

International Journal of Educational Review

Publishes original research both theory and practices in Educational Management; Social Studies Education; Educational Technology; Natural Science Education; Guidance and Counseling; Primary Education; Linguistics Education; Early Childhood Education; and Mathematics Education

E-ISSN 2685-709X

P-ISSN 2685-905X

Volume 2, Issue 1, January-June 2020

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International Journal of Educational Review is published by Doctoral Program, Faculty of Teacher Training and Education, Universitas Bengkulu, which disseminates the latest research findings from educational scientists in many fields of education. More detail, it focuses on publishing original research of educational management, social studies education, educational technology, natural science education, guidance and counseling, elementary education, linguistics education, early childhood education and mathematics education. It is a biannual journal issued on January and July. The editors welcome submissions of papers describing recent theoretical and experimental research related to (1) theoretical articles; (2) empirical studies; (3) practice-oriented papers; (4) case studies; (5) review of papers, books, and resources.

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The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict on Organizational Effectiveness

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Received February 22, 2020; Revised February 27, 2020; Accepted March 9, 2020

Abstract: This study investigated whether the effect correlation exists between the Transformational Leadership, Interpersonal Communication, Organizational Conflict and Organizational Effectiveness in dayah in Aceh. Data were collected by questionnaires by 90 teachers in 3 pesantren, analysis using Path Analysis. The study found that the transformational leadership was most frequently employed, followed by the interpersonal communication, and then organizational conflict. The study found a positive effect transformational leadership, interpersonal communication and organizational conflict towards organizational effectiveness. Finally, organizational effectiveness differed according to leadership and communication factors. Suggestions from this research are there is a need to develop the organizational effectiveness by attitude, motivation and technology in utilizing existing resources in the pesantren, dayah program and unit program. Findings of this study also open a new area of research on dayah principalship, performance, and effectiveness in the Aceh Government.

Keywords: Transformational Leadership; Interpersonal Communication; Organizational Conflict; Organizational Effective

1. Introduction

Globalization causes changes in the social order. The educational institution is an agent of social change that aims to provide human resources who have international competitiveness (Martono, 2011; Maseleno, et al, 2019; Fitria et al, 2019). It seems to be a contradiction when the government through education tries to provide competitive human resources, but there isn't really an effective and intelligent educational system that causes the low quality of its citizens (Fitria et al, 2019).

The practice of ineffective educational management was demonstrated through several credible research and survey results. The Guardian news source launched the world education ranking published by the OECD, placing Indonesian education ranked 57th out of 65 countries. These negative results are linked to the PISA study report on the effectiveness of school organizations in 2015 which ranked Indonesia 69th out of 76 countries (PISA, 2016).

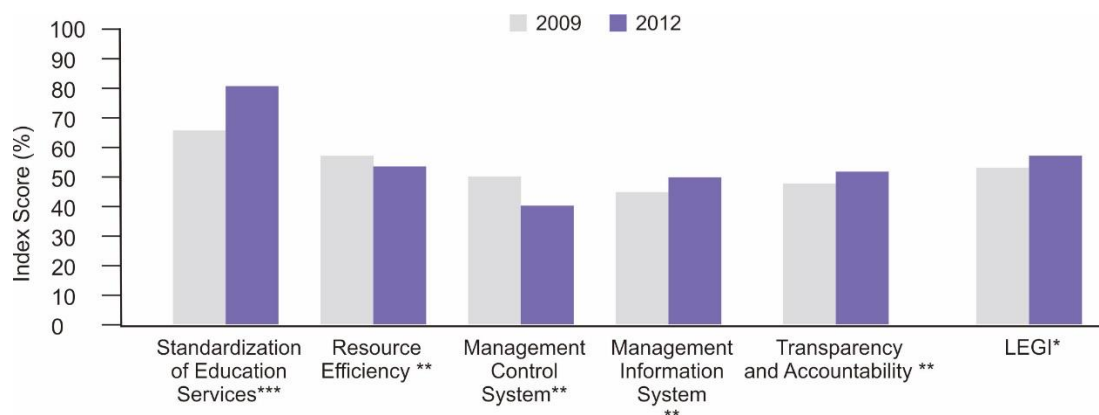


Figure 1. Educational Governance Index Score Based on SNP. Educational Management Effectiveness Survey of Local Government Indonesia, 2009 and 2012

Additionally, survey research conducted by the World Bank on the performance of education in 50 local governments in Indonesia, showed unsatisfactory results as shown in figure 1.1. The figure above shows the findings of educational management have increased between 2009 and 2012 but they are low (index value less than 45%) (Al-Samarrai, 2013; Kristiawan, 2014).

