



THE INFLUENCE OF MADRASA HEAD COMMUNICATION, SELF ESTEEM AND TEACHER SOCIAL SUPPORT ON THE EFFECTIVENESS OF PRIVATE MADRASAH ALIYAH IN WEST SUMATRA PROVINCE

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Article history:	Abstract:
<p>Received 11th August 2022 Accepted: 11th September 2022 Published: 18th October 2022</p>	<p>This study aims to determine the effect of madrasa principal communication, self-esteem and teacher social support on the effectiveness of Private Madrasah Aliyah in West Sumatra Province. The purpose of this research is to enrich the scientific paradigm in the field of Islamic education management, especially the study of organizational behavior. This research is a quantitative research with survey method. The population of this study were all private Madrasah Aliyah teachers in West Sumatra Province. The sample of this study amounted to 127 people who were taken using total sampling technique. A questionnaire with a Likert scale was used as an instrument. Data were analyzed by path analysis. The results of the analysis show that: 1) The direct influence of the madrasa principal's communication on the effectiveness of the madrasa with a path coefficient of 0.232, with a contribution of 23.2%. 2) The direct effect of Self Esteem on the effectiveness of the madrasa with a path coefficient of 0.380, with a contribution of 38%. 3) The effect of positive direct communication on teacher Social Support with a path coefficient of 0.218, with a contribution of 21.8%. 4) The direct positive effect of self-esteem on teacher social support with a path coefficient of 0.785, with a contribution of 78.5%. 5) The influence of teacher social support is directly positive on the effectiveness of the madrasa with a path coefficient of 0.384, with a contribution of 38.4%. 6) The direct effect of communication and self-esteem on the effectiveness of madrasas simultaneously is 378,025, with a contribution of 64%. 7) The direct effect of communication, self-esteem on the social support of teachers together is 162,399 with a contribution of 53.7%. 8) The indirect effect of communication on the effectiveness of madrasas through social support with a path coefficient of 0.084, with a contribution of 8.4%. 9) Indirect influence of self-esteem on the effectiveness of madrasas, teacher social support with a path coefficient of 0.301, with a contribution of 30.1%. 10) The direct effect of communication, self-esteem, and social support of teachers on joint effectiveness is 201,361 with a contribution of 59%. The conclusion of this study is that the principal's communication, self-esteem and teacher social support affect the effectiveness of private Madrasah Aliyah. The implication is that the smoother the communication between the principal of the madrasa, with positive self-esteem for each teacher, as well as the existence of social support between good teachers, the more influential it is on the effectiveness of private Madrasah Aliyah.</p>

Keywords: Madrasa principal communication, self esteem, and social support, madrasa effectiveness

INTRODUCTION

Education plays a big role in human dignity, maximizing human potential or humanizing humans, so that they are dignified and have good morals, can use ratios, nafs and spirit in a balanced way. Humans who are human are humans who are beneficial to other humans on this earth, they help each other, care about the fate of others, respect each other and work together for good. Education also raises the dignity, degree, intelligence, and potential of human

children to become human beings who are able to take advantage of their respective abilities (potentials) (Martinis Yamin: 2013).

Private Madrasah Aliyah as formal Islamic educational institutions have been integrated into the national education system, therefore quality Private Madrasah Aliyah is absolutely necessary. Private Aliyah Madrasahs are the main focus of the Muslim community in channeling interests and talents in the field of education to educate the community. Private Madrasah Aliyah can be one indicator of the level of progress of the Indonesian nation. The progress of the nation can be measured by the education level of the private Madrasah Aliyah, which is predominantly Muslim. The Indonesian nation can be said to have advanced if there is a private Madrasah Aliyah education system that has been well managed according to the ideals of the nation and produces graduates who master the fields of science that are the core of the curriculum (Deden Makbuloh: 2011).

The achievement of educational goals, one of which depends on the leadership skills and wisdom of the principal who is the leader of education. Because the principal is a professional official in the school in charge of managing all resources and collaborating with teachers in educating students to achieve educational goals. With the professionalism of the principal, the professional development of education personnel is easy to do because it is in accordance with its function. The principal understands the needs of the school he leads so that teacher competence does not only stagnate on the competencies he previously had, but grows and develops well so that teacher professionalism will be realized.

The principal is one of the components of education that has the most role in improving the quality of education. As stated in Article 21 paragraph 1 of Government Regulation No. 28 of 1990 that "School principals are responsible for the implementation of educational activities, school administration, development of other educational staff, and utilization and maintenance of facilities and infrastructure (UUD 1945: Article 12 paragraph 1 of 1990) .

According to Wirawan as a school leader, the principal must be effective and efficient, for that the principal must: (1) think strategically, (2) create change, (3) develop curriculum, (4) develop the learning process, (5) develop culture and climate , (6) developing human resources, (7) creating an accountable management system, (8) leading educational research, (9) carrying out related service relations, (10) implementing community relations (Wirawan: 2013).

To improve the quality of education, a principal must be able to improve the performance of his teachers or subordinates. Many factors can affect a person's performance, as school leaders must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. One of them is to establish good communication with his subordinates.

The need for self-esteem, according to Branden (1981), is inherent in our natural characteristics. However, we are not born with knowledge that can meet those needs. We have to find it ourselves. As something that is natural, self-esteem is something that is very important and influences our thinking processes, emotions, desires, values and goals. Brandon calls self-esteem a very important key to knowing someone's behavior. There are many definitions of self-esteem. Wells and Marwell (in Mruk, 2006) mention four types of understanding of self-esteem. First, self-esteem is seen as an attitude. Like other attitudes, self-esteem refers to a particular object that involves cognitive, emotional and behavioral reactions, both positive and negative. Second, self-esteem is seen as a comparison between the ideal self and the real self. We will have high self-esteem if our real self is close to our ideal self, and vice versa. The definition presented by William James seems to belong to this type. Third, self-esteem is considered as a person's psychological response to himself, more than just an attitude. And finally, self-esteem is understood as a component of a person's personality or self-system.

