

Principal Managerial Skills, Organizational Communication, Conflict Control, and Organizational Climate in Madrasah and Their Influence on Organizational Effectiveness

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Abstract:

This research aims to analyze the relationship between school principals' managerial abilities, organizational communication, conflict control, and organizational climate with the organizational effectiveness of State Madrasah Aliyah in South Kalimantan Province. This research uses a quantitative approach with a survey method. Data was collected from 182 permanent teachers using proportional purposive sampling. The analysis was carried out using the SEM (Structural Equation Modeling) technique because this technique can be used to simultaneously answer regressive and dimensional problems. The LISREL (Linear Structure Relation) program version 8.30 was used as an analysis tool. Hypothesis test results show that: 1) The principal's managerial skills are directly related to organizational communication, conflict control, and organizational climate. 2) the principal's managerial skills indirectly relate to organizational effectiveness through conflict control and organizational climate as intervening variables. Organizational communication indirectly relates to organizational effectiveness through conflict control and organizational climate as intervening variables. Conflict control indirectly relates to organizational effectiveness through organizational climate as an intervening variable. This research provides implications regarding the importance of madrasah in taking concrete steps to increase the effectiveness of their organizations in achieving predetermined goals.

Keywords: *Principal Managerial Ability, Organizational Communication, Conflict Control, Organizational Climate, Organizational Effectiveness*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang hubungan antara kemampuan manajerial kepala sekolah, komunikasi organisasi, pengendalian konflik, dan iklim organisasi dengan efektivitas organisasi Madrasah Aliyah Negeri di Propinsi Kalimantan Selatan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Data digali dari 182 guru tetap sebagai sampel yang diambil secara proportional purposive sampling. Untuk menganalisis dilakukan dengan teknik SEM (Structural Equation Modeling), karena dengan teknik ini dapat digunakan untuk menjawab permasalahan yang bersifat regresif dan dimensional dalam waktu yang bersamaan. Sebagai alat analisis digunakan program LISREL (Linear Structure Relation) versi 8.30. Hasil uji hipotesis menunjukkan bahwa; 1) Keterampilan manajerial kepala sekolah berhubungan langsung komunikasi organisasi, pengendalian konflik, dan iklim organisasi. 2)

keterampilan manajerial kepala sekolah berhubungan tidak langsung dengan keefektifan organisasi melalui pengendalian konflik dan iklim organisasi sebagai variabel antara (intervening variable). Komunikasi organisasi berhubungan tidak langsung dengan keefektifan organisasi melalui pengendalian konflik dan iklim organisasi sebagai variabel antara (intervening variable). Pengendalian konflik berhubungan tidak langsung dengan keefektifan organisasi melalui iklim organisasi sebagai variabel antara (intervening variable). Penelitian ini memberikan implikasi tentang pentingnya madrasah dalam mengambil langkah-langkah konkret untuk meningkatkan efektivitas organisasinya dalam tujuan yang telah ditentukan.

Kata Kunci: *Kemampuan Manajerial Kepala Sekolah, Komunikasi Organisasi, Pengendalian Konflik, Iklim Organisasi, Efektivitas Organisasi*

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INTRODUCTION

Education is one of the main pillars of a country's development, and educational institutions have a central role in making it happen. In Indonesia's education context, Madrasah Aliyah Negeri (MAN) is an integral part of the education system, especially in educating the younger generation to face future challenges. South Kalimantan Province, as a region with several MAN, has unique challenges and opportunities to improve the quality of madrasa education. To achieve better educational goals at MAN South Kalimantan, several vital factors emerged as essential elements that influence the success and effectiveness of the organization. These factors include the principal's managerial skills, organizational communication, conflict control, and organizational climate.

The managerial skills of school principals are the foundation of effective educational management (Choi et al., 2022; Jaidie & Effendi, 2020). Effective school management is highly dependent on the managerial skills of school principals (Bolanle & Olufemi, 2020; Tonich, 2021). The principal is the prominent leader in the school and has a vital role in achieving educational goals. The principal's managerial skills include managing human resources, making strategic decisions, developing educational programs, and communicating effectively with all related parties.

Mahmud & Sanusi (2021). Azainil et al. (2021) and Taun et al. (2022) say that there is an influence of training and managerial skills on the performance of school principals. This shows that the more intensely the principal participates in training and profoundly understands the training material, the higher the principal's managerial skills. Mutohar and Trisnantari (2020), Jaidie Effendi (2020), and Sari et al. (2021) say that the managerial abilities of school principals influence school effectiveness and teacher performance.

Manik & Siahaan (2021). Nasra Arar (2020) and Birhasani & Sulaiman (2022) said that good managerial skills of school principals and providing appropriate rewards can increase teacher motivation, which also impacts maximum work results. Amri et al. (2020), Susanti et al. (2020), and Bozkurt et al. (2021) added that the principal's managerial skills and school culture together have a significant influence on school effectiveness. If the principal's managerial skills and school culture improve, the school's effectiveness will also improve.

