X_2) has no significant effect on work commitment (X_3).
 H_i : Organizational communication (X_2) has a significant effect on work commitment (X_3).
6. There is a direct influence of leadership style (X_1) and organizational communication (X_2) on work commitment (X_3).
- H_0 : $\rho_{2.3.1} \leq 0$
 H_i : $\rho_{2.3.1} > 0$
 H_0 : Leadership style (X_1) and organizational communication (X_2) have no significant effect on work commitment (X_3).
 H_i : Leadership style (X_1) and organizational communication (X_2) have a significant effect on work commitment (X_3).
7. There is a direct effect of work commitment (X_3) on organizational effectiveness (X_4).
- H_0 : $\rho_{4.3} \leq 0$
 H_i : $\rho_{4.3} > 0$
 H_0 : Work commitment (X_3) has no significant effect on organizational effectiveness (X_4).
 H_i : Work commitment (X_3) has a significant effect on organizational effectiveness (X_4).
8. There is a direct influence of leadership style (X_1), organizational communication (X_2), and work commitment (X_3) on organizational effectiveness (X_4).
- H_0 : $\rho_{4.3.2.1} \leq 0$
 H_i : $\rho_{4.3.2.1} > 0$
 H_0 : Leadership style (X_1), organizational communication (X_2), and work commitment (X_3) have no significant effect on organizational effectiveness (X_4).
 H_i : Leadership style (X_1), organizational communication (X_2), and work commitment (X_3) have a significant effect on organizational effectiveness (X_4).
9. There is an influence of leadership style (X_1) through work commitment (X_3) on organizational effectiveness (X_4).
- H_0 : $\rho_{X_4 \times X_3 \Omega X_1} \leq 0$
 H_i : $\rho_{X_4 \times X_3 \Omega X_1} > 0$
 H_0 : Leadership style (X_1) through work commitment (X_3) has no significant effect on organizational effectiveness (X_4).
 H_i : Leadership style (X_1) through work commitment (X_3) has a significant effect on organizational effectiveness (X_4).
10. There is an effect of organizational communication (X_2) through work commitment (X_3) on organizational effectiveness (X_4).
- H_0 : $\rho_{X_4 \times X_3 \Omega X_2} \leq 0$
 H_i : $\rho_{X_4 \times X_3 \Omega X_2} > 0$
 H_0 : Organizational communication (X_2) through work commitment (X_3) has no significant effect on organizational effectiveness (X_4).
 H_i : Organizational communication (X_2) through work commitment (X_3) has a significant effect on organizational effectiveness (X_4).

RESULTS

Based on the research findings in the study, the following researchers can describe as follows:

1. Leadership style has an effect on organizational effectiveness by calculating $t_{count} > t_{table}$ ($22,756 > 1,998$). This shows that the higher the leadership style, the higher the organizational effectiveness of a Madrasah institution. Leadership style contributes significantly to organizational effectiveness. The value of the coefficient of determination between leadership styles based on the results of this study can be concluded that the research hypothesis which states that leadership style affects organizational effectiveness is acceptable. With this leadership style, madrasas should be more active in an organization and socialize their madrasas. With an indication of a very significant leadership style, it means that it can increase the effectiveness of the organization.
2. Organizational communication has an effect on organizational effectiveness by calculating $t_{count} > t_{table}$ ($20,050 > 1,998$). This shows that the higher the organizational communication, the higher the organizational effectiveness. Organizational communication makes a significant contribution to organizational effectiveness. The value of the coefficient of determination between organizational communication based on the results of this study can be concluded that the research hypothesis which states organizational communication has an effect on organizational effectiveness is acceptable.
3. Leadership style and organizational communication simultaneously affect the effectiveness of the organization by calculating $F_{count} (145.678) > F_{table}$, with a Sig level of 0.000. This shows that the higher the leadership style and organizational communication simultaneously, the higher the organizational effectiveness. leadership style and organizational communication simultaneously contribute significantly to organizational effectiveness. The coefficient of determination between leadership style and organizational communication simultaneously is 0.825. Based on the results of this study, it can be concluded that the research hypothesis which states that leadership style and organizational communication simultaneously affect organizational effectiveness can be accepted.
4. Leadership style has an effect on work commitment by calculating $t_{count} > t_{table}$ ($30,778 > 1,998$). This shows that the higher the leadership style, the higher the work commitment. Leadership style makes a significant contribution to work commitment. The coefficient of determination between leadership style and work commitment is 0.662. Based on the results of this study, it can be concluded that the research hypothesis which states that leadership style affects work commitment is acceptable.
5. Organizational communication has an effect on work commitment by calculating $t_{count} > t_{table}$ ($20,053 > 1,998$). This shows that the higher the organizational communication, the higher the work commitment. Organizational communication makes a significant contribution to work commitment. The coefficient of determination between organizational communication and work commitment is 0.301. Based on the results of this study, it can be concluded that the research hypothesis which states that organizational communication has an effect on work commitment is acceptable.
6. Leadership style and organizational communication have an effect on work commitment by calculating $F_{count} (272.803) > F_{table}$ with a Sig level of 0.000. This shows that the higher the leadership style and organizational communication, the higher the work commitment. Leadership style and organizational communication make a significant contribution to work commitment. The coefficient of determination between leadership style and organizational communication is 0.898. Based on the results of this study, it can be concluded that the research hypothesis which states that leadership style and organizational communication affect work commitment is acceptable.
7. Work commitment has an effect on organizational effectiveness by calculating $t_{count} > t_{table}$ ($23.214 > 1.998$). In other words, the level of organizational effectiveness is influenced by work commitment. This also means that if the work commitment is high, it will increase the effectiveness of the organization. Based on the results of this study, it can be concluded that the research hypothesis which states that work commitment has an effect on organizational effectiveness can be accepted.
8. Leadership style, organizational communication and work commitment jointly affect the effectiveness of the organization by calculating $F_{count} (109.549) > F_{table}$ with a Sig level of 0.000. In other words, the high and low effectiveness of an organization can be influenced by leadership style, organizational communication and work commitment. This also means that if the leadership style, organizational communication and work commitment are well established, it will be able to increase the effectiveness of an organization. Based on the results of this study, it can be concluded that the research hypothesis which states that leadership style, organizational communication and work commitment simultaneously affect organizational effectiveness can be accepted.
9. Leadership style can have a direct effect on organizational effectiveness and can also have an indirect effect, namely from leadership style to work commitment (as an intervening variable) and then to organizational effectiveness, with a total effect of 0.620. Based on the results of this study, it can be concluded that the hypothesis of this study can be accepted.
10. Organizational communication can have a direct effect on organizational effectiveness and can also have an indirect effect, namely from organizational communication to work commitment (as an intervening variable)