There are 113 private Madrasah Aliyah in West Sumatra Province which are spread over five levels of accreditation. Where MAS that have been accredited A in West Sumatra Province are eight (7.1%) madrasahs, while the number of MAS accredited B is 54 (47.7%) madrasahs, while MAS accredited C is 48 (42.5%) , the number of MAS Accredited E is two (1.8%) madrasah, while the number of MAS that is not Accredited is one (0.9%) madrasah. The number of MAS in the province of West Sumatra is 113 madrasahs, spread over eighteen regencies and cities. Of the 113 madrasah, there are three madrasahs that have shown a tendency of excellence regarding the effectiveness of madrasahs. The MAS are: 1) MAS Ar-Risalah Padang, 2) MAS Thawalib Padang Panjang and 3) MAS MTI PASIA Agam. An explanation related to the advantages of the three MAS in West Sumatra Province in the effectiveness of madrasahs can be seen in the information below.

1. Results of the Grandtour of the Effectiveness of MAS Ar-Risalah Padang

MAS Ar-Risalah is located in the District of Koto Tengah, Padang city. If we look at the geographical map of West Sumatra, the position of MAS Ar-Risalah is in the middle of West Sumatra Province. Below will be explained the results of the grandtour that the researchers conducted on December 17 and 20, 2018 regarding the effectiveness of the madrasah.

- a. When viewed from the madrasah effectiveness variable, the climate indicators of Ar-Risalah Padang madrasah can be found: 1) New student expectations are high, seen from the number of new student applicants from year to year always has a significant increase and comes from various provinces apart from Sumatra West, including: Jambi, Riau, Palembang, Bengkulu, North Sumatra and even from abroad such as Malaysia, Thailand. 2) The positive attitude of teachers can be seen from as many as 33% of Ar-Risalah MAS teachers come from overseas graduates with Lc.c degrees. Providing GNOTA scholarships to underprivileged students from LDS Ar-Risalah. 3) A reward system in the form of Umrah and scholarships for outstanding teachers for higher education levels, and rewards in the form of five million rupiah each year.

- b. From the indicators of strong leadership, it was found as follows: 1) Principal always controls the performance of teachers in order to achieve goals. 2) Principals respond to all things that are said by teachers as long as they are good for achieving Madrasah goals. 3) Domestic and foreign cooperation from the madrasah level to tertiary institutions in terms of: education, acceptance of new students, scholarships, and waqf.
- c. The form of socialization of Ar-Risalah's vision and mission is carried out through three techniques, including: 1) Social media: Facebook, Instagram, Whatsup, Website, Twitter, Tiktok, Telegram, Youtube, Snap.id. 2) Audio Visual: Ar-Risalah TV, Padang TV, West Sumatra TV, Minang TV, BASS FM Radio. 3) Visuals: Baleho, Banners, Banners, Brochures.
- d. Achievements and graduates are found as follows: 1) Academic achievement of MAS Ar-Risalah students is always present and increasing every year, even internationally. 2) The achievements of non-academic students have increased, such as tahfiz and even internationally. 3) MAS Ar-Risalah managed to rank 2nd Best Private Madrasah UTBK 2020, Furthermore, MAS Ar-Risalah graduates who hafiz 30 Juz received Scholarships in the Middle East (Al-Azhar and Morocco). 4) The number of MAS Ar-Risalah graduates who continue their education to the tertiary level are: 1) Overseas Universities%, PTN 51.4%, PTS 19.6%, so the number of graduates entering tertiary institutions is 84%. The overseas universities that are the target places to continue their studies for alumni are: Al-Azhar University, International Islamic University Malaysia, Nanjing University, Fatani University, International University of Africa, Islamic International University of Madihan.
- e. The indicators for the utilization of facilities can be seen from: 1) The mosque as a center for student activities, especially in the five daily prayers always together. The mosque at MAS Ar-Risalah is used not only as a place for students to pray 5 times a day but also as a science assembly, as a headquarters for intra-school organizational activities (for example BES-AR/madrasah osis), a place to build the character and personality of a Muslim MAS student. On Friday, the son's mosque has been used for Friday prayers. 2) The library as a student literacy center has a varied collection of books in Arabic, English, Thai, Malay. 3) The computer laboratory as a center for student technology and information is always active and optimally used by students for learning facilities and obtaining the latest information.

2. Results of the Grandtour of the Effectiveness of MAS Thawalib Padang Panjang

MAS Thawalib Padang Panjang has its address at Kampung Jambak Padang Panjang. If we look at the geographical map of West Sumatra, the position of MAS MTI PASIA is in the West of East Sumatra Province. Below will be explained the results of the grandtour that the researchers conducted on December 17 and 20, 2018 regarding the effectiveness of the madrasa.

When viewed from the effectiveness of the madrasa variable, the climate indicators of the Thawalib Padang Panjang madrasa were found:

- 1) High expectations of new students, seen from the number of applicants for new students from year to year has always experienced a significant increase and came from various provinces apart from West Sumatra, including: The number of applicants always increases who want to study at MAS Thawalib Padang Panjang and came from various provinces other than W Sumatra, Jambi, Riau.
- 2) The Reward System, where MAS Thawalib Padang Panjang has a special program related to awarding outstanding students, namely Students are rewarded with prizes or rewards when they excel, such as scholarships.
- 3) The award system at MAS Thawalib Padang Panjang is also given to the teachers, namely for teachers who excel in getting teacher allowances.

When viewed from the madrasah effectiveness variable, the indicators of strong leadership at the Thawalib Padang Panjang madrasa were found:

- a. Controlling, seen from the control system at the Madrasah Thawalib Padang Panjang, it can be found that the principal always controls the performance and the teaching and learning process well so that it runs according to the objectives.
- b. Responsive, seen from responsiveness where it can be found that the Principal always responds to all problems faced by teachers when carrying out their respective duties.
- c. Cooperation, seen from the Cooperation system where the Principal can work together with all teachers to achieve Madrasah goals effectively.
- d. Dissemination of the vision and mission, seen from the delivery of the vision and mission at Madrasah Thawalib Padang Panjang, the Principal always socializes the vision and mission of the Madrasa during meetings with the teacher council every year.

