THE EFFECT OF LEADERSHIP EFFECTIVENESS, MADRASAH CLIMATE AND SOCIAL COMPETENCY ON THE ACHIEVEMENT MOTIVATION OF ALIYAH MADRASAH TEACHERS IN JAMBI PROVINCE

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This study aims to describe and analyze the effect of leadership effectiveness, madrasah climate, and social competence, both directly and indirectly toteacher achievement motivation of state Madrasah Aliyah in Jambi Province. This study uses a quantitative approach with a survey desaign. The sampling method used in this study is pusposive random sampling with 997 population and 119 people as samples. Data was collected through a questionnaire with a Likert scale.

The findings showed as follows: 1. There is a significant direct effect of leadership effectiveness (X_1) to achievement motivation (X_4). 0,499 coefficient values obtained. Then obtained t_{count} (5,629)>t_{table} (1.980), so that H_0 rejected and H_1 accepted.2.There is a significant direct effect madrasah climate (X_2) to achievement motivation (X_4).0,367 coefficient values obtained. Then obtained t_{count} (4,147)>t_{table} (1.980), so that H_0 rejected and H_1 accepted.3. There is a significant direct effect of leadership effectiveness (X_1), madrasah climate (X_2) to achievement motivation (X_4). 0,678 coefficient values obtained. Then obtained F_{count} (122,133)>F_{table} (3,07), so that H_0 rejected and H_1 accepted. 4. There is a significant direct effectleadership effectiveness (X_1) tosocial competence (X_3).0,222 coefficient values obtained. Then obtained t_{count} (2,116)>t_{table} (1.980), so that H_0 rejected and H_1 accepted. 5. There is a significant direct madrasah climate (X_2) to achievement motivation (X_3).0,551coefficient values obtained. Then obtained t_{count} (5,263)>t_{table} (1,980), so that H_0 rejected and H_1 accepted. 6. There is a significant direct effect of leadership effectiveness (X_1) and madrasah climate (X_2) tosocial competence (X_3). 0,550 coefficient values obtained. Then the obtained value of F_{count} (70,791)>F_{table} (3,07), so that H_0 rejected and H_1 accepted. 7. There is a significant direct effect of social competence (X_3) to achievement motivation (X_4). 0.406 coefficient values obtained. Then the obtained value of t_{count} (11,694)>t_{table} (1,980), so that H_0 rejected and H_1 accepted. 8. There is a significant direct effect of leadership effectiveness (X_1), madrasah climate (X_2) and social competence (X_3) toachievement motivation (X_4). 0,718 coefficient values obtained. Then the obtained value of F_{count} (97,710)>F_{table} (2,68), so that H_0 rejected and H_1 accepted. 9. There is a significant indirect effect of leadership effectiveness (X_1) to achievement motivation (X_4) through social competence (X_3). 0,163 coefficient values obtained. Then the obtained value of t_{count} (2,116)>f_{table} (1,980), so that H_0 rejected and H_1 accepted. 10. There is a significant indirect effect of madrasah climate (X_2) toachievement motivation (X_4) through social competence (X_3). 0,404 coefficient values obtained. Then the obtained value of t_{count} (4,444)>f_{table} (1,980), so that H_0 rejected and H_1 accepted.

The conclusion of this study is that the leadership effectiveness (X_1), madrasah climate (X_2) and social competence (X_3), both directly and indirectly effect the achievement motivation of state madrasah aliyah students in Jambi province. The implication is that the better the leadership effectiveness, madrasah climate, and social competence, the more teachers' achievement motivation will be.

INTRODUCTION

The progress of a nation is determined by the progress of education. The developed countries of America and Japan, for example, have made education a strategic factor in creating the progress of their nation so that quality education can produce quality and productive human resources. This is a strong reason for developed and rapidly developing countries to develop science and technology. Education plays a central role in development in improving the quality of human resources (Irjus Indrawan: 2021).

Indonesia makes schools/madrasahs as one of the educational organizations that are often referred to as a forum to achieve national development goals. The success of achieving educational goals in schools is largely determined by the human resources available at the school, namely principals, teachers, students, administrative staff, and other education personnel in addition to having to be supported by facilities and infrastructure as well as a conducive school climate.

The teacher is one of the components that determine the implementation of the educational process. As the main actor, the teacher is the facilitator of the implementation of the student learning process, including scenarios for a pleasant learning environment in an exciting atmosphere (Syaiful Bahri Jamarah: 2010). Therefore, the professionalism of teachers is very influential in educating the nation's children. Teachers must have sufficient quality, because teachers are one of the micro components of the education system that are very strategic and take many roles in the school education process. According to the Republic of Indonesia Law. No. 20 of 2003, concerning the National Education System, article 39, states that: (1) Foster personal and student loyalty to the ideology of Pancasila and the 1945 Constitution. (2) Uphold the nation's culture. Educational staff must respect and maintain the nation's culture. (3) Carry out duties with full responsibility and dedication. (4) Improving professional abilities in accordance with the demands of the development of science and technology as well as the development of the nation. (5) Maintaining a good name in accordance with the trust given by the community, nation and state (Made Pidarta: 2009).

The term motivation (motivation) or motive (motive) has a direct connection in activities that have achievement goals. Motivation is defined as a force, drive, need, spirit, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want. In a cognitive sense, motivation is assumed as an individual activity to determine the basic framework of goals and determine behavior to achieve that goal. In the sense of affection, motivation means basic attitudes and values held by a person or group of people to act or not to act. The term motivation contains at least three essential elements. First, the driving factor or motive generator, both internal and external. Second, the goal to be achieved. Third, the strategies needed by individuals or groups to achieve these goals.

Based on some of the opinions of these experts, it can be concluded that achievement motivation is an encouragement that grows within a person, both from within and outside himself to do a job with high enthusiasm using all the abilities and skills he has. In other words, achievement motivation is an impulse that comes from within people to achieve and strive to achieve in an effort to achieve goals. Achievement motivation can be developed in an educational organization where the need to solve problems is high. Teachers will do better if they are genuinely motivated.

Furthermore, about leadership (Muhyidin Albaros: 2012) defines leadership as a process that involves leaders and their followers, where a leader influences them to do what he wants. Mulyono mentioned that leadership has to do with principals in increasing opportunities to hold meetings effectively with teachers in conducive situations. The behavior of the principal must also be able to encourage and improve teacher performance by showing a friendly, close but professional and considerate feeling towards teachers both individually and in groups (Mulyono: 2009).

Leadership is a process and behavior to influence the activities of group members to achieve common goals designed to provide individual and organizational benefits. According to Keith Devis as quoted by Deddy Mulyadi, leadership is the ability to influence (persuade) other people to achieve goals enthusiastically. Leadership turns something potential into reality (Deddy Mulyadi: 2018). In other words, leadership is an attempt to use various types of non-coercive influence to motivate organizational members to achieve certain goals. Leadership is the art of influencing others to direct the will, ability and effort in achieving the leader's goals. As an art, leadership shows that the activity of influencing others is individual, so it is not the same way people with different patterns between leaders with one another.