Organizational communication also has a crucial role in improving organizational performance and effectiveness, including at MAN South Kalimantan. Successful communication occurs when information, ideas, or feelings that are intensively interpreted by the recipient are sent effectively (Afriyie, 2020; Lan et al., 2021). This shows that communication is needed to coordinate and increase the attention of organizational members to organizational goals beyond personal goals. Without communication, the behavior of organizational members cannot be directed toward achieving goals (Syakur et al., 2020; Atouba & Shumate, 2020). Furthermore, Meske and Junglas (2021) and Bagga (2023) say that communication is a tool for transforming information, ideas, feelings, and attitudes between people in an organization. Kalogiannidis (2020) also stated a similar thing, saying that effective communication in organizations is the main requirement for increasing work productivity.

Apart from the factors mentioned above, conflict control is seen as having a relationship or influence on the effectiveness of the school as an organization (Cheong & Kim, 2022; Yu & Huang, 2022). When the principal carries out his role as a manager to organize all available resources, there will be other parties, especially teachers, who feel pressured by the principal's role. In school organizations, this can happen and is a variation of the working atmosphere and also an indicator of the side effect of a feeling of displeasure from some teachers towards the role of the principal. This conflict was triggered by the principal's lack of communication in playing his role, possibly due to the teacher's uncooperative attitude toward the principal (Karakose et al., 2021; Rofiki et al., 2022). In dealing with relationships between colleagues that have indicated the emergence of conflict, the school principal should have a wise and wise nature. According to Posey-Maddox (2020), school principals must be able to protect all existing personnel without discriminating between teachers and other teachers. School principals as managers must be able to manage this conflict and utilize it for educational purposes (Constantia et al., 2023)

Likewise, organizational climate can play a role in determining the effectiveness of MAN in South Kalimantan. Organizational climate includes the culture, norms, values, and work atmosphere. In principle, organizational climate is an atmosphere of working, socializing, and learning in an educational organization (Vos & Page, 2020; Khun-inkeeree et al., 2021). This organizational climate directly influences or relates to the effectiveness of school organizations (Mehralian et al., 2020). Abraczinskas et al. (2022) say schools with a participatory climate will have high-achieving students. The organizational climate is not actually formed by itself but is also influenced or caused by other factors; the principal's managerial skills, communication effectiveness, and conflict control are seen as having a relationship or influence on the school climate. As stated by Malik et al. (2021), school climate is influenced by leadership, management strategies, communication efforts, mutual relationships, and expectations.

Based on the description above, this research aims to analyse; 1) the relationship between the principal's managerial skills, organizational communication, conflict control, and the organizational climate of the State

Madrasah Aliyah, 2) the relationship between the principal's managerial skills, organizational communication, conflict control, and organizational climate with the organizational effectiveness of the State Aliyah Madrasah.

RESEARCH METHODS

In general, this research aims to analyze and describe the relationship between the variables of principal managerial skills (X1), organizational communication (X2), conflict control (X3), and organizational climate (X4) with the organizational effectiveness of Madrasah Aliyah Negeri (Y) in the province of South Kalimantan. Ferdinand (2002) said that research modeling through SEM allows a researcher to analyze regressive and dimensional problems at the same time. The population of this study were all permanent teachers with Civil Servant (PNS) status spread across 34 State Madrasah Aliyah in the Municipalities and Regencies of South Kalimantan province, totaling 386 people.

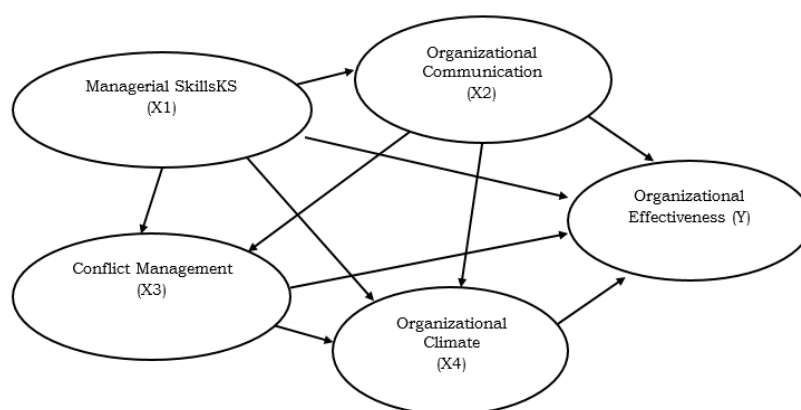


Figure 1. Theoretical Model of Relationships between Research Variables

Based on the theoretical model in Figure 1 above, this analysis aims to determine how the interaction between the principal's managerial skills, organizational communication, conflict control, organizational climate, and organizational effectiveness interacts. The first endogenous construct is the latent construct regarding organizational communication (KOMO), which is also a second-order latent variable which is the result of a combination of three latent variables, namely the downward communication latent variable, the communication latent variable upward (upward communication), and the latent variable horizontal communication (lateral communication) which is influenced by the principal's managerial skills (KMKS), this variable is hypothesized to have a significant relationship with conflict control (PK), organizational climate (IO), and organizational effectiveness (KO).