When viewed from the madrasa effectiveness variable, the indicators of achievement and graduation of students at the Thawalib Padang Panjang madrasa were found:

- a) Academic Achievement, when viewed from the Academic Achievement indicator, it will be found that students excel in the field of general knowledge in the field of intelligence and achievement and achieve the highest final exam scores at the district level.

- b) Non-Academic Achievements, when viewed from the Non-Academic Achievement indicators, students often excel at the national level, especially in the fields of religion and foreign languages such as Arabic, MTQ, reading books and so on.
- c) Student Graduation, when viewed from the Student Graduation indicator, it can be seen that students at Madrasah Thawalib Padang Panjang passed 100%, both male students and female students.
- d) Advanced Higher Education, when viewed from the indicators of Higher Education, the distribution of alumni has taken part in various fields such as civil servants, police, military, lecturers, lawyers, judges of religious courts.

When viewed from the madrasah effectiveness variable, the indicators for the utilization of facilities and infrastructure at the Thawalib Madrasah Padang Panjang were found:

- a. Utilization of mosque facilities, when viewed from the indicator of the utilization of mosque facilities, where the mosque is seen as the center of student activities, especially in the five daily prayers always together.
- b. Utilization of the library, when viewed from the indicators of library utilization, it can be seen that the library as a center for student literacy is always crowded and used by students.
- c. Utilization of the laboratory, when viewed from the utilization of the laboratory, it can be found that the Science Laboratory and Laboratories as a center for student information and technology are always active and are used optimally by students for learning facilities and obtaining the latest information and places to study.

3. Results of the Grandtour of the Effectiveness of MAS MTI PASIA AGAM

MAS MTI PASIA which is located at Jalan Pitalo Pasia, District IV Angkek, Agam Regency, West Sumatra Province. If we look at the geographical map of West Sumatra, the position of MAS MTI PASIA is in the west of West Sumatra Province. Below will be explained the results of the grandtour that the researchers conducted on December 17 and 20, 2018 regarding the effectiveness of the madrasa.

When viewed from the madrasah effectiveness variable, the indicators of a conducive madrasah climate in the MAS MTI PASIA madrasa were found:

- 1. High student expectations, it can be found that the number of new student applicants from year to year always experiences a significant increase and comes from various provinces apart from West Sumatra, including: Jambi, Riau, Bengkulu.
- 2. The teacher's attitude is positive, it can be found that at MAS MTI PASIA the teacher is always friendly to the students.
- 3. The reward system, it can be found that at MAS MTI PASIA, students are rewarded with prizes or rewards when they excel.

Meanwhile, when viewed from the madrasah effectiveness variable, the indicators of strong leadership at the MAS MTI PASIA madrasa were found:

- 1. Controlling, it can be seen that at MAS MTI PASIA the principal always controls the performance and the teaching and learning process properly so that it runs according to the objectives.
- 2. Responsive, it can be seen that the Principal always responds to all problems faced by teachers when carrying out their respective duties.
- 3. Cooperation, it can be seen that at MAS MTI PASIA that the Principal can cooperate with all teachers in order to achieve the goals of Madrasah effectively.
- 4. Dissemination of the vision and mission, it can be seen at MAS MTI PASIA that the Principal always socializes the vision and mission of the Madrasah during meetings with the teacher council every year.

Meanwhile, when viewed from the madrasah effectiveness variable, the indicators for Student Achievement and Graduation at the MAS MTI PASIA madrasa were found:

- 1. Academic achievement, it can be seen that students' academic achievement is always there and increasing every year, even internationally.
- 2. Non-academic achievement, it can be seen that the achievement of non-academic students is quite increasing like tahfiz even to international.
- 3. Graduation of students, it can be seen in MAS MTI PASIA that all students pass 100% both male and female.
- 4. Going to college, it can be seen at MAS MTI PASIA that the distribution of alumni from state universities to foreign universities such as Al-Azhar University, International Islamic University Malaysia, Nanjing University, Fatani University, International University of Africa, Islamic International University of Madihan, University of Indonesia (UI), Bandung Institute of Technology (ITB), Gajah Mada University (UGM), and UNAND Padang.

Meanwhile, when viewed from the madrasah effectiveness variable, the indicators for the utilization of facilities and infrastructure at the MAS MTI PASIA madrasa are found:

- 1. Utilization of mosque facilities, it can be seen that the mosque as a center for student activities, especially in the five daily prayers, is always in congregation.
- 2. Utilization of the library, it can be seen that the library as a center for student literacy is always crowded and used by students.
- 3. Utilization of computer labor, it can be seen that the computer Labor in MAS MTI PASI is used as a center for student information and technology that is always active and used by students optimally for learning facilities and obtaining the latest information.

Looking at the grandtour data above, it can be concluded that the three MAS above are indicators of communication, self-esteem, and social support. A conducive environment, therefore based on the above thinking, researchers need to know how much influence each of the variables mentioned above has in increasing the effectiveness of MAS so that later it can become a role model for MAS which is still dominated by good and good.

Based on the data above, researchers need to conduct a scientific study, how much influence each variable has on increasing the effectiveness of MAS in W Sumatra with the title "The influence of Madrasa head communication, self-esteem and teacher social support on the effectiveness of Private Madrasah Aliyah in West Sumatra Province,"

RESEARCH METHODOLOGY

This study uses a quantitative research approach with a survey method. Survey research is a procedure in quantitative research where the researcher conducts a survey of a sample or entire population of people to describe attitudes, opinions, behaviors or population characteristics (John W. Creswell: 2012). In this study, to analyze the direct effect of several variables on other variables, the use of a path analysis approach is often referred to as a causal relationship pattern.

