

JURNAL ILMIAH PEURADEUN
The International Journal of Social Sciences

p-ISSN: 2338-8617
e-ISSN: 2443-2067

www.journal.scadindepedent.org

Vol. 5, No. 2, May 2017
Page: 169-188

The Determination of Effective Educational Institution at Undergraduate Program of North Sumatra State Islamic University

Tien Rafida

State Islamic University of North Sumatra

Email: titinrafida@gmail.com

About JIP

Jurnal Ilmiah Peuradeun (JIP), the International Journal of Social Sciences, is a leading peer-reviewed and open-access journal, which publishes scholarly work, and specializes in the Social Sciences. Published 3 times per year (January, May, and September) with p-ISSN: 2338-8617 and e-ISSN: 2443-2067, and publishes the core ideas of the article or the research results of the social sciences, which aims to represent and publish original research results and reviews in the social sciences areas which delivered by practitioners and researchers, which had a significant impact and a real contribution to the community at large, practical and academic world. This includes studies and reviews conducted by multidisciplinary teams as well as research which evaluates or reports the results or conduct of such teams or scientific process in general. JIP to offer open access to its content, is licensed under a Creative Commons 4.0 International License (CC-BY-SA).

All articles published in this journal are protected by copyright, which covers the exclusive right to reproduce and distribute the article (e.g., as off prints), as well as all translation right. And any views expressed in this publication are the views of the authors and not of Editorial Board *Jurnal Ilmiah Peuradeun* (JIP) or SCAD Independent. JIP or SCAD Independent cannot be held responsible for views, opinions and written statements of authors or researchers published in this journal.

The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.

Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles.

JIP indexed/ included in Copernicus, Google Scholar, OAJI, DRJI, CiteFactor, DAIJ, ISJD, IPI, IOS, INFOBASE INDEX, GIF, Advanced Science Index IISS, ISI, SIS, ESJI, ASI, SSRN, Academia.Edu, ResearchGate, Academic Key, and PSI. JIP has been accredited at the IAO. JIP Impact Factor ICR by ISI: 0.479, Impact Factor ICV by Copernicus: 97.05, and Global Imfact Factor 0.543.



THE DETERMINATION OF EFFECTIVE EDUCATIONAL INSTITUTION AT UNDERGRADUATE PROGRAM OF NORTH SUMATRA STATE ISLAMIC UNIVERSITY

Tien Rafida

State Islamic University of North Sumatra
Email: titinrafida@gmail.com

Received: February 25, 2017 **Accepted:** April 28, 2017 **Published:** May 27, 2017
Article Url: <http://journal.scad-independent.org/index.php/jipeuradeun/article/view/131>

Abstract

Higher Education is an effective educational institution in determining and producing the next scientific generation in the future. There are some factors that can transform the higher education institutions, such as: commitment owned by the organizers, trust, interpersonal communication, leadership and organizational culture. This research was conducted from October 2015 until October 2016. The sample for this research is all lecturers in UIN North Sumatera amounted to 419 lecturers spread across 38 departments under eight faculties. This research aims to analyze the influence of one variable on other variables, either direct influence of 0.241, 0.273 and 0.212 or indirect influence of 0.097, 0.219, 0.120 and 0.472, those are: (culture of undergraduate school (X1), leadership (X2), and interpersonal communication (X3) and exogenous variables are trust (X4), commitment (X5) and effectiveness of undergraduate school (X6). This research use analysis technique of PATH ANALYSYS. Regarding the development model of an effective undergraduate school, it can also be assessed based on system approach techniques, ranging from inputs (to school effectiveness study); Processes/ throughputs; Outputs (of school effectiveness study); and outcomes (longer-term results of study).

Keywords: Effective School, Determination, Higher Education, Undergraduate Program

A. Introduction

Various phenomena indicate graduate schools at the State Islamic University of North Sumatra (UINSU) do not take place effectively. This condition can be known by comparing the number of students and the teachers with a ratio 1: 200, facilities and infrastructure are exist, service level to the level of the curriculum being taught. At this level of output produced is detected is not optimal due to the inefficiency that occurs in graduate school at UINSU.

Further seen at the lecturers' quality standard, many part time lectures who do not have a lot of teaching experiences, also found from some of the senior faculty who hold the title of professor are still rely on an assistant who recently graduated from magister. This condition is expected to affect the atmosphere in the classroom is less effective to boost output targeted.