then to organizational effectiveness, with a total effect of 0.302. Based on the results of this study, it can be concluded that the hypothesis of this study can be accepted.

CONCLUSION

Based on the results of the study, it can be concluded several things as follows:

1. Leadership style has a positive and significant influence on organizational effectiveness.
2. Organizational communication has a positive and significant effect on organizational effectiveness.
3. Leadership style and organizational communication together have a positive and significant influence on organizational effectiveness.
4. Leadership style has a positive and significant influence on work commitment.
5. Organizational communication has a positive and significant effect on work commitment.
6. Leadership style and organizational communication together have a positive and significant influence on work commitment.
7. Work commitment has a positive and significant effect on organizational effectiveness.
8. Leadership style, organizational communication and work commitment together have a positive and significant influence on organizational effectiveness.
9. Leadership style, through work commitment has a positive and significant influence on organizational effectiveness.
10. Organizational communication through work commitment has a positive and significant influence on the organizational effectiveness of Private Madrasah Aliyah in Jambi Province.

AWARD

We would like to express our deepest gratitude to the Private Madrasah Aliyah in Jambi Province, Sultan Thaha Syaifuddin State Islamic University Jambi, Postgraduate and Islamic Education Management Study Programs at UIN STS Jambi who have provided support for us to carry out this extraordinary research, and thank you to my friends at Postgraduate Islamic Education Management at UIN STS Jambi who helped us a lot in completing this research.

REFERENCE

1. Ahmadi dan Syukran Nafis, *Pendidikan Madrasah dimensi profesional dan kekinian* (Yogyakarta: laks Bang Group, 2011)
2. Chistopher F. Achua, D.B.A dan Robert N. Lussier, *Effective Leadership* (Canada: South-Western, 2010)
3. Djaali dan Pudji Muljono, *Pengukuran dan Bidang Pendidikan*, (Jakarta: PPs UNJ, 2012)
4. H.A.R.Tilar, Rian Nugroho, *Kebijakan Pendidikan* (Yogyakarta, Pustaka Pelajar, 2009)
5. James A. Stoner, R. Edward Freeman & Daniel R Gillet, *Managemen: Terjemahan* (Jakarta: PT. Prenhallindo, 2005)
6. Jon R Katzenbach, *Peak Performance*, (USA : Harvard Business School Press, 2000)
7. John W. Creswell, *Educational Reserach: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (NJ: Merril Prentice Hall, 3rd ed, 2008)
8. Onisimus Amtu, *Manajemen Pendidikan di Era Otonomi Daerah*, (Bandung, Alfabeta,2013)
9. L.R. Gay dkk, *Educational Research Competencies for Analysis and Application*, (New Jersey, Pearson Education, 2009)
10. Riduwan dan Engkos Achmad Kuncoro, *Cara Menggunakan dan Memaknai Path Analysis*, (Bandung: Alfabeta 2013)
11. Suyadi Prawiro Setoso, *Kebijakan Kinerja Karyawan* (Yogyakarta: BPFE, 2009)
12. Sambas Ali Muhidin dan Maman Abdurahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung: Pustaka Setia 2007)
13. Sugiyono, *Metodologi Penelitian Pendidikan*, (Bandung : Alfabeta, 2007)
14. Ulber Silalahi, *Metode Penelitian Sosial*, (Bandung: Refika Aditama, 2010)