The population in this study was taken from all the principals and teachers of private Madrasah Aliyah in the Province of West Sumatra taken from the eastern, central, and western regions. Taking into account the population, the research sample areas were obtained, namely the central part of the city of Padang, the eastern part represented by the city of Padang Panjang, the western part represented by the district of Agam, so the madrasahs that became the object of the study were the Private Aliyah Madrasahs which received an A value representing each area. namely MAS TI Pasir Agam, MA-KUI Thawalib Putri Padang Panjang and MAS Islamic College Ar-Risalah Padang City. The samples were school principals totaling three people and teachers totaling 59 MAS TI Pasir Agam teachers, 30 MA-KUI Thawalib Putri Padang Panjang and 35 MAS Islamic College Ar-Risalah, totaling 127 people. The sample in this study was determined by a simple random sampling technique because the population is homogeneous. The sample of this study is 30 people as samples for testing, and 97 people as research samples.

The data collection technique used in this study is a questionnaire (questionnaire) method given to respondents in the form of a checklist to reveal the existence of each research variable which includes principal communication, self-esteem, teacher social support, and madrasa effectiveness. The measurement scale used in this study is the Likert Scale. Where this type of scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiono: 2015). 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 in compiling statements that need to be answered by respondents. The answer to each instrument that uses a Likert scale has a gradation from very positive to very negative.

The scoring for each statement item in the questionnaire is done using an interval scale, which can show the same distance between one data and another. Thus, the variable data studied is interval data, so that it is in accordance with the basic concept of using a Likert scale. Therefore, to determine the weight of the score, the validity of the instrument was first tested through a weighting test of the Likert Scale instrument based on the following provisions (Riduwan: 2013):

Score 0% - 20% = Very Weak, Score 21% - 40% = Weak, Score 41% - 60% = Fair, Score 61% - 80% = Strong, Score 81% - 100% = Very Strong

By paying attention to the scoring on the research instrument above, for each statement in the questionnaire, 5 answer criteria are given starting from 1,2,3,4, and 5. To reveal the effect of quality control, operational standards, discipline on the work ethic of educators used Options: Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). Furthermore, to reveal achievement motivation, the following options were used: Strongly Agree (SS), Agree (S), Doubtful (RR), Disagree (TS), Strongly Disagree (STS).

The scoring for positive statements is: 5 = Always (SL), 4 = Often (SE), 3 = Sometimes (KD), 2 = Rarely (JR), and 1 = Never (TP) or 5 = Strongly Agree (SS), 4 = Agree (S), 3 = Doubtful (RR), 2 = Disagree (TS), 1 = Strongly Disagree (STS). On the other hand, the scoring for negative statements is 1 = Always (SL), 2 = Often (SE), 3 = Sometimes (KD), 4 = Rarely (JR), and 5 = Never (TP) or 1 = Very Agree (SS), 2 = Agree (S), 3 = Doubtful (RR), 4 = Disagree (TS), 5 = Strongly Disagree (STS).

There are two types and sources of data in this study, namely primary data and secondary data. 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 (statistical) analysis to be used in drawing conclusions. Secondary data is data obtained indirectly, which is obtained from several sources of literature, documents and other readings that are related to this research. Secondary data is intended to provide a general illustration and to support research results.

Quantitative analysis is an analysis used to test hypotheses using statistical calculations. This study was used to examine the effect of the independent variable (X) on the dependent variable (Y) under study. The steps that must be taken to see the effect of the independent variable (X) on the dependent variable (Y) are first tested for data quality and classical assumption tests, after that the regression equation is carried out to see the effect of the independent variable (X) on the dependent variable (Y).

The quality of the data generated from the use of research instruments can be evaluated through validity and reliability tests, normality tests and homogeneity tests. Data Analysis Research using Path Analysis, namely Path Test is a statistical analysis tool to test the existence of intermediate variables (Burhan Bungin: 2008). To analyze the data that has been collected in the study, it will be carried out using path analysis (pathanalysis) to determine the influence between variables according to the causality formed in the research model. Simultaneous test (F test) is to test whether there is an effect of the independent variable, as a whole on the dependent variable is carried out using the F test. This test uses a 5%. With the provisions, if F count > from Ftable, then the proposed hypothesis can be accepted or can be assessed based on the results of hypothesis testing indicated by the coefficient table in the significance column, which shows a value of < 5%. Partial Test (t test) ie testing is done by t test or often called partial test. The level of significant influence is also based on a 5%. Or see the value of t count is greater than t table. On the other hand, if t count < from t table, the effect is not significant.

Analysis of Determination (R Square), The coefficient of determination essentially measures how far the model's ability to explain the variation of the dependent variable. The small value of R2 means that the ability of the independent variables in explaining the variation of the dependent variable is very limited. The coefficient of determination whose magnitude is the square of the correlation coefficient (R2). The correlation used is multiple correlation, namely the correlation for two independent variables and one dependent variable. The multiple correlation formula (for the R test), as follows:

$$R_{yx_1x_2} = \sqrt{\frac{r_{yx_1}^2 + r_{yx_2}^2 - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r_{x_1x_2}^2}}$$

From the results of the R test, R2 is the coefficient of determination and to provide an interpretation of the correlation coefficient found to be large or small, Statistical hypotheses are hypotheses created or used to test research hypotheses. Path analysis used with the following stages:

There is a direct influence between the communication of the head of the madrasa (X1) on the effectiveness of the madrasa (X4).

- Ho : $P_{x41} \leq 0$
- H1 : $P_{x41} > 0$

There is a direct effect of Self-esteem (X2) on the effectiveness of the madrasa (X4).

- Ho : $P_{x42} \leq 0$
- H1 : $P_{x42} > 0$

There is a direct influence of madrasa principal communication (X1) on social support (X3)

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- Ho : $P_{x31} \leq 0$
- H1 : $P_{x31} > 0$

There is a direct effect of Self-esteem (X2) on the social support (X3) of the teacher.

- Ho : $P_{x32} \leq 0$
- H1 : $P_{x32} > 0$

There is a direct influence of teacher social support (X3) on the effectiveness of madrasas (X4).

- Ho : $P_{x43} \leq 0$
- H1 : $P_{x43} > 0$

There is a direct influence on the madrasa principal's communication (X1), self-esteem (X2) on the effectiveness of the madrasa (X4).