At the micro-level, the problem that occurs in Aceh is the lack of professional human resources, so the educational management process runs less effectively and causes less quality in educational outputs (Inayatillah, 2015). On the other hand, after the 2004 tsunami, Islamic educational institutions both pesantren and madrasah have significant progress in terms of infrastructure development.

Empirical data for 2018 shows that Aceh became a province with the highest failure rate for high school final examinations all over Indonesia (ranked 34) only in 2019 achieved the 27th rank (Zairi, 2019) (Kumparan, 2019). Actually, from all provinces in Indonesia, Aceh is recorded as the province with the second-highest education budget allocation in Indonesia, amounting to 8.90% (12 trillion) and special autonomy funds in the education sector of 7.7 trillion annually (Serambi News, 2016).

In the context of educational institutions, the objective condition of the

Indonesian people today is a portrait of educational dualism; General education and Islamic education. General education is represented by junior high school, senior high school, and vocational school while Islamic education is represented by pesantren and madrasah (Fajar, 2011). Islamic school in Aceh is called dayah. Based on statistical data from the Ministry of Religion, the development of dayah continues to increase significantly from year to year. In 2018 there are 1174 dayah in Aceh with 220,033 students (Kementrian Agama, 2019). (Ministry of Religion, 2019). This reality proves that pesantren education is no longer becoming a secondary choice but a primary choice for the people of Aceh.

Dayah is the name of the Acehnese for Islamic boarding schools. The word dayah comes from Zawiyah Arabic which literally means corners, In Java the term "dayah" is not known, which is known only as Islamic boarding school (Amiruddin, 2013) (Mizaj, 2018) (Prasetyo, 2016), dayah also as an institution of community religious strengthening that is filled by the thoughts of the cleric when creating social events (Abee, Nasution, & Abas, 2019).

Dayah makes a very positive contribution to Aceh. Dayah also produced many ulama. The leadership of ulama plays a central role in maintaining social stability in the community (Hanafiah, 2018) and peace in

Aceh (Wildan & Drajat, 2019). The ulama who were born from pesantren are empirical evidence of the effectiveness of dayah education. Entering the current era of disruption, most pesantren in Aceh have transformed in terms of teaching systems, institutional management, and leadership regeneration. There are even some pesantren that have opened tertiary education or *ma'had ali* which aim to facilitate the graduations of dayah to be more competitive in facing global competition. The change was successfully implemented while maintaining the local heritage of pesantrenan or the teaching of the Islamic traditional book *kutubutturats* (Hadi, 2017).

Dayah has a development strategy in achieving its vision and mission for the sake of public trust. The achievement between results and programs in management science is called the effectiveness. Organizational effectiveness is a part of the process of improving the quality of the Institute as well as achieving organizational sustainability.

In the study of effectiveness at pesantren, several researchers stated that the challenge of leaders is to identify endemic problems in their institutions. Furthermore, Wahyudi cites Robbins that educational institutions as the organization which face a series of organizational conflicts that if not managed properly will adversely affect schools.

Organizational effectiveness in his study is a part of the process of improving the quality of dayah as well as a form of achieving institutional sustainability. In their studies of effectiveness at pesantren, several researchers stated that the challenge of the leaders was to identify endemic problems in their institutions. Furthermore, Wahyudi cites Robbins that educational institution as an organization is facing an organizational conflict that is not managed properly and will adversely affect schools.