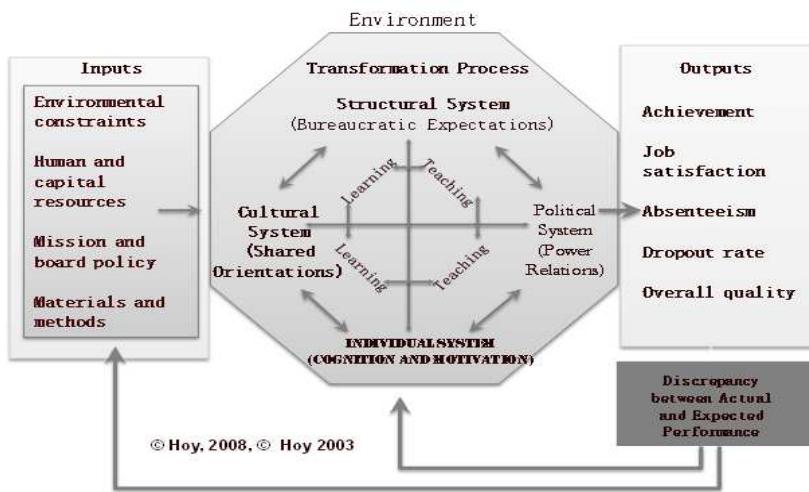
Looking at lack of the effective graduate school at UINSU both in terms of students, faculty, administrative personnel, facilities and infrastructure, as well as service system in undergraduate school at UINSU as already mentioned to increase its effectives can be built a model of school effective graduate school at UINSU with variable which effect to it, namely, leadership, organizational culture, communication, trust and commitment. This model should be based on the purpose of the transcendent that effective school-based character in question is transcendence. Based on the character of this transcendence means are all variables that affect the effectiveness of schools is the school of culture, leadership, communication, trust and commitment is also based the character of this transcendence.

B. Theoretical Review

1. Effective Schools

Taylor (1990: 55), effective schools were as schools which organize and utilize all its resources to ensure that all students can learn essential curriculum materials in the school. Hoy and Miskel (1998: 7) adapting this model in school by creating a social system model in the school.

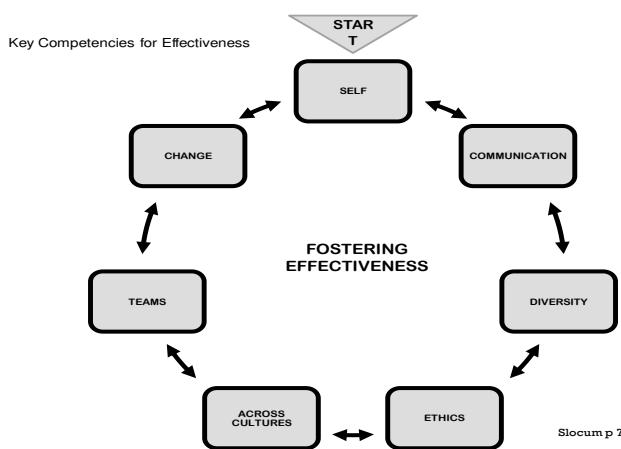
Social System Model for Schools



Picture 2.2: Hoy Miskel

Hoy and Miskel (1998: 19) described there were six dimensions that became characteristic how to make people as individuals and groups to be effective within the organization. namely, (1) the runway behavioral model of this system is the trust (trust), community (together) and meaning (meaning), (2) orientation of managerial caring (attention) and compassion (compassion), (3) orientation of SDM psychological ownership (4) the push people into work is self motivation, (5) the achievement of individual requirements were very broad and not limited (6) achievement of performance was determined by the sincerity and commitment to achieve the purpose of employment.

Sagala (2005: 77) asserted that the characteristics of effective schools is closely related to school management, leadership, commitment, consistency with the program objectives and targets of school, internal and external strategic environment, expectations, school climate and the role of government. According to Slocum (2009) there are several factors that affect the organization to be effective include competence consists of knowledge, skill and ability. Kind's competences are self, communication, diversity, ethics, across cultures, teams and change.



Picture 2.3: Slocum

2. Commitment

Peplau Taylor and Sears (1990: 350) stated that the commitment is all forces (attraction and barrier) that make a person stay in a relationship. Luthans (2006: 249) affirmed that the commitment was defined as: (1) a strong desire to remain as a member of a particular organization, (2) the desire to strive as desired organization, and (3) certain confidence and acceptance of the values and goals of the organization. In other words, commitment was an attitude who is reflecting on loyalty employees to the organization.

Arikunto (2000: 135) also said that commitment on task was not just the involvement of the course, but would show a person's willingness to be actively involved in an activity with high responsibility. Hoy and Miskel (1998: 100) emphasized that people who have a commitment to high duty usually show loyalty and professional ability.

Indeed, the commitment was multidimensional as described by Luthan (2006: 249-250) as follows: (1) affective commitment, (2) continuation of the commitment, and (3) normative commitment. Affective commitment was the employee's emotional attachment, identification and involvement in the organization. Continuance commitment was a commitment by losses related to the release of the employees of the organization. This may be due to loss of seniority on promotion or benefit. Normative commitment was a feeling of obligation to remain in the organization because it must be so, such action is the right thing to do.

Based on the description and the theory advanced by Schatz, Luthans, Sahertian, Wahjusumidjo and Hoy Miskel so it can conclude was referred to in this research was the attachment be felt called his soul to carry out their duties with full responsibility and continue to cultivate sincerity itself with an agreement or contract of employment which shows a set of attitudes. Formulations of indicators of commitment to the task were: (1) Concern on duty, (2) willingness tries to stay as a member, (3) Acceptance of the value of the organization.

3. Confidence (trust)

Trust was one's willingness to rely on others in which we had confidence for him. Belief was a mental state that was based on one's situation and its social context. When a person took a decision, he would prefer a decision based on the choice of the people he could trust more than the less believed (Morgan, 1994: 20-38).