- Ho : $P_{x421} \leq 0$
- H1 : $P_{x421} > 0$

There is a direct influence of madrasa principal communication (X1), self-esteem (X2) on teacher social support (X3).

- Ho : $P_{x321} \leq 0$
- H1 : $P_{x321} > 0$

There is a direct influence of madrasa principal communication (X1) on the effectiveness of madrasas (X4) through teacher social support (X3).

- Ho : $P_{x431} \leq 0$
- H1 : $P_{x431} > 0$

There is a direct effect of self-esteem (X2), on effectiveness (X4) through teacher social support (X3).

- Ho : $P_{x432} \leq 0$
- H1 : $P_{x432} > 0$

There is a direct influence on the madrasa principal's communication (X1), self-esteem (X2), and teacher social support (X3) simultaneously on the effectiveness of the madrasa (X4).

- Ho : $P_{x4321} \leq 0$
- H1 : $P_{x4321} > 0$

Hypothesis 4:

H0.4: Self esteem (X2) direct effect on social support (X3)

H1.4: Self esteem (X2) does not directly affect social support (X3)

Hypothesis 5:

H0.5: Social support (X3) has a direct effect on effectiveness (X4)

H1.5: Social support (X3) has no direct effect on effectiveness (X4)

Hypothesis 6:

H0.6: Communication (X1) and self-esteem (X2) have a direct effect on effectiveness (X4)

H1.6: Communication (X1) and self-esteem (X2) have no direct effect on effectiveness (X4)

Hypothesis 7:

H0.7: Communication (X1) and self-esteem (X2) have a direct effect on social support (X3)

H1.7: Communication (X1) and self-esteem (X2) have no direct effect on social support (X3)

Hypothesis 8:

H0.8: Communication (X1) has an indirect effect on Effectiveness (X4) through Social support (X3)

H1.8: Communication (X1) has no indirect effect on Effectiveness (X4) through Social support (X3)

Hypothesis 9:

H0.9: Self-esteem (X2) has an indirect effect on effectiveness (X4) through social support (X3)

H1.9: Self-esteem (X2) has no indirect effect on Effectiveness (X4) through Social support (X3)

Hypothesis 10:

H0.10: Communication (X1), Self-esteem (X2) and Social Support (X3) have a direct effect on Effectiveness (X4)

H1.10: Communication (X1), Self-esteem (X2) and Social Support (X3) have a direct effect on Effectiveness (X4).

Summary Table of the predicted model parameters

Variable Relationship	Coefficient Value	T count	P-value	F count	P-value	R square
X1X4	0.232	6.965	0.000	162.3996	0.000	59%
X2X4	0.380	7.361	0.000			
X3X4	0.384	7.356	0.000	201.361	0.000	
X1X3	0.218	7.473	0.000	378.025	0.000	64.2%
X2X3	0.785	26.886	0.000			
X1->X3->X4	0.084	5.242	0.000			
X2->X3->X4	0.301	7.095	0.000			

IT CAN BE CONCLUDED :

1. There is a direct significant effect of the communication variable (X1) on the effectiveness (X4) with a p-value of 0.000 which is greater than an alpha of 0.05. The value of the communication variable path coefficient on effectiveness is 0.232, this value if interpreted meaningfully, every increase in communication will increase effectiveness by 23.2%.
2. There is a significant effect between the self-esteem variable (X2) on the effectiveness variable (X4). The path coefficient value of the self-esteem variable on effectiveness is 0.380, this value if interpreted is meaningful, every increase in self-esteem will increase the effectiveness by 38%.
3. There is a significant influence between the communication variable (X1) on the social support variable (X3). The value of the communication variable path coefficient on effectiveness is 0.218, this value if interpreted meaningfully, every increase in communication will increase social support by 21.8%.
4. There is a significant effect between the self-esteem variable (X2) on the social support variable (X3). The path coefficient value of the self-esteem variable on social support is 0.785, this value if interpreted meaningfully, every increase in self-esteem will increase social support by 78.5%.
5. There is a significant effect between the social support variable (X3) on the effectiveness variable (X4). The path coefficient value of the social support variable on effectiveness is 0.384, this value if interpreted meaningfully, every increase in social support will increase the effectiveness by 38.4%.
6. There is a direct influence of the communication variables (X1) and self-esteem (X2) on social support (X3) together of 378.25 with a contribution of 64%.
7. There is a direct influence of the communication variables (X1) and self-esteem (X2) on the effectiveness (X4) together of 162,399 with a contribution of 53.7%.
8. There is an indirect effect between the communication variable (X1) on the effectiveness (X4) through the social support variable (X3) with a p-value of 0.000 which is smaller than alpha (0.05) and a path coefficient

value of 0.084 if interpreted means, every increase in communication will increase the effectiveness indirectly by 8.4%.

9. There is an indirect effect between the self-esteem variable (X2) on effectiveness (X4) through the social support variable (X3) with a p-value of 0.000 which is smaller than alpha (0.05) and a path coefficient value of 0.301. interpreted means, every increase in self-esteem will increase the effectiveness indirectly through social support by 30.1%.
10. There is a direct influence of the communication variables (X1), self-esteem (X2) and social support (X3) on the effectiveness (X4) together of 201,361 with a contribution of 59%.

RESEARCH RESULT

Hypothesis testing conducted in the previous discussion proves that the communication of the head of Madrasah, Self Esteem, and Social Support has an effect on the Effectiveness of Private Madrasah Aliyah in West Sumatra Province. Ten hypotheses are proposed where ten or all hypotheses prove the influence of the dependent variable either partially or simultaneously on the independent variable.

1. The Head of Madrasah Communication Directly Affects Madrasah Effectiveness

Based on the results of testing the first hypothesis, there is a direct significant effect of the communication variable (X1) on effectiveness (X4).

In the Al-Quran and Hadith found several terms related to communication. Among them are lafadz, qaul, kalam, naba', khabar, hiwar, jidal, tahridh, da'wah, ta'aruf, tawashi, tabliq, irsyad, all of which belong to the method of delivering messages. With good communication with the principal of the madrasa, of course, it will facilitate communication between humans as it is said to be hablumninan nass (human relations with humans). In the organization or in the madrasa there will be mutual interaction which requires a good communication to convey information about the goals to be achieved as well as the duties and roles of fellow human beings. Through good communication, of course, it will give responsibility to fellow human beings, both between the principal and the teachers.