In Islamic Modern Boarding School states that the challenge of school principals is to identify the problems endemic in their

schools. That the conflict between person to person and person to institution is becoming unmanageable and as a result many school principals, especially in Dayah, lack the time for and an understanding of their leadership roles. Currently, in a time where rapid changes use to be a rare occurrence at a phenomenal rate, much is needed to empower and enhance the leadership competence of Kyai. The challenge of school principals in dayah is to identify the problems endemic in their schools. The conflict between person to person and person to institution becoming unmanageable that causes many school principals especially in Dayah lack the time for understanding their leadership roles. Conflict management can contribute positively if the kiyai improve their leadership competencies. Growing research has been conducted to acquire a better understanding of the conflict organization that disadvantage dayah historically in Aceh.

Nowadays there are huge gaps in management aspects at dayah in Aceh, where the newly established dayah are unable to manage internal conflicts, thus adversely affecting the existence of pesantren, on the other hand, the dayah that are already established, have a capable system in maintaining conflict stability, so that the organization can run effectively.

The objectives of this study are as follows: (1) the direct effect of transformational leadership (X1) on organizational conflict (Y); (2) the direct effect of interpersonal communication (X2) on organizational conflict (Y); (3) the effect of transformational leadership (X1) and interpersonal communication (X2) simultaneously on organizational conflict (Y); (4) the direct effect of transformational leadership (X1) on organizational effectiveness (Z); (5) the direct effect of interpersonal communication (X2) on effectiveness (Z); (6) the direct effect of organizational conflict on organizational effectiveness (Z) (7) the effect of transformational leadership (X1) interpersonal

communication (X2) and organizational conflict (Y) simultaneously on organizational effectiveness (Z).

2. Literature Review

An organization is a system of activities or forces that are consciously coordinated by two people or several people. The basis of establishing an organization is to achieve goals that are effective and efficient, "effectiveness must be distinguished from efficiency. Efficiency is meanly concern with goal attainment. Effectiveness must be distinguished from efficiency. Efficiency implies a comparison between costs and results, while effectiveness means achieving a goal.

Organizational effectiveness is the process of activities for the sake of organizational goals (Robbins, 2010), Manulang stated that organizational effectiveness is basically an accumulation of individual effectiveness. In other words, if each component of the organization carries out its duties properly, organizational effectiveness will arise (Hossain, 2017).

Based on the previous study of concepts, it can be synthesized that organizational effectiveness in this research is the suitability between the results achieved (achievements or observed outputs) as a program that has been set by pesantren, through the empowerment of each internal and external component. The indicator of organizational effectiveness in this study is a set of scores that achieved from a number of characteristics of an effective school using the input-process-output approach, with indicators: (1) strategic planning, (2) organizational structure; (3) facilities and infrastructures; (4) culture supports the education and teaching process; (5) professional human resources; (6) organizational policies and politics; (7) evaluation system; and (8) output in the form of academic-religious, general-academic knowledge, life skills, and skills achievements.

In the process of managing education, conflicts often occur that hamper the process itself. Etymologically, conflict can be interpreted by difference, contradiction, disagreement, and the presence of tension. Conflict is a permanent reality of change, and change is a permanent reality in life, and the dialectic of a conflict of change and life will be permanent as well. Conflict can corrupt the organization, and can also cause harm to many good individuals.

Three views on conflict; (1) traditional views, that conflict is bad; (2) behavioral views, that conflict is something that often occurs in organizational life; (3) interaction views, that conflict is inevitable and even necessary because organization is designed and working (Wahab, 2011), (Robbins, 2014), (Stoner & Freeman, 2009), and (Myers, 2012).

At the organizational or institutional level, conflicts often occur asymmetrically. The complexity that often occurs is a matter of human resources, ranging from duties, position and status, authority, etc. (Muhammad Hisyam, 2016). The conflict that occurs in dayah is the elites who come from dayah families whose problems are more in contact with the policies of dayah leaders. However, in dayah communities, conflicts often occur because of differences in their backgrounds and motivations in their activities. Conflicts that occur can be overcome or changed into a force to improve organizational effectiveness, one of them is conflict management.

Although conflicts are often perceived as negative, research shows that certain conflicts can improve organizational effectiveness (Boutros-Gali, 1999), (Winardi, 2014). The view of conflict has increasingly shifted from a negative impact to a necessity.