Trust by Johnson & Johnson (2009) were an aspect in a relationship and continually changing and were fundamental in building and maintaining interpersonal relationships. Henslin in Kim (2003: 157-167) considered trust as the expectations and beliefs of individuals to the reliability of others. Foundations trusts include respect each other and accepted their differences. Individuals who had high trust tended to be preferred, happier, regarded as the closest person than individuals who have low trust. Based on some sense mentioned above concluded that the definition of trust was a basic element for the creation of a good relationship between the two sides which contain about hoped and confidence to the reliability of the individual person.

According to Rousseau and his friends (1998: 303-404) trust was a psychological territory that were of concern to accept what was based on expectations of good behavior from others. Furthermore, according to Mayer and his friends (1995: 709-734) consumer confidence was defined as the willingness of the parties to accept the risk of the other party action based on the expectation that the other party would be an important act for parties who believe, regardless of the ability to supervise and control the actions of the parties unbelievable. Meanwhile, according to Pavlou

(2002: 667-675) trust as an assessment of one's relationship with others who would do certain transactions in line with expectations in an environment of uncertainty.

Based on the description that had been noted by Johnson & Johnson, Henslin, Rousseau et al, Mayer et al, Falcone & Castelfranci and Sopiah then according to the analysis of researchers, the trust referred to in the study was the cover picture of good relations between the two sides which contain about the expectations and beliefs of individuals the reliability for someone. Indicator confidence measurement namely: (1) the belief of others, (2) think positively of others, (3) Opening distance from other people, (4) provide opportunities for others to act, and (5) improve social relationships with others.

4. Interpersonal communication

Sarah Trenholm (1991: 8) stated that at the level of the most common, communication was a process of treating information (a process of acting on informative). Baran (2004: 4) described the communication was the process of moving a message from a source to the receiver. More described by Baran (2004: 5) interpersonal communication was a process of communication between two or more persons.

Stephen W. Littlejohn (1991:17) said that interpersonal communication was a communication between two people who were usually in the form of face to face communication (face to face), and background situation (setting) private. Besides, Stoner and Freeman (1992: 149) defined interpersonal communication as a process in which people were trying to get the same sense through messaging. Robbins (2004: 213) meant any individual carrying out the interpersonal communication, there were three of them: (1) oral communication, in the form of speeches, one conversations and group discussions, and its advantages were speed and feedback they produce, (2) a written communication, in the form of memos, letters, emails, facebook, facsimile transmission, periodic reports of the organization, announcements on bulletin boards, or other device that was sent via words or written symbols, and (3) non-verbal communication, in the form of body movement, intonation or stress the words.

Thoha (2003: 190) interpersonal communication was the process of delivering the news carried by a person and the receipt of the news by another person or a small group of people, with a due and immediate feedback. Rival (2007: 99) on behavior-oriented interpersonal communication to emphasize to the process of information from one person to another. This was similar to what was stated by Muhammad (2007: 59) interpersonal communication was a process of exchanging information between a person with at least one other or usually between two people who could immediately known it back. Of communication that occurs between two or more people would produce four forms of interpersonal communication as described Redding in Muhammad (2007: 159) that interpersonal communication could be grouped into four, namely: (1) The intimate interaction. Intimate interactions including communication among good friends, a married couple, family members, and people who had a strong emotional bond. In the organization, this relationship was developed in the form of informal communication; (2) Social conversation, the interaction between someone who was in control. Who asked or even demanded information from in other; (3) interrogation or investigation, was the interaction between a person who was in control, who requested or even demanded information than others; and (4) the interview was a form of interpersonal communication in which two people engage in a conversation in the form of question and answer.

Noting model of humanistic and pragmatic proposed by DeVito and theories of Thoha, Stoner and freeman then interpersonal communication in this research were the ability to try to obtain the meaning and relationship between the parties that were communicating to include (1) transparency (2) empathy, (3) mutual support, (4) oriented to others.

5. Leadership

Terry (1983: 327) leadership was a relationship in which one person which leaders influence others to cooperate voluntary in the business tasks that relate to accomplish desired by the leader. Leadership was a process of influencing others to achieve goals, as presented Hersey and Blanchard (1988: 83) "Leadership was the activity of the Influencing people to strive willingly for group objectives".

Yukl (2009: 8) leadership was the process of influencing others to understand and agreed with what needed to be done and how the task was done effectively, as well as the process to facilitate individual and collective efforts to achieve common goals. Gribbin, A (1992: 9) "Leadership could be Described as a process of influence on a group in a particular situation, at a given point of individual time, and in a specific set of ATTAIN organization objectives, giving them the experience or helping ATTAIN the common objectives and satisfaction with the type of leadership provide".

According to Koontz et al (1984: 306) leadership was "We define leadership as Influence, the art organization process of the Influencing people so that will thrive willingly and enthusiastically toward the achievement of group goals. This concept can be enlarged to imply not only willingness to work but Also willingness to deal and work with confidence. Davis (1972: 140): "it has been pointed out that an organization consists of a group of individuals cooperating under the direction of executive leadership toward the accomplishment of certain common objectives".