Therefore, the Qur'an not only regulates communication problems but also regulates all things including the interaction between humans and humans. If communication is carried out continuously between fellow humans, it will lead to good relations between humans, of course. Communication between the head of the madrasa as a leader and to the madrasa teachers as his subordinates will be created well if the two interact well with each other.

An effective understanding of Private Madrasah Aliyah first needs to understand Private Madrasah Aliyah as a system. This is important because the concept of an effective Private Madrasah Aliyah is closely and inseparable from a comprehensive understanding of Private Madrasah Aliyah as a system which as a whole consists of input, process and output/outcome components.

According to Mulyasa, school effectiveness indicators are: (1) input indicators: covering teacher characteristics, facilities, equipment, and educational materials as well as management capacity, (2) process indicators, including administrative behavior, teacher time allocation, and student time allocation. (3) output indicators: include results in the form of student acquisition and school system dynamics, outcomes related to learning achievement, and outcomes related to attitude change, as well as outcomes related to equity and equality, (4) out-come indicators, including the number of graduates to the next level of education, higher school achievement and employment and income (E. Mulyasa:2021).

Effective schools that have succeeded in increasing their achievements are much influenced by the existence of a common vision between schools, teachers, staff, students, and the community. Through meetings with teachers and other education personnel, the principal communicates the school's vision openly and discusses it thoroughly, so that the results of this shared thought are adapted to actual guidelines and information (E. Mulyasa: 2013).

2. Self Esteem has a Positive Direct Effect on the Effectiveness of Madrasahs

Based on the results of testing the second hypothesis, there is a significant influence between the self-esteem variable (X2) on the effectiveness variable (X4).

In theory, self-esteem is the degree to which people like, appreciate, and are satisfied with themselves, reflecting global self-evaluation. Islam as a religion and source of ethics has contributed various concepts regarding various aspects of life. Including regulating communication between humans and humans. Humans have the nature of liking each other because in fact humans were created by Allah SWT as creatures who love and care for each other. In addition to a sense of caring for humans, there is also mutual respect between humans.

In the Qur'an mutual respect is highly recommended where the old and the young must respect each other. Differences of opinion must also respect each other between human beings with one another. Like the concept of sincerity, the concept of trust, and so on. Both are sourced from the Qur'an and from Islamic teachings. Values such as mutual love, mutual respect, mutual liking are very good in everyday human life because they include noble values that exist in the teachings of Islam.

Al-Qur'an is the holy book of Muslims that was revealed to humans. Its purpose is as a guide book covering the fields of aqidah, sharia and morals. However, apart from these three, the Qur'an has provided motivation and inspiration to Muslims in various fields of life so that it gave birth to many types of certain cultures. Therefore, the Qur'an as a guide for life that we deserve to guide in everyday life. Robbins argues that effectiveness is the level of achievement of

short-term goals (goals) and long-term goals (means). The selection reflects the constituency of the strategy, the interest of the evaluator and the level of life (Stephen P. Robbins: 2014).

3. Communication from the Head of Madrasa has a Direct Positive Effect on Teacher Social Support

Based on the results of the third hypothesis testing, there is a significant influence between the headmaster communication variable (X1) on the social support variable (X3).

So communication can have a positive effect on teacher social support. This means that through communication has the potential to influence and be able to persuade others. We can use our senses to influence our fellow human beings. Communication can play an important role in everything. Positive communication will always have a good impact as long as humans still establish good communication between humans. Communication needs a process such as interactions that occur in a madrasa or school.

Good communication will have a good role also in cooperation between fellow human beings, especially between superiors and subordinates. As happened between the head of the madrasa and the teachers as his subordinates. Communication will also create differences between fellow human beings. However, we need to see this difference as something positive. Thus, communication will affect the social support of teachers in madrasas. Humans as social beings will not be able to live alone without other people, one of which is by establishing communication between fellow humans.

4. Self Esteem has a Direct Positive Effect on Teacher Social Support

Based on the results of the fourth hypothesis testing, there is a significant influence between the self-esteem variable (X2) on the social support variable (X3).

In theory, self-esteem is the degree to which people like, appreciate, and are satisfied with themselves, reflecting global self-evaluation. Based on the description above, we can see that self-esteem can affect social support, this is because humans have a nature that loves and respects each other among human beings. Relationships between people can be mutually reinforcing. In this case we see the bias in everyday life. How fellow human beings should be able to respect and love each other of course. Although there are still people we find there are human traits that do not want to love but instead hate each other.

nature of self-esteem can affect a person's life in everyday life. In the Qur'an, there are also many suggestions on how humans should respect and love each other, even Allah's creations should also love each other. Both between fellow humans and also other fellow creatures such as animals or animals for example. Humans are also not allowed to do evil to animals, such as killing cats, for example it is a bad trait in humans because there is no love for fellow creatures of Allah SWT.

5. Teacher Social Support has a Direct Positive Effect on Madrasah Effectiveness

Based on the results of the fifth hypothesis testing, there is a significant effect between the social support variable (X3) on the madrasah effectiveness variable (X4).

The teacher is one of the most influential on the success or failure of the learning process. Because teachers are very important in guiding and teaching students in the classroom and outside the classroom in the learning process. Teachers in this case need the social life of fellow teachers. Because teachers are also social beings who cannot live alone but live side by side or fellow human beings.

In everyday life, teachers really need social support for effectiveness at work and in everyday life. Because teachers are also ordinary people who have shortcomings and weaknesses. Therefore, in his life he also needs support or support from all parties, including superiors at work. Effectiveness is the level of achievement of short-term and long-term goals. For a teacher, of course, having targets and goals in work, such as having a vision and mission at work, especially working in the madrasa or school environment.

6. Communication from the Head of Madrasah, Self Esteem has a Direct Positive Effect on Social Support

Based on the results of the sixth hypothesis testing, there is a direct influence of the communication variables (X1) and self-esteem (X2) on social support (X3).