Effective leaders must be able to make their goals as organizational goals, or vice versa make organizational goals their goals and the ability of leaders to lead must create and grow to all members of the organization to feel that the goals of the organization are a common goal. McGregor in Agus Dharma said that guiding organizational goals and effectiveness will be realized if organizational goals are supported by all parties in the organization (Agus Darma: 2012) not only determined by the leader, but also determined by subordinates, superiors, type of work, technology used , and the physical environment. The effectiveness of a person's leadership in organizational life will greatly depend on his ability to make decisions, namely a process of selecting various actions directed at solving various problems faced by the organization. Siagian as quoted by Martinis said that the effectiveness of one's leadership is measured by dexterity, skill and ability to make rational, logical decisions, based on creative and innovative thinking power (Martinis Yamin: 2009).

Organizational climate is an overall feeling conveyed by physical conditions, the path of participation interaction, and the path of members of the organization's behavior with customers or other outside parties. school climate as a term that refers to the teacher's perception of the school work environment, formal organization, informal organization, the personality of the participants, and organizational leadership influence it. School climate is a set of internal characteristics that can distinguish one school from another and can influence the behavior of members in each school concerned. School climate is seen as an environmental quality that can influence the behavior of its members which describes the personality of the members who influence each other towards other members who have a major impact on organizational behavior.

School climate is the social climate of a school environment that persists during the educational process. Each school will have a different school climate from other schools because there are different characters in the personnel or members in it. The social climate is built from the reciprocal relationship between the behavior of the principal and the behavior of teachers as a group. The principal has an influence on the interpersonal interactions of teachers. Apart from the school climate which is a social climate, school climate is also seen as the physical school climate which is the perception of organizational members on the state of the school.

One of the competencies that every teacher must have is social competence, namely the ability to manage social relations which requires various skills, abilities and capacities in solving problems that occur in interpersonal relationships (Michelle Dawn Boucher: 2012). The significance of social competence for teachers can be felt in many social contexts. One of them is with school stakeholders, including school customers, users of school graduates, and community leaders who are very influential in the process of advancing the school. Significance is also felt with their colleagues at school and with students whose achievements are in the hands of the teachers themselves. The students must be prepared by the teachers to be able to enter the professional community, services, traders, or even be able to prepare students to become entrepreneurs who really need relationships with the wider community.

Buchari Alma stated that in the context of social competence, teachers must be able to treat their students fairly and aim to achieve optimization of the potential of each student. Teachers must understand and apply the principles of humanistic learning which assumes that learning success is determined by the abilities that exist in the students themselves. As instructors, teachers are only tasked with serving them according to their individual needs. The social competence possessed by a teacher is related to the ability to communicate with students and their environment, including the ability to adapt to the demands of work and the surrounding environment when positioning himself as a teacher (Buchari Alma: 2007).

Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of school/madrasah principals, states that a principal/madrasah has 5 (five) dimensions of competence, namely: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. In the dimension of social competence, a madrasah principal has the competence to cooperate with other parties for the benefit of the school/madrasah, participates in social activities and has social sensitivity to other people or groups (Permendiknas Number 13 of 2007). Social competence is a person's ability to communicate, socialize, cooperate, and give to others. namely the ability of a person to interact and communicate with colleagues to improve professional skills, the ability to recognize and understand the functions of each social institution, and the ability to collaborate both individually and in groups (Somad Rismi and Donni Juni Priansa: 2014).

Kunandar stated that social competence is the ability of school principals to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. The teachers who have social competence have the following characteristics: 1) Able to communicate and get along effectively with students, 2) Able to communicate and get along effectively with fellow educators and education staff, 3) Able to communicate and get along effectively with parents/ guardians of students and the surrounding community (Kunandar: 2007).

Kun Nurachadijat states that "an effective leader is to have a strong desire or will as a bigger driver than themselves" (Nurachdijat: 2006). Principals as leaders in schools are required to have creativity, motivational leadership, and effective leadership so that they can move all teachers according to their roles and functions effectively and efficiently. Leadership has a moving function which is essentially a management activity to make other people want and like to work. Motivating others requires art and the ability to influence so that they are motivated to act in accordance with organizational goals. In order to move people to achieve the expected goals, the principal is able to motivate his subordinates, including teachers, to increase achievement motivation.

Robert A. Baron argues that achievement motivation is the desire to achieve difficult tasks and meet standards of excellence. There are at least two characteristics of highly motivated people: (1) People who have high achievement motivation tend to look for tasks that are quite difficult and challenging, (2) People who have high achievement motivation have a strong desire than the average for feedback on their performance (Robert A. Baron:2008). Kreitner and Kinicki explain that the characteristics of someone who has achievement motivation can be seen through: 1) preferring to do tasks that are not easy, 2) preferring situations where performance is the best and most profitable effort compared to other factors, 3) desire people with a high level of achievement motivation get as much success as possible and minimize failure (Robert Kreitner and Angelo Kinichi: 2007).

Achievement motivation according to McClelland is an effort to achieve success or succeed in competition with a measure of excellence that can be in the form of own achievements or the achievements of others (McClelland, D: 1997). McClelland further suggests 6 characteristics of people who have achievement motivation, namely: a. have a

high level of personal responsibility; b. dare to take and take risks; c. have realistic goals; d. have a comprehensive work plan and strive to realize the goals; e. take advantage of concrete feedback in all activities carried out; f. looking for opportunities to realize the plans that have been programmed. Meanwhile, Murray argues that there are 8 characteristics of people who have high achievement motivation, namely: first doing something as well as possible; secondly do something to achieve success; thirdly completing tasks that require effort and skill; the fourth desire to become a famous person or master a certain field; fifth doing difficult work with satisfactory results; the sixth is doing something very meaningful; the seventh does something better than anyone else; eighth to write a novel or a quality story (Mangkunegara A.A. Anwar Prabu: 2005). By looking at the two characteristics above, what is meant by achievement motivation is a person's desire to perform tasks with the best results, with indicators: (1) Responsibility for work and school; (2) Programs are tailored to the objectives; (3) Goals are adjusted to ability; (4) Steps to take the opportunity in completing the task (5) Time, process, strategy in completing the task; (6) The effect of competitiveness in work, and (7) The desire to have better performance.