Fiedler and Charmers (1974: 52) the main issues of leadership could be divided into three main issues, namely: (1) how could someone become a leader, (2) how the leaders behave, and (3) what made leaders successful, Relative to the Wahyusumidjo (2002: 19) leadership that consisted of a variety of approaches in essence an attempt to answer or provide problem-solving that is contained in all three issues. Almost the entire leadership research could be grouped into four different approaches, namely the influence of authority, traits, behavioral and situational. Based on the nature of the approach, the success of a leader is not only influenced by personal characteristics, but also determined by the skills (skills) personal leader. This was in line with the opinion of Yukl (2009: 5) which states that personal traits and skills of a person's leadership role in the success of a leader.

Leadership in this study refers to the prophetic leadership raised by adh-Dzakiey and coupled with the theory put forward by Terry and Good. Based on the above, the leadership was the ability for the influence of other people based on the belief and tenets of religion which carries the mission of moral progress and the spiritual, embed motifs higher life and

lofty form of the quality of goodness, beauty, generosity and refinement indicator (1) Being able to motivate others, (2) ability feedback, (3) ability to participate, (4) Delegating tasks, (5) Control.

6. School culture

Hadiyanto (2004: 153) school culture was the end product of the interaction between groups of students in the school, teachers and administrative staff (administrators) who were working to achieve a balance between the dimensions of the organization (school) with individual dimensions. Sergiovanni and startt in Hadiyanto (2004: 155) explained that the school culture was a characteristic that existed, which describes the characteristics of a psychological than a particular school, which was different school from another school, influenced the behavior of teachers and learners and the psychological feeling that held by teachers and students in a particular school.

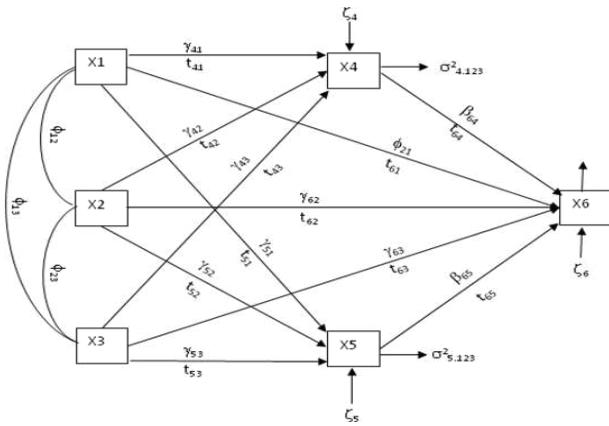
Moedjiarto (2002: 28) quotes Larsen define school culture was the norm, the expectations and beliefs of the personnel involved in the organization of schools that can provide the impetus for action that leads to high student achievement. In harmony with the development of school culture, Klob in Komariah (2006: 46) noted 7 dimensions of organizational culture that could be adapted to the culture of the school, namely: (1) conformity (conformity), if an organization a lot of rules that must be obeyed by the staff/ employees when the rules were not relevant to the execution of work. Such organizations were said to have conformity low and otherwise called high conformity, (2) the liability (responsibility), if an organization all of the decision made by a single person who was at the helm, the work climate was therefore climate with responsibility Low , because basically the subordinate was never given the opportunity to have the responsibility, (3) remuneration (reward), if an organization all the people felt that even if they were doing well, but did not get an award or remuneration for but if making small mistakes punished. Working climate The climate was working in exchange for a low, (4) the spirit of the group (team spirit), if an organization people suspect each other, it is

difficult to trust each other, and there was no feeling of a group, the working environment was therefore working climate with team spirit is low, (5) clarity (clarity), when in an organization with the working procedures were not clear, people feel not know for sure which one's responsibility and authority, the work climate was therefore working climate with clarity low , (6) standard (standard), the provisions of which are set about the quality of the work by its members, and (7) The leadership (leadership), if an organization was not felt their guidance and attention superior to the performance of the people in it hence the sustainability the organization runs itself so that the climate in his routine so caused working climate was with low leadership.

Referring to the theory startt, Larsen, Mulyasa, Hadiyanto and Pidarta the school culture was intended in this study were the characteristics that described the characteristics of a psychological than a particular school, which distinguished a school from another school, influenced the behavior of teachers and learners and were a psychological feeling hold by teachers and students in a particular school. In this case the dimensions were indicators to examine the culture of the school include: enforcement of good discipline, togetherness, appreciation of work and communication.

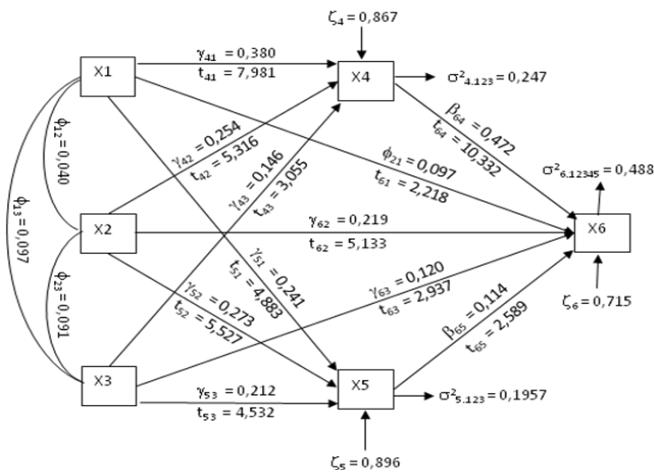
C. Method

This research was conducted at the undergraduate school at the UIN-SU of North Sumatra, and was implemented in February 2015 to October 2016. The sample in this study were all full-time lecturers at the undergraduate school at UIN-SU of North Sumatra Province that were totaling 419 professors in 38 study program/ departments under the guidance of 8 (eight faculties). This study analyzed the effect of one variable against another, both the effect of direct and indirect influence, namely: (Cultures undergraduate school study (X1), Leadership (X2) and Interpersonal Communication (X3) as a variable exogenous are the variables Trust (X4), Commitment (X5) and the undergraduate school effectiveness (X6). the analysis technique used PATH ANALISYS with LISREL program version 8.30. Schemes research analysis offered were as follows:



D. Finding and Discussion

1. Result finding could be described as follows:



2. Direct Impact

Statistical analysis shows that the coefficient of undergraduate school cultural influence, leadership and interpersonal communication of each of the trust amounting to 0.380; 0.254 and 0.146 with a coefficient value t_{count} respectively 7.981; 5.316 and 3.055. For t_{table} coefficient value at significance level of 95% and 99% respectively by 1.967 and 2.591. By comparing the value of the coefficient t_{count} with t_{table} it could be said that the influence exerted by the variable undergraduate school culture,

leadership and interpersonal communication of each of the trust was significant. Structural equation model that could form namely:

$$f(X4) = 0.380 X1 + 0.254 X2 + 0,146 X3$$

The relationship between undergraduate school customs, leadership and interpersonal communication with the commitments. The correlation coefficient of 0.255 respectively; 0.303 and 0.241 respectively with t_{count} coefficient 5.812; 5.792 and 4.532 otherwise very significant. Based on the results of statistical analysis showed that the coefficient of undergraduate school cultural influence, leadership and interpersonal communication of each of the commitments amounted to 0.241; 0.273 and 0.212 with a coefficient value t_{count} respectively by 4.883; 5.527 and 4.288. For t_{table} coefficient value at significance level of 95% and 99% respectively by 1.967 and 2.591. By comparing the value of the coefficient t_{count} with t_{table} it could be said that the influence exerted by the variable undergraduate school culture, leadership and interpersonal communication of each of the commitments was significant. Structural equation model that could form namely:

$$f(X5) X1 = 0.241 + 0.273 + 0.212 X2 X3$$

The influence of undergraduate school customs, leadership, interpersonal communication, trust and commitment to the effectiveness of the undergraduate school. The correlation coefficient of 0.323 respectively; 0.402; 0,253; 0.262 and 0.369 respectively with t_{count} coefficient 6.225; 8.016; 4.766; 14.644 and 7.249 otherwise very significant. Based on the results of statistical analysis showed that the coefficient of cultural influences undergraduate school, leadership, interpersonal communication, trust and commitment of each of the effectiveness of the undergraduate school of 0.097; 0.219; 0.120; 0.472 and 0.114 with a coefficient value t_{count} respectively 2.218; 5.133; 2,937; 10.332 and 2.589. For t_{table} coefficient value at significance level of 95% and 99% respectively by 1.967 and 2.591. By comparing the value of the coefficient t_{count} with t_{table} it could be said that the influence exerted by cultural variables undergraduate school and / or commitment was significant. As for leadership, interpersonal communication, confidence in the effectiveness of the undergraduate school has a very significant influence. Structural equation model that could form namely:

$$f(X6) = 0.097 + 0.219 X1 X3 X2 + 0.120 + 0.472 + 0.114 X4 X5$$

3. Indirect Effect

The indirect effect of school customs scholar (X1) through a trust (X4) and leadership (X5) on effective schools (X6) of 0.207 with a coefficient t_{count} of 6.72. therefore t_{table} coefficient values for $\alpha(0.05: 329) = 1.966$ and t_{table} to $\alpha(0.01: 329) = 2.588$ were greater than the value of the coefficient t_{count} . Thus, the indirect effect undergraduate school culture (X1) through a trust (X4) and commitment (X5) on effective schools (X6) expressed very significant. With a contribution of (0.207) $2 \times 100\% = 4.28\%$.

The indirect effect of leadership (X2) through a trust (X4) and leadership (X5) on the effectiveness of undergraduate school (X6) of 0.151 with a coefficient t_{count} 5.28. therefore t_{table} coefficient values for $\alpha(0.05: 329) = 1.966$ and t_{table} to $\alpha(0.01: 329) = 2.588$ is greater than the value of the coefficient t_{count} . Thus, the indirect influence of leadership (X2) through a trust (X4) and leadership (X5) on the effectiveness of undergraduate school (X6) expressed very significant. With a contribution of (0.151) $2 \times 100\% = 2.29\%$.

4. Total Effect

The total effect of cultural variables undergraduate school (X1) on the effectiveness of undergraduate school (X6) of 0.3049, with coefficient t_{count} 6.66. Therefore t_{table} coefficient $\alpha(0.05: 329) = 1.966$ and t_{table} on $\alpha(0.01: 329) = 2.588$ were greater than t_{count} , thus, the total effect of cultural variables undergraduate school (X1) to variable effectiveness undergraduate school (X6) expressed were very significant, with the contribution given by (0.3049) $2 \times 100\% = 9.29\%$.