According to Robbins, Stoner, and Freeman, from a social point of view, conflict can actually have a positive or beneficial effect (Stoner & Freeman, 2009). The same thing was expressed by Griffin and Moorhead (Griffin & Moorhead, 2007), which in the

relationship between sub-variables showed the influence of conflict variables on organizational effectiveness variables. As Luthans, Rubach, Sechein, Senge, in Afzalur Rahim, "conflict seems to be essential characteristics of organizational effectiveness and learning" (Rahim, 2017).

The understanding of conflict refers to the approach to individual behavior is a conflict that occurs within a person (Carruthers, 2000), and the understanding of conflict through an organizational approach is a situation that arises from disagreement to achieve the goals and the method used to achieve the goals (Davis & Newstrom, 1996). Conflict management, is defined as a planning process to avoid the possibility of conflict and to deal with it if it occurs (Aula & Siira, 2010). So, conflict is not a problem but, by applying an ineffective conflict management style by an inept leader will cause problems.

Based on the previous theory and as a synthesis of organizational conflict variables in this study, the technique of managing conflict by organizational leaders is used to improve performance and productivity. The dimensions and indicators of the conflict management variables are (1) limited resources; (2) workload and role conflict; (3) individual differences; and (4) organizational structure.

Previous research has identified that communication factors can improve the effectiveness of communication among community organizations (Nazari, Ehsani, Gangoei, & Ghasemi, 2011), (Gilley, Gilley, & Mcmillan, 2014). The development of management science often involves communication as a key to unlock the great

potential of an organization's resources (Eisenberg, 2010). Interpersonal communication is communication between the communicator and a communicant. This type of communication is considered the most effective way of changing one's attitudes, opinions, and behavior because it is dialogical in nature, in the form of a conversation and has direct feedback (Effendy, 2007). Arni cites Wenburg and Wilmot that interpersonal communication is the process of exchanging information between two people who can be directly identified. Some other terms of interpersonal communication are dyadic communication, dialogue, interviews, conversations, and face-to-face communication (Muhammad, 2015).

Based on the previous theory as a synthesis of variables, interpersonal communication is the process of communication that occurs between individuals, often occurs in informal situations, known as one of the bases for the success of an organization (Joseph, 2006). Interpersonal communication has indicators; (1) openness; (2) empathy; (3) positiveness; (4) interaction management; (5) expressiveness; (6) other orientation; and (7) interpersonal immediacy (Murtiningsih et al, 2019).

Transformational leadership can be identified through the following indicators; (1) idealized influence; (2) individual consideration; (3) intellectual stimulation; and (4) inspiration motivation (Bass & Avolio, 1993; Komariah & Triatna, 2010; Susanto, 2016; Wirawan, 2010; Andriani et al, 2018).

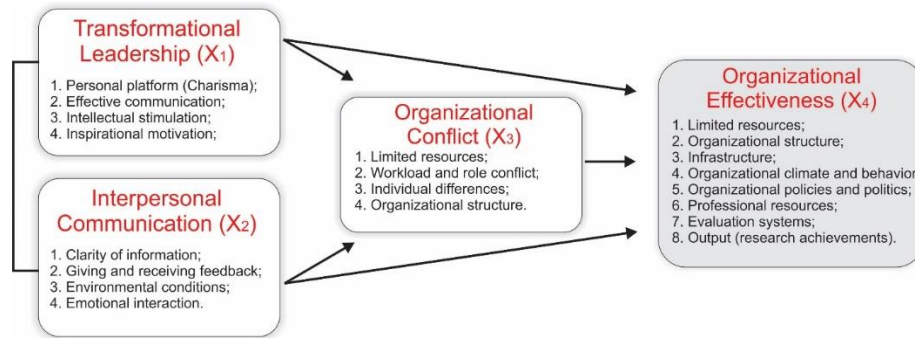


Figure 2. Operational Framework

The theoretical framework that connects all variables in this study uses the Thomas Packard model. Factors that influence organizational effectiveness in this study are transformational leadership, communication, and conflict. This is linked

to leadership roles (responsible for managing institutions), teachers (responsible for teaching matters) and administration (responsible for carrying out support services in institutions).