Of the many factors that influence the teacher's achievement motivation, the researchers suspect that the effectiveness of the madrasa principal's leadership, the madrasa climate and the teacher's social competence are the variables that influence the teacher's achievement motivation. Likewise, the achievement motivation of Madrasah Aliyah teachers in Jambi Province. The results of the initial survey, before the trial, through the distribution of instruments in MAN 2 Jambi City with 30 teachers as respondents regarding teacher achievement motivation with indicators: (1) responsibility for work and madrasah; (2) The program is tailored to the objectives; (3) Goals are adjusted according to ability; (4) Steps to take the opportunity in completing the task (5) Time, process, strategy in completing the task; (6) The effect of competitiveness in work, and (7) The desire to have better performance, the data obtained are as follows:

Table 1.1 Results of the Preliminary Survey of Questionnaire Distribution of Achievement Motivation Variables for MAN 2 Jambi City teachers in 2021

No	Indicator	Penilaian					Jml
		SL	SR	KD	JR	TP	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Responsibilities towards work and madrasah	10%	60%	20%	5%	5%	100%
2	Program tailored to the purpose	15%	50%	15%	15%	5%	100%
3	Goals adjusted to ability	50%	35%	5%	5%	5%	100%
4	Steps to take the opportunity to complete the task	15%	55%	20%	5%	5%	100%
5	Time, process, strategy in completing tasks	20%	45%	15%	15%	5%	100%
6	The influence of competitiveness in work	10%	50%	20%	15%	5%	100%
7	Desire to have a better performance	10%	40%	20%	20%	10%	100%

Information:
SL : Always
SR : Often
KD : Sometimes
JR : Rarely
TP: Never

Based on table 1 through the distribution of questionnaires to obtain initial data, it can be seen that the achievement motivation of the teachers of MAN 2 Jambi City can be seen based on the indicators of teacher achievement motivation as follows: 1). Responsibility for work and madrasah 60% of respondents stated often, this means good, 2). The program is adjusted to the objectives of 50% stating often and 15% stating always, this always means good, 3). Goals are adjusted to the ability of 50% stating that it always means good, 4). Steps take the opportunity to complete the task 55% which states often, this means good, 5). Time, process, strategy in completing tasks 45% stated often, 6). The effect of competitiveness in work 50% stated often, 7). The desire to have a better performance 40% expressed frequently. Of the 7 indicators, it can be seen that 6 indicators are in the frequent category and 1 indicator is in the always category. This means that the frequent category is also close to the always category so that more maximum efforts are needed to increase the teacher's achievement motivation in carrying out tasks. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the achievement motivation of the teachers of MAN 2 Jambi City is categorized as good.

Furthermore, the results of the questionnaire distribution to obtain initial field data at MAN 1 Jambi City with 30 respondents obtained the following data:

Tabel 1.2 Hasil Survey Awal Penyebaran Angket Variabel Motivasi Berprestasi guru MAN 1 Kota Jambi tahun 2021

| No | Indikator | Penilaian | | | | | Jml |
		SL	SR	KD	JR	TP	
1	Responsibilities towards work and madrasah	10%	55%	10%	10%	5%	100%
2	Program tailored to the purpose	15%	60%	10%	10%	5%	100%
3	Goals adjusted to ability	10%	50%	30%	5%	5%	100%
4	Steps to take the opportunity to complete the task	20%	50%	20%	5%	5%	100%
5	Time, process, strategy in completing tasks	10%	50%	20%	15%	5%	100%
6	The influence of competitiveness in work	15%	45%	25%	10%	5%	100%
7	Desire to have a better performance	10%	50%	15%	20%	5%	100%

Information:
SL : Always
SR : Often
KD : Sometimes
JR : Rarely
TP: Never

Based on table 2 through the distribution of questionnaires to obtain initial data, it can be seen that the achievement motivation of teachers in MAN 1 Jambi City can be seen based on indicators of teacher achievement motivation as follows: 1). Responsibility for work and madrasah 55% of respondents said often, this means good, 2). The program is adjusted to the objectives 60% stated often and 15% stated always, this always means good, 3). Goals adjusted for ability 50% often mean good, 4). Steps to take the opportunity to complete the task 50% which states often, this means good, 5). Time, process, strategy in completing tasks 50% stated often, 6). The effect of competitiveness in work 45% stated often, 7). The desire to have better performance 50% expressed frequently. Of the 7 existing indicators, it can be seen that 7 indicators fall into the frequent category. This means that the frequent category is also close to the rare category so that more maximum efforts are needed to increase the teacher's achievement motivation in carrying out tasks. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the achievement motivation of the teachers of MAN 1 Jambi City is categorized as good.

Meanwhile, the results of the questionnaire distribution to obtain initial field data at MAN 1 Tanjung Jabung Timur with 30 respondents obtained the following data:

Table 1.3 Results of the Preliminary Survey on the Distribution of Questionnaire Variables of Achievement Motivation of MAN 1 Tanjung Jabung Timur teachers in 2021

| No | Indikator | Penilaian | | | | | Jml |
		SL	SR	KD	JR	TP	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Responsibilities towards work and madrasah	10%	55%	15%	5%	5%	100%
2	Program tailored to the purpose	40%	40%	10%	5%	5%	100%
3	Goals adjusted to ability	40%	45%	5%	5%	5%	100%
4	Steps to take the opportunity to complete the task	15%	50%	15%	5%	5%	100%
5	Time, process, strategy in completing tasks	10%	50%	15%	15%	10%	100%
6	The influence of competitiveness in work	15%	45%	20%	15%	5%	100%
7	Desire to have a better performance	10%	50%	15%	15%	10%	100%

Information:
SL : Always

SR : Often
KD : Sometimes
JR : Rarely
TP: Never

Based on table 3 through the distribution of questionnaires to obtain initial data, it can be seen that the achievement motivation of MAN 1 Tanjung Jabung Timur teachers can be seen based on the indicators of teacher achievement motivation as follows: 1). Responsibility for work and madrasah 55% of respondents said often, this means good, 2). The program is adjusted to the objectives 40% stated often and 15% stated always, this always means good, 3). Goals are adjusted to ability 45% said it always means good, 4). Steps to take the opportunity to complete the task 50% which states often, this means good, 5). Time, process, strategy in completing tasks 50% stated often, 6). The effect of competitiveness in work 45% stated often, 7). The desire to have better performance 50% expressed frequently. Of the 7 existing indicators, it can be seen that 5 indicators fall into the frequent category and 2 indicators fall into the always category. This means that the frequent category is also close to the rare category so that more maximum efforts are needed to increase the teacher's achievement motivation in carrying out tasks. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the achievement motivation of the teachers of MAN 1 Tanjung Jabung Timur is categorized as good.

The teacher as the spearhead of the transformation of the knowledge value and the attitude value of students is an important component in the madrasa. As an important component in madrasas, teachers should find comfort in their work. The form of comfort is in the form of the leadership of the madrasah principal who provides a sense of comfort in working, and government policies that provide certainty in the career path so as to increase achievement motivation, improve performance, which in turn has implications for increasing the quality of education, one of which is an increase in student learning achievement.