To obtain accurate data, all instruments were tested on 30 MAN teachers with Civil Servant status and did not include research respondents. This number was determined based on the opinion of Borg and Gall (1983), who stated that the trial sample was for correlational research. Minimum 30 cases. The results of instrument testing show that the reliability and validity coefficient for the principal managerial skills variable (KMKS) is 0.95042, for the organizational communication variable (KOMO) is 0.89839, for the conflict control variable (PK) is 0.74160, for the variable organizational climate (IO) is 0.89219, for the

organizational effectiveness variable it is 0.94042.

Two types of research data were used: descriptive analysis and inferential analysis using the SEM (Structural Equation Modeling) technique through the LISREL (Linear et al.) program version 8.30.

RESULTS AND DISCUSSIONS

Structural Equation Model (SEM) Testing

Model testing carried out in this research includes overall model testing, structural model testing, and measurement model testing. Each model test can be described as follows:

a. Overall Model Testing (overall model)

The overall model in research that uses structural equation models (SEM) consists of a structural model and a measurement model. A model will be considered excellent or fit if empirical data theoretically support the model development. The results of data processing using Lisrel 8.30 on the overall model can be seen in Figure 2 and Figure 3 below;

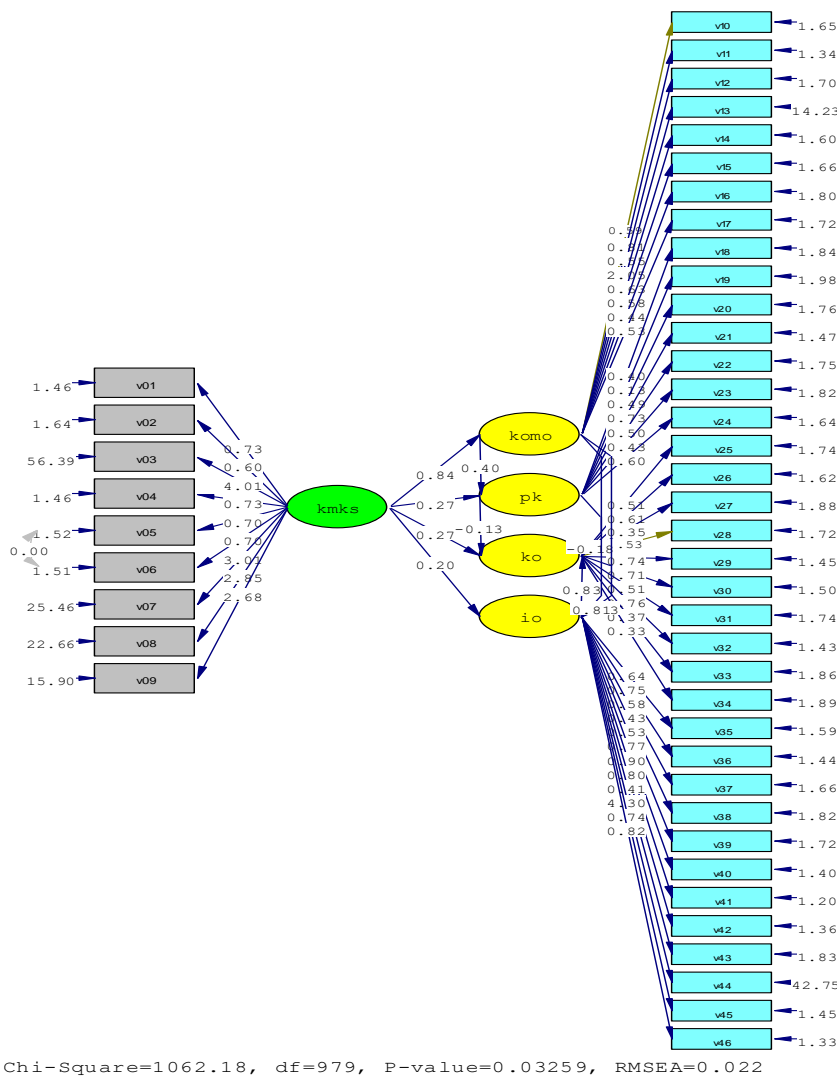
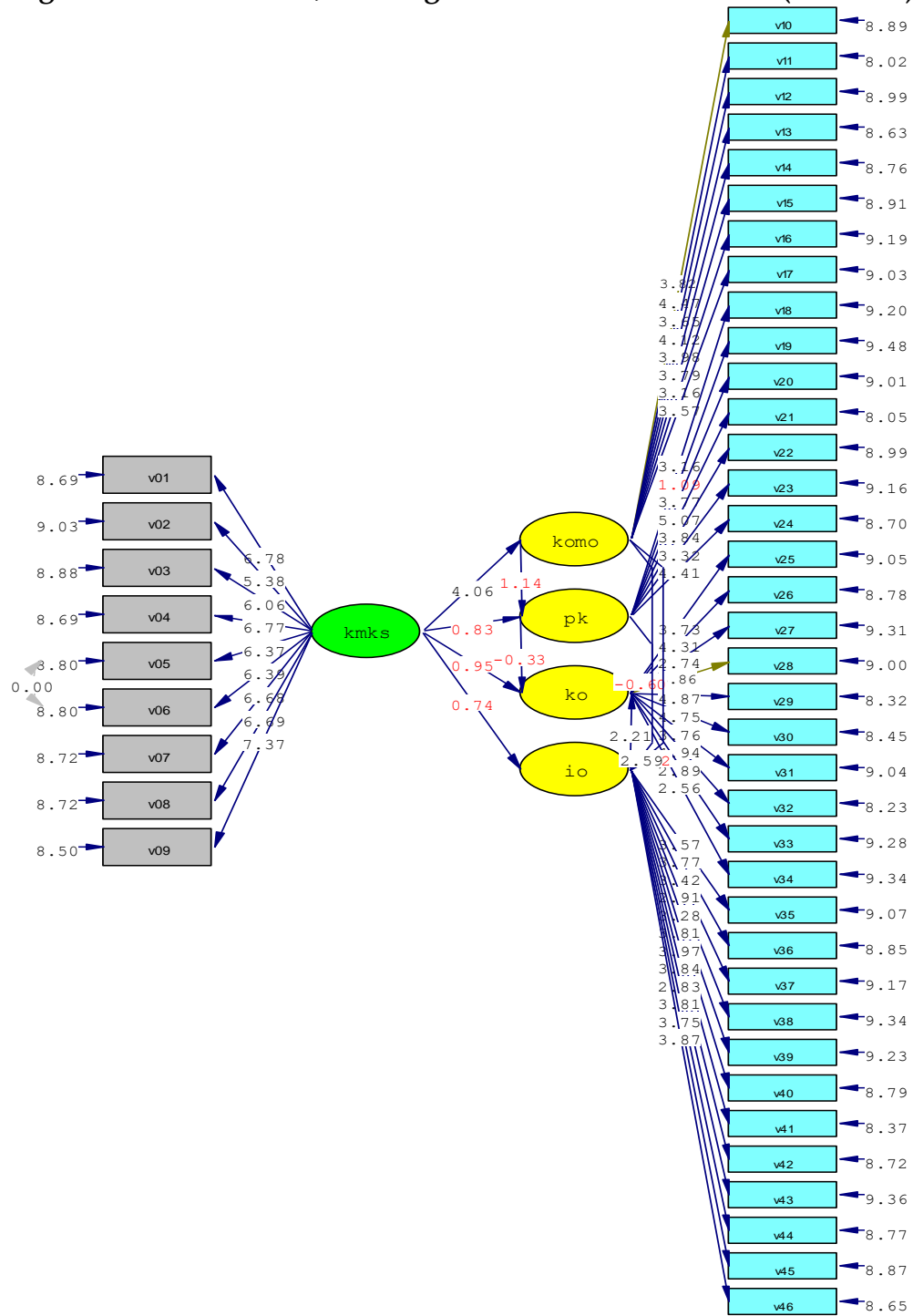


Figure 2. Structural Equation Model of the Relationship between Principal Managerial Skills, Organizational Communication, Conflict Control,

Organizational Climate, and Organizational Effectiveness (Estimate)



Chi-Square=1062.18, df=979, P-value=0.03259, RMSEA=0.022

Figure 3. Structural Equation Model of the Relationship between Principal Managerial Skills, Organizational Communication, Conflict Control, Organizational Climate, and Organizational Effectiveness (T-value)

The standardized model, as in Figure 2 and Figure 3 above, shows a causal relationship between each exogenous and endogenous research variable. Furthermore, based on data processing with Lisrel 8.30 on the model proposed in this research in Figure 2 above, the model goodness-of-fit indices are obtained as

follows:

Table 1. Goodness of Fit Statistics Confirmatory Analysis of the Relationship between Principal Managerial Skills, Organizational Communication, Conflict Control, Organizational Climate, and Organizational Effectiveness