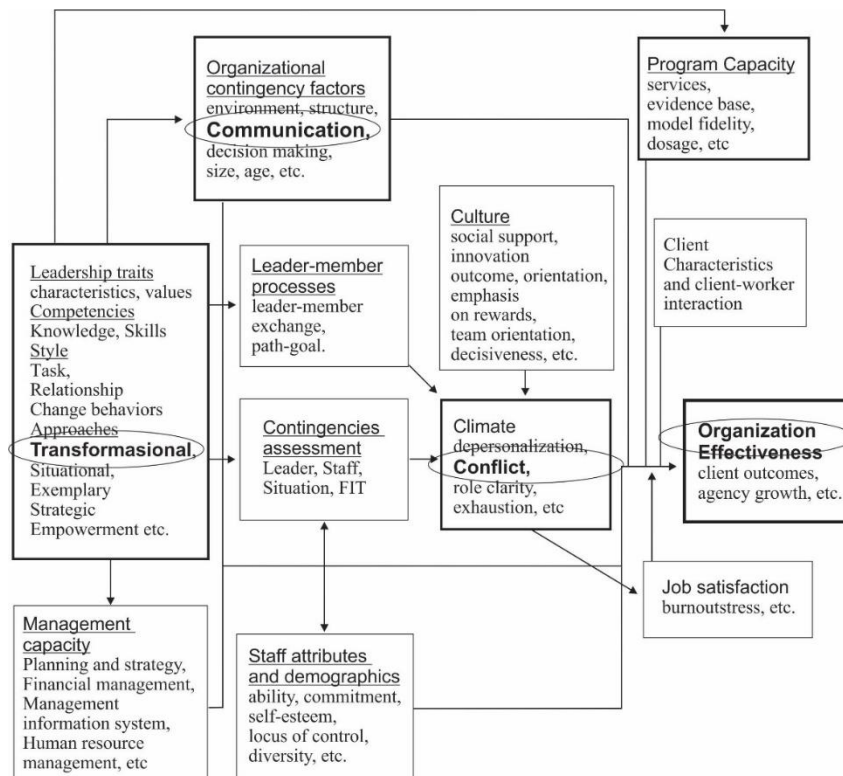


Figure 3. Factors that influence organizational effectiveness

Based on the research results presented above, the instrument that will be used in this research is Thomas Packard's conceptual model that has been validated by all of the empirical studies and thus is an efficient tool for assessing organizational effectiveness (Packard, 2009).

Organizational effectiveness is a concept of how effective an organization is in achieving the outcomes it intends to produce. The idea of organizational effectiveness is very important for nonprofit organizations because most people who donate money to nonprofits and charities are interested in knowing whether or not the organization is effective in achieving its goals. Additionally, the organization must exemplify respect, honesty, integrity, and equality to allow communicative competence, members in certain groups can finally achieve their intended goals.

3. Research Method

Based on the main problems, this study was designed as a survey research with a quantitative paradigm. The path analysis method is a method that examines the effects directly or indirectly of the variables hypothesized as a result of the effect of the treatment of these variables. The results of the literature searching and research examples using path analysis show that path analysis is very effective and needs to be developed in educational research. (Muhidin & Abdurahman, 2009) In the causal model, it must be distinguished between exogenous variables and endogenous variables. Exogenous variables are those whose variability is assumed to be determined by causes outside the model. While endogenous variables are variables whose variation can be explained by exogenous and endogenous within the system.

The aim of this research was to explain the effect of transformational leadership, interpersonal communication, organizational conflict and organizational effectiveness in

Dayah in Aceh Government. The preliminary part of this section will detail the research design, population, sources and data collection procedures, and questionnaire design.

The target population is 21 dayah in Aceh regency, as accreditation granted by the Aceh Dayah Education Office in January 2018. Three were taken, including Al-Mujaddid Sabang, Sholahuddin Al-Munawwarah Gayo Lues, and Darul Amin Southeast Aceh Border Dayah. The population is all teachers who have the power-related through total sampling. The entire population that can be accessed from 90 consists of Kyai, teachers, and administrators.

The sources of data used in this study were primary sources. Primary data obtained directly from those concerned with the study or those to whom the study relates. Thus, the primary sources of data are those who were selected into the sample for the purpose of completing the questionnaire and they are management staff of the 120 teachers from 3 dayah.