Teacher performance will be good if there are stimuli that generate motivation, both motivation from within and motivation from outside. Motivation will lead to positive things if it has an impact on teacher satisfaction and vice versa if it leads to negative things it will have an impact on teacher dissatisfaction. Positive motivation is a pleasant stimulus such as an attractive salary, prizes and awards, rank and position, a pleasant workplace, and adequate facilities (Irmin Soejino: 2005).

A series of phenomena that occur, especially regarding the achievement motivation of Madrasah Aliyah teachers in Jambi Province, are thought to be influenced by several variables, such as the effectiveness of the leadership of the Madrasah principal, the madrasa climate and social competence.

Departing from these various explanations, the researchers were interested in studying this issue scientifically, and proving whether the effectiveness of leadership, madrasa climate and social competence had an influence on the achievement motivation of Madrasah teachers, by raising the title of the research "The Effect of Effectiveness of Madrasah Principals' Leadership, Madrasah Climate and Social Competence on Achievement Motivation of Madrasah Aliyah Teachers in Jambi Province".

RESEARCH METHODOLOGY

This research uses a quantitative approach, which is an approach that is oriented to the measurement of variables encircled by a theory or a set of theories (also referred to as the research conceptual framework). Specifically, this theory or a set of theories will help researchers to determine and measure the variables to be studied (Iskandar: 2009). The survey method is a research conducted through direct observation of a symptom or collection of information from large or small populations, but the data studied are data from samples as representative of the population data. This means that researchers describe quantitatively (numbers) the tendencies, behaviors, or opinions of a population by examining the population sample. From this sample, the researcher generalizes or makes claims about the population (John W. Creswell: 2019). This is based on the research objective, which is to find out the magnitude of the direct or indirect influence of the effectiveness of the leadership of the madrasah principal, madrasa climate, and social competence on the achievement motivation of State Madrasah Aliyah teachers in Jambi Province, each variable having an effect. Variable data on leadership effectiveness, madrasa climate, social competence and teacher achievement motivation were obtained through distributing questionnaires to State Madrasah Aliyah teachers in Jambi Province. The data analysis technique used in this research is path analysis. This technique is used to analyze the pattern of relationships between variables in order to determine whether there is a direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

The targets of this study were all State Madrasah Aliyah teachers in the Jambi Province. For this reason, the unit of analysis of this research is a combination consisting of individuals in MAN. Creswell argues as his statement, unit of analysis refers to the unit (e.g., individual, family, school, school district) that the researcher uses to collect data, possibly the same could be students, teachers, parents, adults, a combination of several individuals, or all components of the school (Creswell: 2012). This arrangement has advantages in terms of efficiency. The weakness is that the individual unit of analysis appears if the individual who is the target of the research is not objective in providing data. This weakness can be overcome by developing a credible instrument. Credible instruments have gone through a rigorous validation stage, so they are able to reveal well the data from the sample.

The population in this study includes everything that will be the subject or object of research desired by the researcher. The population in this study were all MAN teachers in the Jambi Province. Geographically, Jambi Province

consists of 9 regencies and 2 cities.

The research sample is part of the population taken as a data source and can represent the entire population (Riduwan: 2017). The sampling used in this study was by means of cluster area random sampling by considering the area of the study and having different population characteristics. At the time of determining the sample, the researcher divided the population area into 3 parts, namely east, middle and west. Researchers "mix" the subjects in the population in each region so that all subjects are considered equal. Thus, researchers give equal rights to each subject to have the opportunity to be selected as samples representing their respective regions.

The number of respondents in three regencies/cities (Sarolangun Regency, Jambi City, and Sarolangun Regency) representing the western, central and eastern regions was represented by MAN 1 Sarolangun 45 respondents, MAN 3 Jambi City 43 respondents, and MAN 3 Muaro Jambi 31 respondents, so that the total sample is 119 respondents. The sample for the instrument trial amounted to 25 people from MAN 2 Tanjung Jabung Timur. The number of samples selected using the lottery system from the three madrasas can be seen in the table below:

Table 3.2. Research Sample

No	Region	Sample	Information
1	West	45	Man 1 Sarolangun
2	Middle	43	Man 3 Kota Jambi
3	East	31	Man 3 Muaro Jambi
Amount		119	

The data collection technique used in this research is to use a questionnaire method that is given to respondents in the form of a checklist to reveal the existence of each research variable which includes leadership effectiveness, madrasa climate, social competence, and achievement motivation. The use of the questionnaire aims to: (1) obtain information relevant to the research objectives, and (2) obtain information with the highest possible reliability and validity (Nurul Zuriah: 2007). The questionnaire used in this study is a closed questionnaire, which is a questionnaire that has been equipped with alternative answers to be chosen by the respondent with the steps set by Djaali and Muljono, including: (1) synthesizing the theories studied about the concept of the variable being studied. to be measured, (2) based on the construct, the dimensions and indicators of the variables to be measured are developed, (3) create an instrument grid in the form of a specification table containing dimensions, indicators, item numbers for each dimension and indicator, (4) determine the magnitude or parameter which moves in a continuum, (5) writes instrument items that can be in the form of questions or statements (Djaali and Puji Muljono: 2004).

The measurement scale used in this study is the Likert Scale. This scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono). In this study, this social phenomenon has been specifically defined by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items by compiling statements for respondents to answer. The answer to each instrument that uses a Likert scale has a gradation from very positive to very negative. The Likert scale asks respondents to determine the level of gradation of the level of disagreement and agreement with statements that are generally in three, five or seven or with an odd choice to avoid a neutral choice (Ann R.J. Briggs, Marianne Coleman and Marlene Moorison: 2016).

The score determined at each level of the Likert scale must be adjusted to the type of narrative statement, namely whether the narrative statement is negative (unfavourable) or the narrative statement is positive (favorable). For statements with negative values, the numbers or scores are reversed (Zainal Mustafa: 2009). The scoring for positive statements is: 5 = Strongly Agree (SS), 4 = Agree (S), 3 = Disagree (KS), 2 = Disagree (TS), and 1 = Strongly Disagree (STS). On the other hand, the scoring for negative statements is: 1 = Strongly Agree (SS), 2 = Agree (S), 3 = Disagree (KS), 4 = Disagree (TS), and 5 = Strongly Disagree (STS).

The instrument item validity test is a statistical test used to determine how valid a question item measures the variables studied. The criteria for valid or invalid instrument items are if the value of r_{count} > nilai r_{table} then the item is said to be valid, but if r_{count} < r_{table} items are declared invalid or fall at the alpha significance level (α) = 0,05 and n = 30 (df=n-2).

Reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent or stable from time to time. A construct or variable is said to be reliable if it gives a Cronbach Alpha . value > 0,70 (Imam Ghozali).