The total effect of leadership variable (X2) on the effectiveness of undergraduate school (X6) of 0.3708, with coefficient t_{count} 8.07. Therefore t_{table} coefficient on $\alpha(0.05: 329) = 1.966$ and t_{table} on $\alpha(0.01: 329) = 2.588$ greater than t_{count} , thus, the total effect of leadership variable (X2) to variable undergraduate school effectiveness (X6) expressed very significant, with the contribution given by (0.3708) $2 \times 100\% = 13.75\%$.

The total effect of interpersonal communication variable (X3) on the effectiveness of undergraduate school (X6) of 0.2140, with coefficient t_{count} 4.66. Therefore t_{table} coefficient on $\alpha(0.05: 329)=1.966$ and t_{table} on $\alpha(0.01: 329)=2.588$ greater than t_{count} , thus, the total effect of interpersonal communication variable

(X3) to variable school effectiveness undergraduate (X6) expressed were very significant, with the contribution given of (0.2140) $2 \times 100\% = 4.58\%$.

Summary results of calculation of direct effect, indirect effect and effect as well as the total contributions made by the exogenous variables on the endogenous variables of each sub-model structure could be seen in the following table:

Summary Results of Direct Effect Analysis, Indirect Effect, Total Effect, Determination and Residues

| Variabel | Confisien the Direct Effect, Indirect Effect, Total and Contribution Effect | | | | | | | | | | Total | | | | |
|----------------|---|---------|----------------|---------|----------------|---------|--------------|---------|-------|---------|---------|-------|---------|--|--|
| | X ₄ | | X ₅ | | X ₆ | | | | | | | | | | |
| | Direct | | Direct | | Direct | | Indirect | | Total | | t count | | | | |
| | p | t count | P | t count | P | t count | P | t count | p | t count | 0,05 | 0,01 | | | |
| X ₁ | 0,380 | 7,981 | 0,241 | 4,883 | 0,097 | 2,218 | 0,207 | 6,72 | 0,305 | 6,66 | 1,966 | 2,588 | | | |
| X ₂ | 0,254 | 5,316 | 0,273 | 5,527 | 0,219 | 5,133 | 0,151 | 5,280 | 0,371 | 8,07 | | | | | |
| X ₃ | 0,146 | 3,055 | 0,212 | 4,532 | 0,120 | 2,937 | 0,093 | 3,590 | 2140 | 4,66 | | | | | |
| | X ₄ | | | 0,472 | 10,332 | | | | 0,472 | 10,33 | | | | | |
| | X ₅ | | | 0,114 | 2,589 | | | | 0,114 | 2,58 | | | | | |
| | THE EQUATION COEFECIEN STRUCTURE DETERMINAN AND RESIDUALS | | | | | | | | | | F count | % | F tabel | | |
| | $f(X_4) = 0,380 X_1 + 0,254 X_2 + 0,146 X_3$ | | | | | | σ_4^2 | 0,247 | 36,22 | 24,7 | 2,632 | 3,841 | | | |
| | $f(X_4) = 19,17 + 0,29X_1 + 0,17X_2 + 0,11X_3$ | | | | | | ζ_4^2 | 0,867 | | 86,7 | | | | | |
| | $f(X_5) = 0,241 X_1 + 0,273 X_2 + 0,212 X_3$ | | | | | | σ_5^2 | 0,195 | 26,77 | 19,5 | | | | | |
| | $f(X_5) = 8,24 + 0,22X_1 + 0,21X_2 + 0,18X_3$ | | | | | | ζ_5^2 | 0,896 | | 89,6 | | | | | |
| | $f(X_6) = 0,097X_1 + 0,219X_2 + 0,120X_3 + 0,472X_4 + 0,114X_5$ | | | | | | σ_6^2 | 0,488 | 62,63 | 48,8 | | | | | |
| | $f(X_6) = -4,03 + 0,11X_1 + 0,21X_2 + 0,13X_3 + 0,70X_4 + 0,14X_5$ | | | | | | ζ_6^2 | 0,715 | | 71,5 | | | | | |

5. Implications of Research Results

There are five main factors that are ancillary or prerequisite awakening effectiveness undergraduate school in order to improve the quality of output that is strong leadership, clarity of vision and mission of study programs/department, subdued climate of security and order of students, monitoring progress of the students of the faculty academic advisors, and high expectations of all component undergraduate school organizer.

Strong leadership; Leadership qualities greatly affect the achievement of an effective undergraduate school. Leadership/ Department undergraduate school in this respect as the leader of the formal and factual a undergraduate school should be able to combine and synergize the organizers of such components: the leaders in the Faculty/ Dean, lecturers, students, and all employees/ staff undergraduate school. In addition rector of the undergraduate school must also be able to maximize the infrastructure needed for effective implementation of undergraduate school.

The rector of the undergraduate school should be able to be an example of integrity that is exemplary by all organizers at undergraduate school at UIN-SU. Integrity of a Rector greatly affects the quality of the organizers of the institution he leads. With good integrity, a leader in this regard Rector undergraduate school will be adhered to and respected by the organizers of the lead component so it can create organizational environments that is undergraduate school and are cheated the conducive. Rector of the undergraduate school also should focus on overseeing any activity which occurred in the undergraduate school. The sustain ability of such the supervision is very important to maintain the quality of undergraduate school environment leads. When the process is not assessed in accordance with the standards of the rector of undergraduate school and all that is in it Part undergraduate school will work together to seek redress so that the quality of service to students will walk up.