Goodness-of fit Index	Cut-off Value	Hasil Model	Keterangan
X ² - Chi Square	Diharapkan kecil	1062.18	Cukup fit
CMIND/DF	≤ 2.00	1.08	Fit
P-value	≤ 0.05	0.03	Fit
RMSEA	≤ 0.08	0.02	Fit
GFI	≥ 0.90	0.80	Kurang fit
AGFI	≥ 0.90	0.78	Kurang fit
PGFI	≥ 0.60	0.70	Fit
CFI	≥ 0.95	1.00	Fit

Table 1 shows that the model is well accepted (fit), although several indices are relatively poor fit. Ferdinand (2002) and Solimun (2002) stated that an important thing that can be used as a decision regarding a good (fit) model is a low Chi-square statistic value. The results of the analysis show that the X² value is 1062.18. To determine if a model is fit, it can be tested using the X² formula: $df = < 3.0$. Thus $1062.18 : 979 = 1.08 < 3.0$. So, the structural equation model developed in this research is acceptable.

Furthermore, Ghozali and Fuad (2005) emphasized that a model can be accepted if the maximum RMSEA index value is 0.08 (> 0.08), the RMSEA value in this study is 0.02, the PGFI index value is 0.70, this value is greater than the 0.60 that has been determined, while The CFI index is 1.00, more significant than 0.95. Thus, the model developed in this research is fit.

The GFI and AGFI values are non-statistical measures ranging between 0.0 (poor fit) to 1.0 (perfect fit). Based on this range of values, the GFI index value of 0.80 and the AGFI index value of 0.78 obtained in testing this research model can be close to fit.

b. Structural Model Testing

Structural model testing in SEM modeling aims to determine the magnitude of the predictions, which can be seen in the magnitude of the total path coefficient. The structural model can be good if the path coefficient value ranges from 0.0 to 1.0. For more clarity regarding the results of testing this structural model, you can see Figure 4.

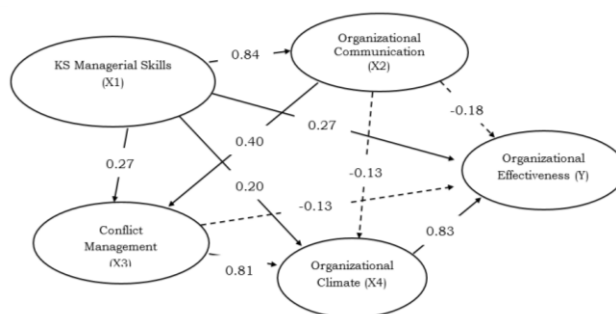


Figure 4. Structural Equation Model of the Relationship between Principal Managerial Skills, Organizational Communication, Conflict Control, Organizational Climate, and Organizational Effectiveness (Loading factors)

From Figure 4, you can see the path coefficient value of the test results. Straight lines indicate a positive and significant relationship, while dotted lines indicate no significant effect. Furthermore, to determine the magnitude of the influence of the variables studied, the calculation results show that 3 (three) variables have negative path values, namely the relationship between organizational communication variables and organizational climate variables, the relationship between communication variables and organizational effectiveness variables, and the relationship between control variables. Conflict with organizational effectiveness variables.

c. Measurement Model Testing

Testing the measurement model aims to determine whether these variables' dimensions can explain a latent variable or the unidimensionality of the variable being tested. Apart from that, testing the measurement model also aims to check the validity and reliability of the dimensions. Testing of the dimensions in this research was carried out using confirmatory factor analysis.

The unidimensionality of variables in this research amounts to 5 variables consisting of 1 exogenous variable, namely the managerial skills of the school principal, and four endogenous variables, namely organizational communication, conflict control, organizational climate, and organizational effectiveness. Meanwhile, the indicator dimension variables in this study amount to 46 indicators spread into five unidimensionality variables, including nine-dimensional variables from exogenous variables and 37-dimensional variables from endogenous variables.

The measurement of the unidimensionality of each dimension in question is as follows:

1. Principal Managerial Skills

The dimensions used to form the construct of school principal managerial skills (KMKS) in this research are school work program planning based on needs (Pc); organizing infrastructure facilities effectively and efficiently (Pg); evaluation of teachers' abilities (Ev); collaboration with teachers and staff (Kj); increasing teacher work motivation and student learning (MT); moral responsibility of the principal (Mr); guidance on the management of the Teaching and Learning Process (BM); technical guidance on how to implement Guidance & Counseling in schools (Bk); and technical guidance on how to administer schools/classes (As). Based on testing using confirmatory factor analysis, the following results were obtained:

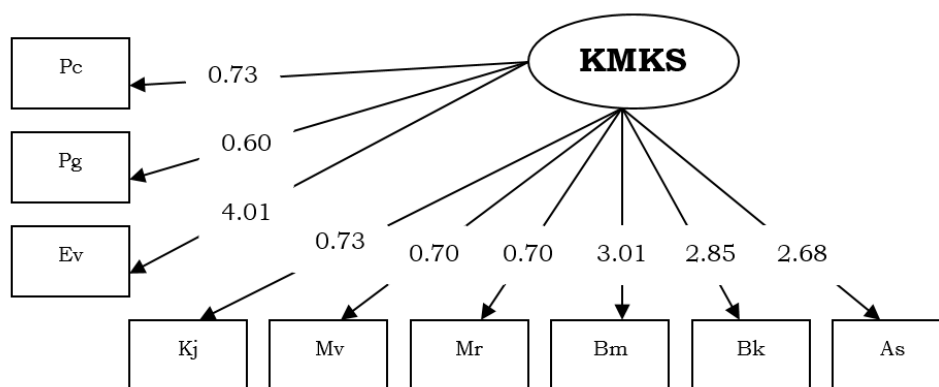


Figure 5. Confirmatory Factor Analysis of Variables Principal Managerial Skills (KMKS)

Figure 5 shows that school work program planning is based on needs (Pc); organizing infrastructure facilities effectively and efficiently (Pg); evaluation of teachers' abilities (Ev); collaboration with teachers and staff (Kj); increasing teacher work motivation and student learning (MT); moral responsibility of the principal (Mr); guidance on the management of the Teaching and Learning Process (BM); technical guidance on how to implement Guidance & Counseling in schools (Bk); and technical guidance on how to administer schools/classes (As) have the exact dimensions in forming the construct of school principal managerial skills (KMKS). This can be seen in the lambda (λ) value indicated by each dimensional variable, which must be greater than or equal to 0.40 (Ferdinand, 2002) because if the lambda value is less than 0.40, then the variable is considered not to have the exact dimensions as other variables to explain a latent variable. Meanwhile, Solimun (2002) said that the lambda value for each variable is at least 0.30.

2. Organizational Communication

The dimensions used to form the organizational communication construct (KOMO) in this research are providing instructions accompanied by explanations (In), providing feedback on every work at school (Ub), providing an explanation of the purpose of the work (Pa); providing work reports to the principal (La); submitting complaints to the school principal (Kl); providing advice to the principal (Sr); discussion between colleagues (Ht); and provide information to each other for school progress (Mi). Based on testing using confirmatory factor analysis, the following results were obtained:

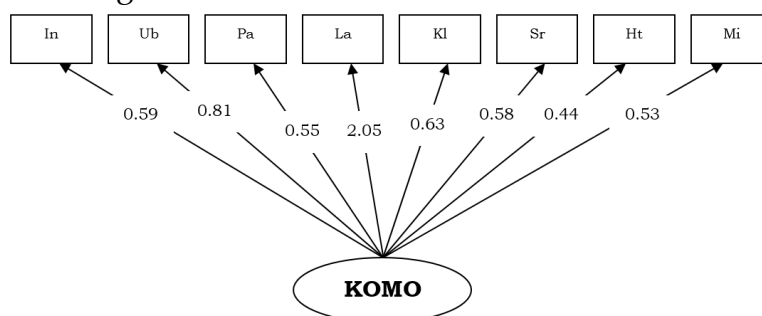


Figure 6. Confirmatory Factor Analysis of Organizational Communication Variables (KOMO)

Figure 6 above shows that giving instructions is accompanied by an explanation (In); providing feedback on every work at school (Ub); providing an explanation of the purpose of the work (Pa); providing work reports to the principal (La); submitting complaints to the school principal (Kl); providing advice to the principal (Sr); discussion between colleagues (Ht); and providing information to each other for school progress (Mi) have the exact dimensions in forming the construct of organizational communication (KOMO). This can be seen in the lambda (λ) value indicated by each dimensional variable, which must be greater than or equal to 0.40 (Ferdinand, 2002) because if the lambda value is less than 0.40, then the variable is considered not to have the exact dimensions as other variables to explain a latent variable. Meanwhile, Solimun (2002) said that the lambda value for each variable is at least 0.30.