The formula used is (Sugiyono):

$$ri = \left[\frac{k}{(k-1)}\right]\left[\frac{s_t^2 - \sum p_i q_i}{s_t^2}\right]$$

Information:

k : Number of items in the instrument

p_i : The proportion of the number of subjects who answered on item 1

q_i : $1 - p_i$

s_t^2 : Total Variant

If alpha or r count (Hapzi Ali):

0,8-1,0	Good reliability
0,6-0,799	Reliability accepted
less than 0,6	Reliability is not good

Source: Riduwan, 2014

Because it is considered to have respondents' answers that are consistent and stable (stability and consistency). Consistent or stable from time to time, the results of the questionnaire data have a good level of reliability, or in other words, the questionnaire data can be trusted.

The types of data in this study are primary data and secondary data. Primary data is data that is collected directly by a researcher, generally from the results of observations of social situations and or obtained from the first hand or subject (informants) through the interview process (Mukhtar: 2013). The primary data source in this research is derived from the answers to the questionnaire in the form of a research instrument developed from the grid of each research variable. The data received is primary data, which is reprocessed using quantitative analysis (statistics) to be used in drawing conclusions. The types of data include: 1) leadership effectiveness, madrasa climate, social competence, and achievement motivation, 2) various phenomena in the field related to research variables.

Secondary data is data obtained indirectly, which is obtained from several sources of literature, documents and other readings that are related to this research. According to Mukhtar, secondary data is also known as supporting data or complementary main data that can be used by researchers (Mukhtar: 2013). The data includes profiles of madrasah, facilities, educators and education staff as well as other secondary data that are additional data.

In this study, the data sources were respondents consisting of teachers in MAN 3 Muaro Jambi, MAN 3 Jambi City, MAN 1 Sarolangun. While the data sources for the respondents of the instrument trial were the teachers of MAN 1 Tanjung Jabung Timur and documents related to the research. The primary data of the researcher was obtained from the respondents, while the secondary data of the researcher was obtained from the MAN document in question.

According to Sugiyono in quantitative research, data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono: 2014). The research data that has been obtained are then analyzed so that they can be used to draw conclusions from the research conducted. The analytical technique used to test the hypothesis of this research is to use path analysis. In this regard, the stages carried out are (1) descriptive statistical analysis, (2) testing requirements analysis, and (3) hypothesis testing.

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

1. There is a direct influence on Leadership Effectiveness (X_1) on Achievement Motivation (X_4).
   - H_o : $pX_1X_4 \leq 0$
   - H_1 : $pX_1X_4 > 0$
   - H_o : Leadership Effectiveness (X_1) no significant effect on Achievement Motivation (X_4).
   - H_1 : Leadership Effectiveness (X_1) significant effect on Achievement motivation (X_4).

2. There is a direct influence of Madrasah Climate (X_2) on Achievement Motivation (X_4).
   - H_o : $pX_2X_4 \leq 0$
   - H_1 : $pX_2X_4 > 0$
   - H_o : Madrasah climate (X_2) does not have a significant effect on Achievement Motivation (X_4).
   - H_1 : Madrasah climate (X_2) significant effect on Achievement motivation (X_4).

3. There is a direct effect of Leadership Effectiveness (X_1) and Madrasah Climate (X_2) on Achievement Motivation (X_4). H_o
   - : $pX_1X_2X_4 = 0$
   - H_1 : $pX_1X_2X_4 \neq 0$
   - H_o : Leadership Effectiveness (X_1), Madrasah climate (X_2) does not have a significant effect on Achievement Motivation (X_4).
   - H_1 : Leadership Effectiveness (X_1), Madrasah climate (X_2) significant effect on Achievement motivation (X_4).

4. There is a direct effect of Leadership Effectiveness (X_1) on Social Competence (X_3).
   - H_o : $pX_1X_3 \leq 0$
   - H_1 : $pX_1X_3 > 0$
   - H_o : Leadership Effectiveness (X_1) does not have a significant effect on Social Competence (X_3).
   - H_1 : Leadership Effectiveness (X_1) significant effect on Social Competence (X_3).

5. There is a direct influence of Madrasah Climate (X_2) on Social Competence (X_3)
   - H_o : $pX_2X_3 \leq 0$
   - H_1 : $pX_2X_3 > 0$
   - H_o : Madrasah climate (X_2) does not have a significant effect on Social Competence (X_3).
   - H_1 : Madrasah climate (X_2) significant effect on Social Competence (X_3).

6. There is a direct effect of Leadership Effectiveness (X_1) and Madrasah Climate (X_2) on Social Competence (X_3).
   - H_o : $pX_1X_2X_3 = 0$
   - H_1 : $pX_1X_2X_3 \neq 0$
   - H_o : Leadership Effectiveness (X_1), Social Climate (X_2) has no significant effect on Social Competence (X_3).
   - H_1 : Leadership Effectiveness (X_1), Social Climate (X_2) has a significant effect on Social Competence (X_3).

7. There is a direct influence of Social Competence (X_3) on Achievement Motivation (X_4).

   H_0 : $pX_3X_4 \leq 0$

   H_1 : $pX_3X_4 > 0$

   H_0 : Social Competence (X_3) has no significant effect on Achievement Motivation (X_4).

   H_1 : Social Competence (X_3) has a significant effect on Achievement Motivation (X_4).

8. There is a direct effect of Leadership Effectiveness (X_1), Madrasah Climate (X_2), and Social Competence (X_3) on Achievement Motivation (X_4).

   H_0 : $pX_1X_2X_3X_4 = 0$

   H_1 : $pX_1X_2X_3X_4 \neq 0$

   H_0 : Leadership Effectiveness (X_1), Madrasah climate (X_2), and Social Competence (X_3) has no significant effect on Achievement Motivation (X_4).

   H_1 : Leadership Effectiveness (X_1), Madrasah climate (X_2), and Social Competence (X_3) significant effect on Achievement motivation (X_4).

9. There is an indirect effect of Leadership Effectiveness (X_1), on Achievement Motivation (X_4) through Social Competence (X_3).

   H_0 : $pX_1X_3X_4 \leq 0$

   H_1 : $pX_1X_3X_4 > 0$

   H_0 : Leadership Effectiveness (X_1), Social Competence (X_3) has no significant effect on Achievement Motivation (X_4).

   H_1 : Leadership Effectiveness (X_1), Social Competence (X_3) significant effect on Achievement motivation (X_4).

10. There is an indirect effect of Madrasah Climate (X_2), on Achievement Motivation (X_4) through Social Competence (X_3).

    H_0 : $pX_2X_3X_4 \leq 0$

    H_1 : $pX_2X_3X_4 > 0$

    H_0 : Madrasah climate (X_2), Social Competence (X_3) has no significant effect on Achievement Motivation (X_4).

    H_1 : Madrasah climate (X_2), Social Competence (X_3) significant effect on Achievement motivation (X_4).