The principal's communication and self-esteem play a very important role in the effectiveness of the work. In addition, the interaction will be able to build positive effectiveness. In a social interaction in building self-esteem communication can create a positive achievement. Therefore, self-esteem communication is needed in building achievement motivation effectively. In a madrasa we will meet a boss or leader, then the leader or boss must be able to establish good communication with his teachers or his subordinates so as to create effectiveness in working in the school or madrasa environment.

Teachers who have good motivation tend to produce good work as well. Of course, self-esteem communication is needed as a form of love and appreciation for his dedication as a teacher. Every course will not be wasted in creating achievements and an effective life. Teachers who have achievement motivation are those who view madrasas or schools as arenas for achieving personal success that should not be wasted. And as a place to work and devote himself to the madrasa as a place to work.

7. Head of Madrasah Communication, Self Esteem has a Direct Positive Effect on Madrasah Effectiveness.

Based on the results of the seventh hypothesis test, there is a direct influence of the madrasa principal's communication variables (X1) and self-esteem (X2) on the effectiveness of the madrasa (X4).

Self-esteem communication in this case affects the effectiveness of a teacher. This means that communication is a mechanism factor in providing positive achievement motivation on teacher effectiveness. In Islam, change is seen as a form of necessity, because in fact life must change. In recent years, madrasas have tended to regress somewhat in terms of achievement. Therefore, madrasas need good self-esteem communication so that it will directly affect the effectiveness of a teacher at work.

Self-esteem in this case affects effectiveness, meaning that in the concept of self-esteem it is also mentioned in the Qur'an that self-esteem is a mutual respect that is highly recommended where the old and the young must respect each other. Differences of opinion must also respect each other between human beings with one another. Like the concept of sincerity, the concept of trust, and so on. Both are sourced from the Qur'an and from Islamic teachings. Values such as loving each other, respecting each other, liking each other are very good in everyday human life. Humans with each other can respect each other both because of achievement and can also appreciate because of other factors, such as age factors, social factors, knowledge factors, economic factors, and position factors.

The nature of mutual respect between various parties in an agency or organization will produce good achievements. On the other hand, if the parties suspect each other, are hostile to each other, do not trust each other, what will be obtained is the lack of good cooperation within the agency or organization. The process of mutual respect as in the concept of self-esteem will give birth to a process of cooperation and mutual support for the advancement of an organization or agency in the madrasa or school environment. In carrying out the function of self-esteem so that effectiveness can be established in an organization, good cooperation and communication is needed, of course, between superiors and subordinates.

8. Madrasa Head Communication Indirectly Affects Madrasah Effectiveness through Teacher Social Support

Based on the results of testing the eighth hypothesis, there is an indirect effect between the communication variable (X1) on the effectiveness (X4) through the social support variable (X3).

communication can have an indirect effect on the effectiveness of teacher social support. This means that through communication has the potential to influence and be able to persuade others. We can use our senses to influence our fellow human beings. Islam views change as a necessity because social support does not look at social status in society. In recent years, educational institutions such as madrasas in terms of effectiveness and social support have decreased. This situation is quite interesting when Islam is one of the religions with the most people in the world, but there are still Muslims who do not carry out their communication functions well in terms of social support. Communication can play an important role in everything. Positive communication will always have a good impact as long as humans still establish good communication between humans. Communication needs a process such as interactions that occur in a madrasa or school.

Good communication will have a good role also in cooperation between fellow human beings, especially between superiors and subordinates. As happened between the head of the madrasa and the teachers as his subordinates. Communication will also create differences between fellow human beings. However, we should view this difference as something positive. Not vice versa can be the cause of divisions among fellow Muslims themselves. Good communication systems and interpersonal relationships will minimize mutual distrust and suspicion in the work environment. Good communication is a mediator in a process of cooperation and information transformation in supporting the establishment of cooperation within a madrasa between superiors and subordinates. Good communication will be able to advance an educational institution such as a madrasa and will also be able to give birth to various kinds of proud achievements for all parties. Good communication will also give birth to openness and democracy and can give birth to togetherness and a sense of belonging among the personnel in the madrasa.

9. Self Esteem Indirectly Affects the Effectiveness of Madrasahs through Teacher Social Support

Based on the results of the ninth hypothesis testing, there is an indirect effect between the self-esteem variable (X2) on the effectiveness (X4) through the social support variable (X3).

The findings of this study indicate that self-esteem has an indirect effect on the effectiveness of madrasahs through teacher social support. That is, the self-esteem variable can indirectly affect the effectiveness of the madrasah. Therefore, to optimize self-esteem, it is necessary to strive for good self-esteem communication. The importance of communication in self-esteem is as an interaction that can be formed between the speaker and the listener or between the head of the madrasah as superiors and teachers as subordinates. In this case, communication is carried out properly, with mutual respect, mutual respect based on the awareness that humans respect and respect each other. Communication can be well established between superiors and subordinates based on the element of kinship and the element of mutual respect for fellow human beings. In everyday life, teachers really need social support for effectiveness at work and in everyday life. Because teachers are also ordinary people who have shortcomings and weaknesses. Therefore, in his life he also needs support or support from all parties, including superiors at work. Effectiveness is the level of achievement of short-term and long-term goals.

Self-esteem is the degree to which people like, appreciate, and are satisfied with themselves, reflecting global self-evaluation. Based on the description above, we can see that self-esteem can affect social support, this is because humans have a nature that loves and respects each other among human beings. Relationships between people can be mutually reinforcing. We can see this in everyday life. How fellow human beings should be able to respect and love each other of course. Although there are still people we find there are human traits that do not want to love but instead hate each other. In this case, self-esteem can be seen in everyday life by seeing between superiors and subordinates or between fellow humans respecting each other, loving each other, being confident, and respecting each other. This trait has actually been taught to humans since childhood by our parents. Mutual confidence, mutual respect is needed in everyday interactions. For humans who cannot respect each other, it means that their nature is the same as animals because they do not use their minds to think well.