Clarity of vision and mission of the school; undergraduate school need to have a clear vision and mission start-level study program/ department, faculty and even to university level for effective undergraduate school will move in accordance with the vision translated into several pieces missions that will be implemented to achieve the objectives of effective schools are ideal. With a clear vision of the mission of undergraduate school will move directionally. Starting from the Rector, the Dean and Department Chairman would be easier to translate and implement the vision of the mission of the program of work.

At the beginning of his tenure providers ranging from undergraduate school rectors, deans and department chairman is expected to socialize with

good vision and mission to the lecturers and staff employees as well as students. Then the organizers of the undergraduate school together hand to hand apply their vision and mission to innovate all the time to improve the effectiveness of the implementation of undergraduate school. The undergraduate school climate that is conducive to be achieved when the rector and the entire leadership of the faculty and the department chairman together in one voice and one purpose to solve problems that occur. With the above process, the effectiveness of the undergraduate school can implement the vision - mission well and producing educational process and output quality.

Climate preservation of order and security of students, to achieve the effective undergraduate school, climate preservation of environmental security and order in the undergraduate school are absolutely necessary, the undergraduate school climate that will lead to awake the spirit of learning. The spirit of healthy competition among students towards achievement will increase by itself. To maintain the climate of security and order the most important thing is the example of leaders ranging up to university level study programs/ department as organizational leaders of undergraduate school, and faculty as a leader in the implementation of lectures in class. The leader of undergraduate school should be able to be a pioneer in terms of ideals and integrity should also be able to transmit to the exemplary eventually be replicated by students in maintaining their behavior at undergraduate school.

It is also important that a clear system of rules and implementation of the firm to deal with student behavior that is not good. The leaders in the undergraduate school institutions and assisted by the lecturers should be able to formulate and implement proper rules on any violations committed by students.

Monitoring progress of learners, learner supervision is necessary to achieve an effective undergraduate school. Supervision will be very useful to know the potential and development of the quality of students so that if it is found there is not reasonable in student development decision can be taken immediately so as not already lead to the negative things. Supervision of learners should be carried out continuously in a period that is not too long. This is so that if there are irregularities in the development of students can be addressed because problems occur. Besides that supervision as it also encourages students to always be motivated to develop their potential.

High expectations, high expectations referred to here are positive motivational expectations of student achievement in obtaining targeted. An expectation was high and is expected to provide motivation and confidence. High expectations have indeed naturally arisen when the undergraduate school has been effective and have a good track record in the public eye.

Effective school scholar like this demanded to manage the expectations of many users, so it is not a burden on the community. Meanwhile, if the undergraduate school has not had such expectations, then policy makers should establish an undergraduate school in undergraduate school reputation of the institution that is able to give the public confidence.

Model development of effective undergraduate school can also be assessed based approaches ranging system of inputs (to school effectiveness study); processes/ throughputs; outputs (of school effectiveness study); and outcomes (longer-term results of study).

There are a variety of instructions for effective undergraduate school to be able to live and compete more at the undergraduate school by: (a) continuously innovate to develop the creativity of students, employees and various services in undergraduate school institutions; (b) adopt a new philosophy, by making quality as a philosophy and a new paradigm with an emphasis on the quality of teaching and the quality of undergraduate school; (c) stop relying on mass inspection, it must be ensured that educators/ lecturers should produce good quality performance; (d) engage with parents (community) or other undergraduate school to ensure the quality of the input; (e) carrying out continuous evaluation and research to develop systems and processes as well as the development of quality and productivity; (f) conducting training and retraining about total quality for lecturers, students, official/ staff/ employees. The lecturers are leading role models in quality with the power of self development, decision-making and problem-solving; (g) rector, dean and chairman of the department/ study program in undergraduate school as a leader to direct the lecturers and students in the learning process, (h) all employees must feel they can demonstrate or explain the various problems encountered and seek the way of development.

In the classroom, the lecturers must develop a culture of good communication with students; (i) the entire academic activity should work in

accordance with the policies and objectives of the institution undergraduate school. Need eliminated the barrier between the various departments and employees as well as among the students; (j) reduce the slogan, insistence and target are different of imposition from outside; (k) reduce the numbers of quotas, to be replaced with the implementation of leadership, because quotas would reduce productivity and quality; (l) remove any obstacles that could eliminate the pride of the leadership, staff and students to performance skills; (m) provide education or personal development programs for everyone in line with the needs and mastery of materials, methods and new techniques; and (n) the manager should give a change for all parties to take part or role in achieving quality sustainable undergraduate school effectiveness.

E. Conclusion

Conclusion of the previous findings, this study draws conclusions as follows: undergraduate school customs, leadership and interpersonal communication affect directly or indirectly through the trust and commitment that are built by all personnel of undergraduate school to program planning, implementation work plans, supervision and evaluation, undergraduate school leadership, management information systems as a form of effective undergraduate study, efficient and sustainable.