RESEARCH RESULT

This study provides an understanding that leadership, madrasa climate, and social competence partially and simultaneously affect achievement motivation. The results showed that the effectiveness of leadership has an effect on achievement motivation. This means that improving the effectiveness of leadership will increase achievement motivation. The implication is that achievement motivation can be increased by improving leadership effectiveness. Efforts that can be made to improve the effectiveness of leadership so that it has an impact on increasing achievement motivation are to prioritize the achievement of goals for subordinates, especially those related to providing reinforcement to the fulfillment of priorities that have been set in order to achieve predetermined targets and provide authentic assessments of the tasks assigned in addition to setting deadline for completion. Thus, the goals to be achieved and the tasks or roles that can be performed by each individual involved in an activity can be carried out effectively and efficiently. Furthermore, the important thing that must be done to improve the effectiveness of leadership, in order to become a qualified leader in the organization, is that effective leaders always carry out strict and measurable supervision, especially related to emphasizing work discipline. The leader is considered effective if he always involves his subordinates in every decision making by forming a team work and paying attention to their needs when they carry out their duties. To create collaboration among members with other members, leaders can do this by building full trust and providing reinforcement by appreciating ideas or even giving them the opportunity to share ideas in a problem. This means that leaders already hold them accountable and in turn will create emotional closeness and a strong sense of community.

A leader must be able to motivate his subordinates or students. Providing new challenges at work that gives them the opportunity to grow and show their best abilities is a smart way to motivate them to be more competitive. The success of leadership also depends on how to understand the needs of the organization and how the leader can adapt leadership to these needs. Good leadership among members of the organization can cause their determination to be stronger to carry out their responsibilities together and individually in order to achieve organizational goals. If this is done continuously it will make members of the organization feel comfortable, happy with the organization and will increase the commitment of its members to the organization.

The results showed that the madrasa climate had an effect on achievement motivation. This means that improving the madrasa climate will result in an increase in teacher achievement motivation. The implication is that teacher achievement motivation can be increased by improving the madrasa climate. Efforts made to improve the madrasa climate so that it has an impact on teacher achievement motivation are to create a sense of friendship which is reflected in the teacher showing friendly and polite behavior towards fellow teachers and madrasah principals as well as with other education staff so that there will be harmonious interaction of personnel in the madrasa environment. Another thing that must be fulfilled in fulfilling a conducive madrasa climate is a strong atmosphere of mutual trust and harmony in discussing issues that are difficult to solve.

Another effort that is also important to do is with a more open attitude, indicating that some members of the organization are loyal to the organization due to various things that refer to emotional attachments (happy, proud,

and feel they belong to the organization and work), and eliminate negative effects (feeling good about the organization and work). want to leave the organization) from an educator and education staff in the organization. A good madrasa climate is seen in intimacy, it is reflected in the implementation of work carried out together to achieve noble ideals, namely collective success, differences of opinion are not made into divisions, but always look for where the common ground is. A madrasa principal, educator and education staff who have a high madrasa organizational climate in an organization illustrates that the madrasa principal, educators and education staff love their work. Educators and education staff who have a sense of love for their work will create educators and education personnel who are well committed to the organization where they work. With this good relationship, it will produce a separate madrasa organizational climate for educators and education staff. Educators and education staff who have job satisfaction will try as optimally as possible to complete the assigned tasks, so that this will have an impact on increasing good achievement motivation.

Efforts to improve the organizational climate of madrasas in the organization are to make work fun so that there is no boredom and reduce opportunities for dissatisfaction. Then provide fair rewards and promotion opportunities, then match members with jobs that match their interests and skills, and design jobs to be interesting and fun. The social dimension consists of the quality of interpersonal relationships between students, teachers and staff, fair and equal treatment of teachers towards students and staff, the level of competition and social comparison between students, and the involvement of school members in decision making.

The results showed that the effectiveness of leadership and madrasa climate affect achievement motivation. That is, improving the effectiveness of leadership and madrasa climate will create an increase in achievement motivation. The implication is that achievement motivation can be increased by improving the effectiveness of leadership and madrasah madrasa climate. Efforts that need to be made to improve leadership effectiveness and the madrasa climate are that the principal must apply a set of leadership skills in terms of strengthening in motivating teachers, showing empathy that can touch the hearts of teachers, being consistent as a whole person (one word with deed), and the principal madrasas become solution makers in the impasse of problem solving. The head of the madrasa also seeks to transform the values inherent in him and the values he holds to be united in achieving the vision and goals of the organization through an empathetic relationship and the creation of a pleasant madrasa climate, so that mutual trust and confidence grows and develops.

Another effort that must be made is to build synergy between madrasah principals and teachers with a spirit of togetherness including mutual trust, respect, mutual understanding of obligations, mutual support in progress, being happy with people's achievements, and concern for the growth and welfare of the people in it. and cultivate individuals who are concerned about progress. The head of the madrasa in creating a healthy madrasa climate is trying as much as possible to be open in an atmosphere of spiritual human relations, both in programs and in scientific updates. This openness is pursued by creating good relations between teachers and the madrasah principal and between fellow teachers and with their colleagues with the dimensions of support, namely: in terms of listening and being open to teacher suggestions, giving praise, and conducting constructive criticism, open and professional interaction in terms of pride. teachers towards their madrasah, a sense of pleasure working with colleagues, mutual acceptance and respect for each other's professional competence and the spirit of working together and caring for each other by implementing share, care, fairness and awareness in each capacity building. In addition to openness, the principal tries to create a sense of familiarity or intimacy among the madrasa personnel.

The results of the study indicate that leadership has a direct effect on the organizational climate of the madrasa. This means that improving leadership will result in an improvement in the madrasa climate of educators and education staff. The implication is: the madrasah organizational climate can be improved by improving leadership. Efforts that can be made to improve leadership so that it has an impact on the organizational climate of the madrasa is to establish harmonious relationships between fellow members and other parties in order to realize the cooperation needed for the achievement of organizational goals. Another goal of leadership is to help others become motivated, maintain and increase motivation within them. In other words, a good leader is a leader who can motivate followers/subordinates to achieve the desired goals. The achievement of a goal is also determined by a leader. So do not be surprised if in an organization, the expertise and skills of a leader are very influential. The more respected a leader usually is, the more reluctant the sense of denial grows in subordinates. This causes the achievement of organizational goals will be easier to achieve. Leaders must create leadership that can have an influence on subordinates and the organization. Leadership in the organization is as an important means to achieve organizational goals. By paying attention to whether the goals are achieved or not and how to achieve these goals, we can find out the leadership spirit of a person. Another goal of leadership is to help others become motivated, maintain and increase motivation within them. In other words, a good leader is a leader who can motivate followers/subordinates to achieve the desired goals. The function of leadership in Islam also discusses the function of its maintenance. This function includes attitudes and traits during being a leader. These attitudes include a warm and friendly attitude to anyone, providing opportunities to express complaints and criticisms from all elements in the organization, accepting other people's opinions if indeed those opinions are agreed to be group decisions, facilitating organizational groups in improving their quality and skills, resolve all kinds of differences that arise in each element so that unity, unity and a sense of mutual cooperation emerge by themselves.