10. Communication from the Head of Madrasah, Self Esteem, and Teacher Social Support have a Direct Positive Effect on Madrasah Effectiveness.

Based on the results of the tenth hypothesis testing, there is a direct influence of the communication variables (X1), self-esteem (X2) and social support (X3) on the effectiveness of the madrasa (X4).

The findings of this study indicate that between communication, self-esteem, and teacher social support can have a direct positive effect on the effectiveness of the madrasa. That is, the three variables above have a positive influence on each other. The communication variable can be a variable that affects the effectiveness of the madrasa principal, where the madrasa principal can communicate effectively directly with subordinates or teachers and employees properly. With the establishment of communication between superiors and subordinates, it can support effectiveness in all activities in the madrasa. Meanwhile, to establish good communication, a principal or madrasa can master the science of communication properly and correctly. Therefore, to produce good communication, the head of the madrasa concerned must have the right communication knowledge by studying or studying public speaking. Meanwhile, to explore public speaking requires a good and correct understanding of communication. Good communication will be able to strengthen the values of behavior at work, and establish communication between subordinates and superiors properly and correctly.

With good and correct communication, good and correct relationships will be created or established and make it easier to work and run programs at madrasahs. Meanwhile, in the absence of poor communication, on the contrary, it will hamper performance both at the superior level and at the subordinate level. Communication that is well established will provide positive work behavior values, while communication that is not smooth will be able to hinder the establishment of cooperation between superiors and subordinates. In this case, a little direction and attention is needed between superiors and subordinates so that miscommunication does not occur frequently. To get high and good performance, good and correct communication is needed between superiors and subordinates. Without good communication it will create undirected communication or limp communication so that what will be conveyed is often not in accordance with what is intended. Therefore, communication must be established properly and correctly so that the programs that have been and will be implemented will be successful. The character of a good madrasa head leader is to be able to establish good and correct communication between superiors and subordinates and mutually overcome all problems that occur in the madrasa. A madrasa principal must be willing to take risks, have a clear program, have realistic goals, have a comprehensive work plan and strive to realize the goals of a madrasa.

Someone who has good communication will be able to create high achievements and can motivate subordinates well. The characteristics of a leader who has the power of communication will be able to take full responsibility for both personal responsibility and collective responsibility. Every individual basically has good communication as long as they can communicate smoothly with anyone, so that in doing or doing something there will be achievements that can be proud. This study in addition to discussing the problem of communication also discusses the problem of self-esteem and social support on the effectiveness of the principal. The three things mentioned above can influence each other.

CONCLUSION

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

1. Communication with the head of the madrasa has a direct positive effect on the effectiveness of the madrasa. Based on the results of testing the first hypothesis, a significant path coefficient was obtained between the madrasa principal's communication on the effectiveness of the madrasa. This indicates that the principal's communication will determine the increase in the effectiveness of the madrasa. Will be created well if the two interact with each other well.
2. Self-esteem has a direct positive effect on effectiveness. Based on the results of testing the second hypothesis, it was obtained that the path coefficients significantly influenced the self-esteem on the effectiveness of the madrasa. This indicates that the self-esteem of the teacher will determine the increase in the effectiveness of a madrasa.
3. Communication has a direct positive effect on teacher social support. Based on the results of the third hypothesis testing, it was found that there was a significant influence between the madrasa principal's communication on the effectiveness of the madrasa, this value if interpreted means that every increase in communication will increase the teacher's social support.

4. Self-esteem has a direct positive effect on teacher social support. Based on the results of the fourth hypothesis testing of self-esteem on social support, if it is interpreted meaningfully, any increase in self-esteem will increase the teacher's social support.
5. Teacher's social support has a direct positive effect on the effectiveness of the madrasa. Based on the results of the fifth hypothesis testing, it was found that social support significantly influences the effectiveness of the madrasa, if it is interpreted meaningfully, every increase in social support will increase effectiveness.
6. Communication with the head of the madrasa, self-esteem has a direct positive effect on the effectiveness of the madrasa. Based on the results of the sixth hypothesis testing, it was found that there was a direct influence of the principal's communication and self-esteem on social support together. If it is interpreted to mean that communication between the head of the madrasa, self-esteem together will have an effect on increasing the effectiveness of the madrasa.
7. Madrasa principal communication, self-esteem has a direct positive effect on teacher social support. Based on the results of testing the seventh hypothesis, there is a direct influence of communication and self-esteem on joint effectiveness. If interpreted means that the communication of the head of the madrasa, self-esteem together will affect the social support of the teacher.
8. The principal's communication has an indirect effect on the effectiveness of teacher social support. Based on the results of the eighth hypothesis testing, it was found that there was an indirect influence between communication on effectiveness through social support variables, this if interpreted meaningfully, every increase in communication between the head of the madrasah would increase the effectiveness of the madrasah indirectly.
9. Self-esteem has an indirect effect on the effectiveness of teacher social support. Based on the results of the ninth hypothesis testing, it was found that there is an indirect influence between self-esteem on the effectiveness of the madrasa through social support, if interpreted meaningfully, every increase in self-esteem will increase the effectiveness of the madrasa indirectly through social support of .
10. The principal's communication, self-esteem, and teacher social support have a direct positive effect on the effectiveness of the madrasa. Based on the results of the tenth hypothesis testing, it was found that there was a direct influence of the madrasa principal's communication, self-esteem and social support on joint effectiveness. If it is interpreted to mean, that the communication of the head of the madrasa, self-esteem and social support of the teacher together will have an effect on increasing the effectiveness of the madrasa.

APPRECIATION

We extend our deepest gratitude to MAS TI Pasir Agam, MA-KUI Thawalib Putri Padang Panjang and MAS Islamic College Ar-Risalah Padang City, West Sumatra Province. Sultan Thaha Syaifuddin State Islamic University Jambi, Postgraduate and Islamic Education Management Study Program UIN STS Jambi who have provided support for us to carry out this extraordinary research, and thank you to friends at Postgraduate Islamic Education Management UIN STS Jambi who helped a lot us in completing this research.

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