Bibliography

- Academy of Management Review. 23 (3), 393-404.
- Arikunto, S (2000). *Learning Management*. Jakarta: Rineka Copyright.
- Baran. Stanley, J. (2004). *Introduction to Mass Communication*. New York: McGraw Hill.
- Calendar, L. and Triatna A. C. (2006). *Visionary Leadership Towards Effective Schools*. Jakarta: Earth Literacy.
- Fiedler, F. E. and Charmers, M.M. (1974). *Leadership and Effective Management*. Glenview Illinois: Scott, Foresman and Company.
- Gribbin, A. (1992). *Reventing Leadership*. Translation Asril Mardjohan, Jakarta: Inter Script.

- Hadiyanto (2004). *Finding figure Decentralized Education Management in Indonesia*. Jakarta: Rineka Copyright.
- Hersey, P. and Blanchard, K.H. (1988). *Management of Organization Behavior*. London; Prentice Hall, Inc.
- Hoy W.K. and Miskel, CG. (1998). *Educational Administration, Theory, Research and Practice*. New York: Random House, Inc.
- Hughes, K. J., & Batten, L. (2016). The Development of Social and Moral Responsibility in Terms of Respect for The Rights of Others. *Jurnal Ilmiah Peuradeun*, 4(2), 147-160.
- James A.F Stoner and R. Edward Freeman. (1992). *Management*. Jakarta: Intermedia, translation: Wehlmus W et al.
- Johnson, D. W., & Frank P. Johnson. (2009) *Joining Together: Group theory and group skills*. 10th ed. Upper Saddle River, NJ: Pearson Education.
- Kim, D. J., Lee, Ferrin, D. L., and Rao, H. R. Antecedents of Consumer Trust in B-to-C Electronic Commerce, Americans Proceedings of the Ninth Conference on Information Systems, pp. 2003. 157-167.
- Koontz, H. et.al. (1984). *Management a contingency System and Analysis of Managerial Function*. Tokyo: Megraw Hill, Kogakusha.
- Luthan, F. (2006). *Organizational Behavior*. 10th Edition. Interpretation: Yuwono, V.A et al. Yogyakarta; Andi Offset.
- Lvina, E. (2015). The Role of Cross-Cultural Communication Competence: Effective Transformational Leadership Across Cultures. *Jurnal Ilmiah Peuradeun*, 3(1), 1-18.
- Mayer, R.C., Davis, J. H., and Schoorman, F. D. (1995) An Integrative Model of Organizational Trust, *Academy of Management Review*. 30 (3): 709-734.
- Moedjianto (2002). *Educational Excellence Methodology for Improving Quality of Education*, Jakarta: Ambassador Library.
- Morgan, R. M and Shelby D Hunt. (1994) "The Commitment Trust of Relationship Marketing", *Journal of Marketing*. Vol. 58: 20-38.
- Pavlou, P. A., and Gefen, D. (2002). Building Effective Online Marketplaces with Institution-based Trust, Proceedings of the Twenty-Third International Conference on Information Systems, pp. 667-675.
- Rousseau et al. (1998). Not So Different After All: A Cross-Discipline View of trust.

- Sagala, S (2005). *School-Based Management and Society Strategu Winning Quality Competition*. Jakarta; Nimas Multima.
- Sariakin, S. (2016). Model-Based Development of English Language Learning Characters in Improving Students Achievement of SMA. *Jurnal Ilmiah Peuradeun*, 4(2), 173-182.
- Slocum/ Hellriegel. (2009). *Principles of Organizational Behavior*. Twelfth Edition.
- Stephen W. Littlejogn, og. (1991). *Theories of Human Communication*. California: Wadsworth Publishing Company.
- Sulaiman, S. (2015). Classroom Management and the Implications to Quality of Learning. *Jurnal Ilmiah Peuradeun*, 3(3), 431-440.
- Taylor, B. and Bullard. P. (1990). *Unusually Effective School*, Center for Effective Schools, CCE Oklahoma University.
- Taylor, S.E., Peplau, L.A., and Sears, D.O. (2009). *Social Psychology*. 12th Edition. Interpretation: Tri Wibowo B.S. Jakarta: Prenada Media Group.
- Terry, G.R. (1983). *Principles of Management*. Seventh Edition. Interpretation: Winardi, Bandung; Alumni.
- Trenholm, Sarah. (1991). *Human Communication Theory*. Englewood Cliffs, New Jersey, Prentice Hall, Inc.
- Usman, M. (2015). Teaching Model of Learning English Writing at University. *Jurnal Ilmiah Peuradeun*, 3(3), 441-450.
- Usman, N., Murniati, A. R., & Marzuki, M. (2016). The Influence of Leadership in Improving Personnel Performance at Traditional Islamic Boarding School (Dayah). *Jurnal Ilmiah Peuradeun*, 4(2), 205-216.
- Wahyusumidjo (2002). *Leadership Principal*. Jakarta: RajaGrafindo Persada.
- Yukl, G.A. (2009). *In Organization Leadership, Leadership in Organization*, Fifth Edition Interpretation: Budi Supriyanto. Jakarta: Index.
- Yusoff, M. Z. M., & Hamzah, A. (2015). Direction of Moral Education Teacher To Enrich Character Education. *Jurnal Ilmiah Peuradeun*, 3(1), 119-132.