3. Conflict Control

The dimensions used to form the construct of conflict control (PK) in this research are differences in perception with other people (Bp), conflict of goals with other people (Tt), differences of opinion between teachers and school principals (Pp); differences in roles between teachers and school principals (Pn); individual background differences (Pl); pressure for mutual uniformity (Tk); and problem-solving to resolve differences of opinion (Ts). Based on testing using confirmatory factor analysis, the following results were obtained:

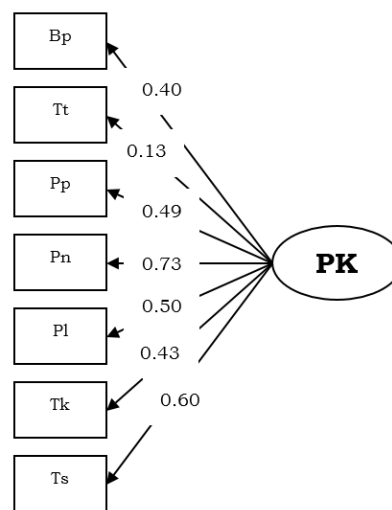


Figure 7. Confirmatory Factor Analysis of Conflict Control Variables

Figure 7 above shows the difference in perception with other people (Bp), conflict of goals with other people (Tt), differences of opinion between teachers and school principals (Pp), differences in roles between teachers and school principals (Pn); individual background differences (Pl); pressure for mutual uniformity (Tk); and problem-solving to resolve differences of opinion (Ts) have the exact dimensions in forming the construct of conflict control (PK). This can be seen in the lambda (λ) value indicated by each dimensional variable, which must be greater than or equal to 0.40 (Ferdinand, 2002), because if the lambda value is less than 0.40 then the variable is considered not to have the same dimensions as

other variables to explain a latent variable. Meanwhile, Solimun (2002) said that the lambda value for each variable is at least 0.30.

4. Organizational Climate

The dimensions used to form the organizational climate (IO) construct in this research are conflict between minority groups with different interests (Km); individualist attitude of teachers at school (Id); carrying out routine tasks at school (Tr), opportunity to carry out administrative tasks (Ta); enthusiasm for carrying out tasks (Sm); familiarity between teachers (Ka); happy atmosphere between teachers and principals (Sk); the familiarity of teachers with the school principal (Kk); work demands with the best results (Pk); correct errors correctly (Ko); providing examples of good work (Mc); and willingness to help subordinates (Mb). Based on testing using confirmatory factor analysis, the following results were obtained:

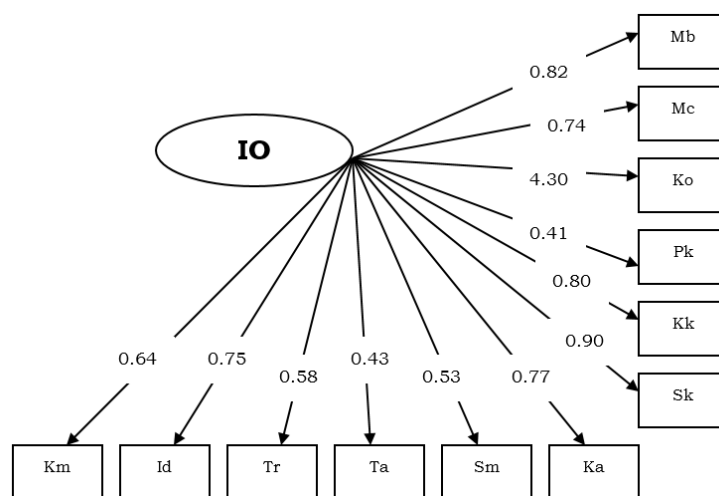


Figure 8. Confirmatory Factor Analysis of Organizational Climate Variables

Figure 8 shows that the conflict between minority groups with different interests (Km), individualist attitude of teachers at school (Id), carrying out routine tasks at school (Tr), opportunity to carry out administrative tasks (Ta), enthusiasm for carrying out tasks (Sm); familiarity between teachers (Ka); happy atmosphere between teachers and principals (Sk); the familiarity of teachers with the school principal (Kk); work demands with the best results (Pk); correct errors correctly (Ko); providing examples of good work (Mc); and willingness to help subordinates (Mb) have the exact dimensions in forming the organizational climate construct (IO). This can be seen in the lambda (λ) value indicated by each dimensional variable, which must be greater than or equal to 0.40 (Ferdinand, 2002) because if the lambda value is less than 0.40, then the variable is considered not to have the exact dimensions as other variables to explain a latent variable. Meanwhile, Solimun (2002) said that the lambda value for each variable is at least 0.30.

5. Organizational Effectiveness

The dimensions used to form the construct of organizational effectiveness (KO) in this research are the provision of freedom at work (Fl), initiative to make changes (IV), utilization of monitoring results for school development (Pw), school

development according to objectives (Pb); encouragement for achievement (Pr); emphasis on work productivity (Pv); concern for the welfare of subordinates (Ks); granting freedom to express opinions (Ha); seriousness in carrying out tasks (Mt); and giving confidence in work (Ly). Based on testing using confirmatory factor analysis, the following results were obtained:

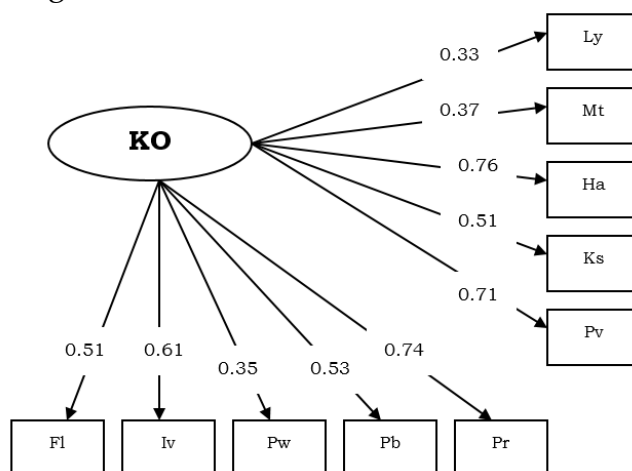


Figure 9. Confirmatory Factor Analysis of Organizational Effectiveness Variables

Figure 9 shows that providing freedom in work (Fl); initiative to make changes (IV); utilization of monitoring results for school development (Pw); school development according to objectives (Pb); encouragement for achievement (Pr); emphasis on work productivity (Pv); concern for the welfare of subordinates (Ks); granting freedom to express opinions (Ha); seriousness in carrying out tasks (Mt); and giving trust in work (Ly) have the exact dimensions in forming the construct of organizational effectiveness (KO). This can be seen in the lambda (λ) value indicated by each dimensional variable, which must be greater than or equal to 0.40 (Ferdinand, 2002) because if the lambda value is less than 0.40, then the variable is considered not to have the exact dimensions as other variables to explain a latent variable. Meanwhile, Solimun (2002) said that the lambda value for each variable is at least 0.30.

The results of computer calculations with Lisrel 8.30 against the lambda value criteria are shown in red numbers for indicators that cannot form factors. The tests showed that all indicators for each factor in this study were of the exact dimensions in forming factors, except for the indicator of conflicting goals with other people (Tt) for the conflict control variable.

Research shows that the managerial skills of school principals significantly influence the organizational effectiveness of MAN in South Kalimantan. School principals with abilities in strategic planning, resource allocation, and staff management tend to create an environment that supports educational goals (Mas'udi et al., 2021; Naz, 2021; Mohiuddin et al., 2022). This illustrates the importance of training and development of school principals in managerial aspects.

Research findings show that good organizational communication is crucial in increasing MAN's effectiveness. School principals who can convey information,

listen to feedback from staff and students, and facilitate open dialogue tend to create a more cooperative and results-oriented environment (Thariq, 2022). This reinforces the importance of the principal's role as a communicative leader (Lessy et al., 2023). Research identifies that the principal's ability to manage conflict positively impacts the madrasah's effectiveness. Effective conflict control can prevent disruptions in the teaching and learning process and increase staff productivity (Potabuga et al., 2021). This indicates the need to train principals in conflict management and create a harmonious environment.

Furthermore, a positive organizational climate has been proven to contribute to the motivation and performance of staff and students at MAN South Kalimantan. Research highlights that principals play an essential role in establishing an organizational climate that is inclusive, safe, and supportive of development. This shows that investment in creating a positive organizational climate can increase the overall effectiveness of the madrasah (Fadhli & Prasetyo, 2022). It is essential to understand that these factors are interrelated, not alone. The principal's managerial skills can influence organizational communication and climate (Tonich, 2021; Pavlidou & Efstathiades, 2021; Larasati & Raharja, 2020). In addition, effective conflict control can positively impact communication and organizational climate (Prasetyo, 2021).

CONCLUSION

This research provides the following conclusions: First, the principal's managerial skills significantly impact the effectiveness of MAN South Kalimantan. School principals with good managerial skills can efficiently plan, organize, lead, and control resources. This contributes positively to the achievement of educational goals and the quality of teaching in madrasah. Meanwhile, effective organizational communication is essential in ensuring that information and direction from management are conveyed clearly to all staff and members of the educational community. Good communication also creates an open and cooperative organizational climate, which supports the effectiveness of the MAN South Kalimantan organization.

Reasonable conflict control in an organizational environment can prevent or resolve conflicts between staff, teachers, or students. Conflicts that could be managed better can disrupt the learning process and school management. Therefore, the principal's ability to overcome The organizational climate creates an atmosphere where staff, teachers, and students feel comfortable and motivated to work and learn. The school principal has a crucial role in establishing a positive organizational climate. A favorable climate can increase the performance, motivation, and involvement of all organization members, which ultimately supports the effectiveness of MAN South Kalimantan. Thus, the positive relationship between principal managerial skills, organizational communication, conflict control, and organizational climate together contribute to the organizational effectiveness of State Madrasah Aliyah in South Kalimantan. Principals who can integrate these factors well have the potential to improve academic achievement and a healthy learning environment in their madrasah.

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