The results showed that the madrasa climate had an effect on social competence. This means that improving the madrasa climate will result in an increase in social competence. The implication is that social competence can be improved by improving the madrasa climate. Efforts that can be made to improve the madrasa climate so that it has

an impact on social competence is to recognize self-emotions when they occur. Recognize what is raging in your chest and the voices that command you to take action. The next stage is to exercise self-control over the various forms of emotions that exist. How to control yourself when angry, not sink when you feel disappointed, be able to rise from sadness, be able to motivate yourself and get up when depressed, manage yourself from laziness, set challenging but reasonable targets, and be able to accept success and failure gracefully. If this has been mastered, the next step is to train social maturity. How to empathize – feel what other people feel – so that they can give the right response to the emotional signals displayed by others. This maturity will be easily developed if actively involved in the organization, cooperates with others and has intense social interaction. Practice your ability to lead and be led, motivate others, and resolve and manage conflict. Understanding emotions is very helpful in recognizing yourself in the early stages.

Next is to recognize and control the elements that are at war with each other within: various desires, pride, envy, envy, hatred, anger and other qualities. Emotionally intelligent will help in the early stages to know yourself better, as well as being positive and training maturity to face life, whatever happens: hard or happy, success or failure, easy or difficult. With good supervision of madrasah principals, it will make the performance of educators and education staff to always show brilliant achievements in their organizational environment. The next effort is to build a strong and controlled madrasa climate. The ability to recognize one's own emotions (self-awareness) is the main foundation of all the elements of emotional intelligence as an important first step to understand yourself and change for the better. Recognizing one's emotions is closely related to the ability to recognize one's feelings when they arise, and is important for a deep understanding of the psyche.

Leadership effectiveness and madrasa climate affect social competence. That is, improving the effectiveness of leadership and madrasa climate will create an increase in social competence. The implication is: social competence can be improved by improving leadership effectiveness and madrasa climate. Efforts that need to be made to improve the effectiveness of leadership and madrasa climate so that it has an impact on increasing social competence is to establish good cooperation between fellow educators and education staff. The existence of good cooperation between fellow members in an organization is the formation of a strong and productive madrasa climate and educational staff. The ability to recognize one's own emotions (self-awareness) is the main foundation of all the elements of emotional intelligence as an important first step to understand yourself and change for the better.

Recognizing one's emotions is closely related to the ability to recognize one's feelings when they arise, and is important for a deep understanding of the psyche. The madrasa climate is the ability to recognize one's own emotions, the ability to control emotions and take appropriate action, the ability to recognize the emotions of others and the ability to act and interact with others. Leaders are required to be able to manage the institution they lead properly, so that they can realize their vision and mission. By having the ability to manage emotions well, of course, you will be able to carry out the main tasks, functions and responsibilities given to him well. The better the madrasa climate, the higher the performance inscribed by the leader. On the other hand, the less madrasa climate is created, the more difficult it is for leaders to get their best performance. Thus, effective leadership in the organization and the madrasa climate will affect social competence.

The results showed that social competence had an effect on achievement motivation. This means that improving social competence will have an impact on increasing teacher achievement motivation. The implication is that achievement motivation can be increased by improving social competence. Efforts made to improve social competence so that it has an impact on teacher achievement motivation are with a more open attitude, in the sense that it indicates that some members of the organization feel loyal (loyal) to the organization due to various things that refer to emotional attachments (happy, proud, and happy). feel ownership of the organization), as well as eliminating the negative effect (feeling of wanting to leave the organization) of an educator and education staff on the organization.

A head, educator and education staff who has good social competence in an organization illustrates that the head of the madrasa, educators and education staff love their work. Educators and education staff who have a sense of love for their work will create educators and education personnel who are well committed in the organizations where they work. With this good relationship, it will produce the social competence of the madrasa head. Educators and education staff who have job satisfaction will try as optimally as possible to complete the assigned tasks, so that this will have an impact on the creation of teacher achievement motivation.

Efforts to develop this social competence, at least there are several activities that can be used to develop this social competence, namely (1) education and competency development training, either carried out regularly or incidentally depending on the situation and goals to be achieved, training that can arouse social sensitivity, cultural wisdom , is a line that can be chosen, (2) sharing experiences through forums that can be a form of mutual reflection on each other (3) preparing programs and activities regularly in schools.

Efforts that can be made to improve the social competence of school principals include: (1) identifying the need for the development of social competence or social subcompetence, this identification on the one hand must be appropriate in terms of the needs of principals and teachers and on the other hand identify the needs of the community. We use the results of these two interests to design a program of cooperation between principals/teachers in schools, between teachers/principals in one sub-rayon and district, as well as between teachers, principals and the surrounding community, (2) carry out collaborative activities between school principals. especially both in one sub-rayon, the closest rayon programmatically in order to develop schools in general and the development of school principal competencies in particular, (3) implementation of principal competency development is carried out with consultant assistance or technical assistance from experts, so that school development will run in balance, (4) immediately after the implementation of

the social competence development activities, collaborative reflections with other school principals, teachers and even the surrounding community need to be carried out, (5) the results of the final report on the development of this activity can be presented in useful scientific forums. Efforts to improve the organizational climate of madrasas in the organization are to make work fun so that there is no boredom and reduce opportunities for dissatisfaction. Then provide fair rewards and promotion opportunities, then match members with jobs that match their interests and skills, and design jobs to be interesting and fun.

Leadership effectiveness affects achievement motivation through social competence. That is, the improvement of effective leadership and social competence will result in an increase in teacher achievement motivation. The implication is that achievement motivation can be increased by making improvements to leadership effectiveness and social competence. Efforts can be made to improve achievement motivation by always enriching references to effective leadership concepts and techniques to be implemented in certain conditions, besides that, one must always strive to improve self-competence and achievement. Empowerment that can be developed to strengthen achievement motivation is length of work, trust, self-confidence, credibility, and responsibility. In this way, it is hoped that effective leadership can create an encouragement and enthusiasm in carrying out activities to achieve a degree of excellence and achieve brilliant work performance. Social competence can be generated in various ways, for example by increasing the social competence of the educators and education personnel.