Collecting data in this study by observation and using a questionnaire in the form of a closing statement that is built from the construct of theory and indicators of each variable as the main source of data collection in addition to other supporting data in the form of documents and documentation from direct observation by researchers. Hypothesis testing with part analysis, Furthermore, testing the significance (test of significance) of each path coefficient by calculating the value of t , then the t -count value is compared with the table value.

4. Results and Discussion

The results of the descriptive analysis variables of organizational effectiveness, from 90 respondents showed a minimum standard of 121 maximum standards of 169, a mean value of 144.44, and a standard deviation of 8.412. Transformational leadership, from 90 respondents showed a minimum standard of 130 maximum standards of 178, a mean

value of 154.20, and a standard deviation of 9.201. Interpersonal Communication, from 90 respondents showed a minimum standard of 130 maximum standards of 178, a mean value of 153.13, and a standard deviation of 10.192. Organizational Conflict, from 90

respondents showed a minimum standard of 123 maximum standards of 171, a mean value of 147.90, and a standard deviation of 8.810. Therefore, most of Dayah teachers in Aceh province viewed the effectiveness of dayah organizations is already good.

Table 1. Descriptive Statistic

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Kep. Transformasional	90	48	130	178	154.20	.970	9.201
Kom. Interpersonal	90	48	130	178	153.13	1.074	10.192
Konflik Organisasi	90	48	123	171	147.90	.929	8.810
Efektivitas Organisasi	90	48	121	169	144.44	.887	8.412
Valid N (listwise)	90						

Table 2. Calculation of Correlation Coefficients

		Correlations			
		Transformational Leadership	Interpersonal communication	Organizational Conflict	Organizational Effectiveness
Transformational Leadership	Pearson Correlation	1	.707**	.769**	.764**
	Sig. (2-tailed)		.000	.000	.000
	N	90	90	90	90
Interpersonal Communication	Pearson Correlation	.707**	1	.740**	.761**
	Sig. (2-tailed)	.000		.000	.000
	N	90	90	90	90
Organizational Conflict	Pearson Correlation	.769**	.740**	1	.806**
	Sig. (2-tailed)	.000	.000		.000
	N	90	90	90	90
Organizational Effectiveness	Pearson Correlation	.764**	.761**	.806**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	90	90	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Summary of Calculation Results for Sub-Structure 1

Dependent Variable	R	R2	F	Sig	Independent Variable	B	Standard Error	T	Sig
Organizational Conflict	0.817	0.668	87.551	0.000	Transformational Leadership	0.492	0.084	5.629	0.000
					Interpersonal Communication	0.392	0.076	4.485	0.000

Table 4. Summary of Calculation Results for Sub-Structure 1

Dependent Variable	R	R ²	F	Sig	Independent Variable	B	Standard Error	T	Sig
Organizational Effectiveness	0.857	0.734	78.975	0.000	Transformational Leadership	0.258	0.084	2.802	0.006
					Interpersonal Communication	0.285	0.072	3.269	0.002
					Organizational Conflict	0.396	0.092	4.105	0.000

- a. H01.01 = Standard Regression Analyses for transformational leadership impact on organizational conflict. Table (4) shows that the effect of transformational leadership on organizational conflict is significant, based on the level of significance (Sig=0.000) less than 0.05. Correlation coefficient (R=0.740) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination (R²=0.591) refers that 59.1% of the variance in organizational conflict can be explained by the variation in the transformational leadership. Furthermore, it was pointed out the value of the regression coefficient (B=0.492) the amount of the overall impact of interpersonal communication on the organizational conflict a significant effect where the value (t=5.629) more than 1.987, this means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of transformational leadership on the organizational conflict"*. For an organization to be successful, the employees are required to work in harmony to achieve its goals. Because leadership involves the exhibition of style or behavior by managers or supervisors while dealing with subordinates, leadership is a critical determinant of the employees' actions toward the achievement of the organizational goals. Additionally, many studies have been conducted, such as research by (Kazimoto, 2013), (Saeed, Almas, & Anis-ul-Haq, 2014) (Yüksel, 2006).
- b. H01.02 = Standard Regression Analyses for interpersonal communication impact on organizational conflict. Table (4) shows that the effect of interpersonal communication on organizational conflict is significant, based the level of significance (Sig=0.000) less than 0.05. Correlation coefficient (R=0.547) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination (R²=0.547) refers that 54.7% of the variance in organizational conflict can be explained by the variation in the interpersonal communication. Furthermore, it was pointed out the value of the regression coefficient (B=0.392) the amount of the overall impact of interpersonal communication on the organizational conflict a significant effect where the value (t=4.485) more than 1.987, this means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of interpersonal communication on the organizational conflict"*.
- Managers of resources world over especially human resources are often

faced with handling and managing conflict that exists within the workplace. They are often faced with the challenge of finding out whether communication is necessary in reducing conflict and whether effective communication can actually reduce conflict within an organization. A major challenge is the place of the skill possessed by the communicator (Robbins 2011, p.432). Many studies have existed on communication and conflict generally. Fewer of these studies, if any, locally, have really attempted to investigate the effect of effective communication in reducing conflict in an organization. This paper therefore intends to fill that missing intellectual gap. Additionally, many studies have been conducted, such as research by Velmurugan (2016), Lecturer & Gangel (2015), Kehinde & Osibanjo (2013).

- c. H01.03 = Standard Regression Analyses for transformational leadership and interpersonal communication impact on organizational conflict. Table (4) shows that the effect of transformational leadership and interpersonal communication on organizational conflict is significant, based Fvalue (87.551) more than 2.709. Correlation coefficient (R=0.817) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination ($R^2=0.668$) refers that 68.8% of the variance in organizational conflict can be explained by the variation in the transformational leadership interpersonal communication. This means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of transformational leadership and interpersonal communication on the organizational conflict"*

The empirical causal relationship framework between X1, X2, and Y to Z can be made through the structural equation model sub-structure 1 is as follow:

$$\begin{aligned} \text{Sub-structure 1: } Y &= \rho_{yx1} X1 + \rho_{yx2} X2 + \rho_{y\epsilon1} \\ &0.492 X1 + 0.392 X2 + 0.332\epsilon1 \end{aligned}$$

- d. H01.04 = Standard Regression Analyses for transformational leadership impact on organizational effectiveness. Table (5) shows that the effect of transformational leadership on organizational effectiveness is significant, based on the level of significance (Sig=0.006) less than 0.05. Correlation coefficient (R=0.764) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination ($R^2=0.584$) refers that 58.4% of the variance in organizational effectiveness can be explained by the variation in the transformational leadership. Furthermore, it was pointed out the value of the regression coefficient (B=0.258) the amount of the overall impact of transformational leadership on the organizational effectiveness a significant effect where the value (t=2.802) more than 1.987, this means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of transformational leadership on the organizational effectiveness"*. Leaders should acknowledge that the pain conflict causes through bouts of disagreement and heated debate can be a spark of opportunity to make the organization better (Wandasari et al, 2019). Additionally, many studies have been conducted, such as research by Sigilai, (2010) (Krasnoff, Leong, & Siebersma, 2015).