The results showed that the madrasa climate had an effect on achievement motivation through social competence. This means that improving the madrasa climate and social competence will increase achievement motivation. The implication is that achievement motivation can be increased by making improvements to the madrasa climate and social competence. Efforts are being made to improve the madrasa climate and social competence by creating optimal performance, which can be achieved if a person has a relatively high emotional intelligence. The higher the emotional intelligence, the higher the individual's performance. Overall performance requires the ability to keep oneself calm and in control under the crush of stress from outside and inside, the quality of work that is the responsibility of the individual requires the quality of interpersonal skills which are part of emotional intelligence. Educators and education personnel in carrying out their performance not only use their intellectual abilities but also emotional skills. Intellectual abilities are more controlled by intelligence functions while emotional skills are more influenced by emotional intelligence. The emotional intelligence of educators and education staff will play a role in the presentation of the learning process. Educational interaction really requires the ability of educators and education staff to empathize with students as unique individuals with different potentials, problems and abilities. The ability to empathize encourages educators and education staff to be able to act according to the needs of each student so that the learning process, mentoring, coaching can run effectively so that students have confidence in achievement. This empathy process requires adequate emotional intelligence which should be possessed by educators and education staff so that optimal performance is achieved.

The results showed that the effectiveness of leadership, madrasa climate, and social competence had an effect on teacher achievement motivation. That is, improving the effectiveness of leadership, madrasa climate, and social competence will be able to increase teacher achievement motivation. The implication is that teacher achievement motivation can be increased by making improvements to leadership effectiveness, madrasa climate, and social competence. Efforts that need to be made to improve leadership effectiveness, madrasa climate, and social competence so that they have an impact on teacher achievement motivation are to enrich understanding of the concept of effective leadership, madrasa climate, and social competence which can then be applied in organizational life.

Associated with increasing teacher achievement motivation, efforts to increase teacher achievement motivation through the leadership of the madrasa principal, madrasa climate and social competence, although there are other factors that also influence and contribute to teacher achievement motivation. The increase in teacher achievement motivation can be done by improving effective leadership by the head of the madrasa, which is done well, by means of behavior that is task-oriented (structure initiating), and behavior that is oriented towards attention to human relations, to achieve the goals that have been determined. The conducive madrasa climate and social competence carried out by the madrasa principal also affect the teacher's achievement motivation. The better the leadership carried out by the madrasa principal, the better the teacher's achievement motivation. In addition, the increase in teacher achievement motivation can be done by maximizing the madrasa climate and the implementation of social competence by the madrasah principal. The more conducive the madrasa climate and awareness in implementing social competence by the madrasah principal, the better the teacher's achievement motivation. should not be ignored. What a madrasa principal needs to pay attention to is about the potential power that lies within a teacher, which can be developed by a number of outside forces that revolve around rewards in essence.

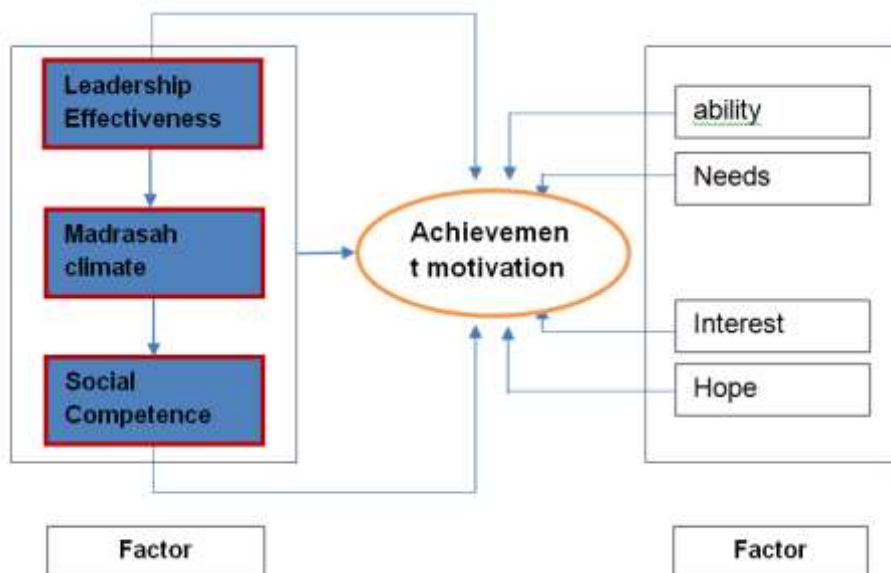Novelties that can be put forward in this study can be seen from the following model:

Figure 5.1 Constellation of Thinking Research Findings Theory Model Effect of External Factors (Leadership Effectiveness, Madrasa Climate, Social Competence) and Internal Factors (Individuals) on Achievement Motivation.

Referring to Figure 5.1 above, through the results of this study, it can be seen and described the novelty of the conceptual relationship model of the research conducted, namely how external factors are leadership effectiveness, madrasa climate, and social competence together with internal factors, namely ability, needs, interests and expectations affect achievement motivation. The model above is based on Huitt's theory and McClelland's theory related to achievement motivation theory.

The individual as a person includes a number of aspects that are interrelated with one another. In this study, the behavior of teachers' achievement motivation is not only influenced by external factors, but also by internal factors, namely abilities, needs, interests, and expectations.

The ability component is the driving force for action that is achieved by humans through training. In the process of motivation, ability does not affect directly but rather underlies the function and process of motivation. Individuals who have high achievement motivation usually also have high abilities. Component needs (needs) is a shortage, meaning that something is lacking and therefore the will arises to fulfill or suffice it. The will itself is the driving force to do something or behave. There is a need in the individual that creates an imbalanced state, a sense of tension is felt as dissatisfaction and demands satisfaction. If the need is not satisfied then tension will still arise. Such circumstances encourage a person to seek gratification. Needs are causal factors that underlie the birth of a person's behavior, or a need is a condition that causes motivation. Meanwhile, the interest component is a tendency that is somewhat settled in the subject to feel interested in a particular field or thing and feel happy to be involved in that field. Someone who is interested will encourage himself to pay attention to other people, objects, work or certain activities. Interest is also the cause of an activity and the result of its participation in the activity. While the component of expectation (expectation) is the possibility that is seen to fulfill a certain need of a person/individual based on past experience; These expectations tend to influence a person's motives. Someone who feels confident that he will succeed in his profession will be more motivated to study hard, diligently in order to get the highest results. Develop training programs to improve the emotional competence of teachers because of the significant role of emotional intelligence in developing human resources that leads to high-performing educators.

CONCLUSION

Based on the analysis of research results and discussions that have been described in the previous section, this research produces the following conclusions:

1. Leadership Effectiveness has a positive and significant direct effect on achievement motivation.
2. The madrasa climate has a positive and significant direct effect on achievement motivation.
3. Leadership effectiveness, madrasa climate simultaneously affect achievement motivation.
4. Leadership effectiveness has a positive and significant direct effect on social competence.
5. The madrasa climate has a positive and significant direct effect on social competence.
6. The effectiveness of leadership and madrasa climate simultaneously affect social competence.
7. Social competence has a positive and significant direct effect on achievement motivation.
8. Effectiveness of leadership, madrasa climate, and social competence simultaneously affect achievement motivation.

9. Leadership effectiveness has an indirect effect on achievement motivation through social competence.
10. The madrasa climate has an indirect effect on achievement motivation through social competence.

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