- e. H01.05 = Standard Regression Analyses for interpersonal communication impact on organizational effectiveness. Table (5) shows that the effect of interpersonal communication on organizational effectiveness is significant, based on the level of significance (Sig=0.002) less than 0.05. Correlation coefficient (R=0.761) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination (R²=0.579) refers that 57.9% of the variance in organizational effectiveness can be explained by the variation in the interpersonal communication. Furthermore, it was pointed out the value of the regression coefficient (B=0.285) the amount of the overall impact of interpersonal communication on the organizational effectiveness a significant effect where the value (t=3.269) more than 1.987, this means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of interpersonal communication on the organizational effectiveness"*. Interpersonal communication has built up relationship in modern Dayah called "ukhuwah Islamiyah" has an impact on organizational effectiveness. Work place is where people spend nearly one third of their lives. If they do not have smooth relationship, it affects their attitude and overall behavior also. Teacher and employee in Dayah as unity are made for and made of relationship. Additionally, many studies have been conducted, such as research by Greenbaum (1974), Lunenburg (2010).
- f. H01.06 = Standard Regression Analyses for organizational conflict impact on organizational effectiveness. Table (5) shows that the effect of organizational conflict on organizational effectiveness is significant, based on the level of significance (Sig=0.000) less than 0.05. Correlation coefficient (R=0.806) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination (R²=0.649) refers that 64.9% of the variance in organizational effectiveness can be explained by the variation in the organizational conflict. Furthermore, it was pointed out the value of the regression coefficient (B=0.396) the amount of the overall impact of organizational conflict on the organizational effectiveness a significant effect where the value (t=4.105) more than 1.987, this means reject the null hypothesis, and accept the hypothesis states that: *"There is a statistically significant impact on the style of organizational conflict on the organizational effectiveness"*. Additionally, many studies have been conducted, such as research by Olu, Dupe, Adesubomi, & Abolade, (2008)
- g. H01.07 = Standard Regression Analyses for transformational leadership, interpersonal communication and organizational conflict impact on organizational effectiveness. Table (5) shows that the effect of transformational leadership and interpersonal communication and organizational conflict on organizational effectiveness is significant, based Fvalue (78.975) more than 2.709. Correlation coefficient (R=0.857) represent the strength of relationship between two variables which is positive, while the value of the coefficient of determination (R²=0.734) refers that 73.4% of the variance in organizational conflict can be explained by the variation in the transformational leadership, interpersonal communication and organizational conflict. This means reject the null hypothesis, and accept the hypothesis states that "There is a statistically

significant impact on the style of transformational leadership interpersonal communication and organizational conflict on the organizational effectiveness". Additionally, many studies have been conducted, such as research by Hoy & Miskel, (2008), Singh & Lalropuii, (2014), Proctor, (2014).

Based on the results of hypothesis testing above, it can be concluded that organizational effectiveness 73.4% is determined by the three independent variables in this study; (1) interpersonal communication and (2) interpersonal communication, and (3) organizational conflict. The empirical causal relationship framework between X1, X2, and Y to Z can be made through the structural equation model sub-structure 1 is as follow:

$$\text{Sub-structure 1: } Z = \rho_{zx1} X1 + \rho_{zx2} X2 + \rho_{zy} Y + \rho_z \varepsilon_1$$

$$0.258 X1 + 0.285 X2 + 0.396 Y + 0.266 \varepsilon_1$$

As a boarding school, with a non-stop educational process that is prone to conflict. Conflict is inevitable among humans. This is a natural result of human interaction that starts when two or more social entities engage with each other while trying to achieve their own goals. The relationship between the person or organization becomes incompatible or inconsistent when two or more of them want the same resource that is in short supply; when they do not share the behavioral preferences regarding their joint action; or when they have different attitudes, values, beliefs, and skills.

In light of the results of this study provide the researcher some numbers of recommendations, which hope to contribute in increasing the effectiveness of the research by reducing conflicts as far as desired, which do not affect the functioning of the process, and on the other hand, raise the level of management organizational commitment.

Therefore, the most important of the recommendations, the conflict management technique that can be carried out by dayah leaders is to do an impact analysis. After being classified through conflict impact analysis, it can be categorized into three; (1) constructive, if it is managed properly, it will have a positive impact; (2) deconstructive, if it is managed in the wrong way, it will have a negative impact; and (3) stagnation, if it is left unchecked, it will raise two possibilities, disappearing from other issues or becoming large that threatens stability. Conflicts occur due to various factors from inside or outside the organization. Conflict sources need to be identified as a basis for implementing conflict management. The causes of conflicts originating from pesantren; (1) limited organizational resources. (2) communication failure. (3) differences in nature, values and perceptions, (4) task interdependence, (5) payroll system.

Transformational leadership for the dayah leaders is centered on the empowerment of existing dayah resources based on local cultural values. Implementation of transformational leadership for dayah is directed to improve teachers' performance for achieving optimal results that have implications for quantity and quality (Irmayani et al, 2018; Khasanah et al, 2019; Renata et al, 2018; Tobari et al, 2018; Salwa et al, 2019).

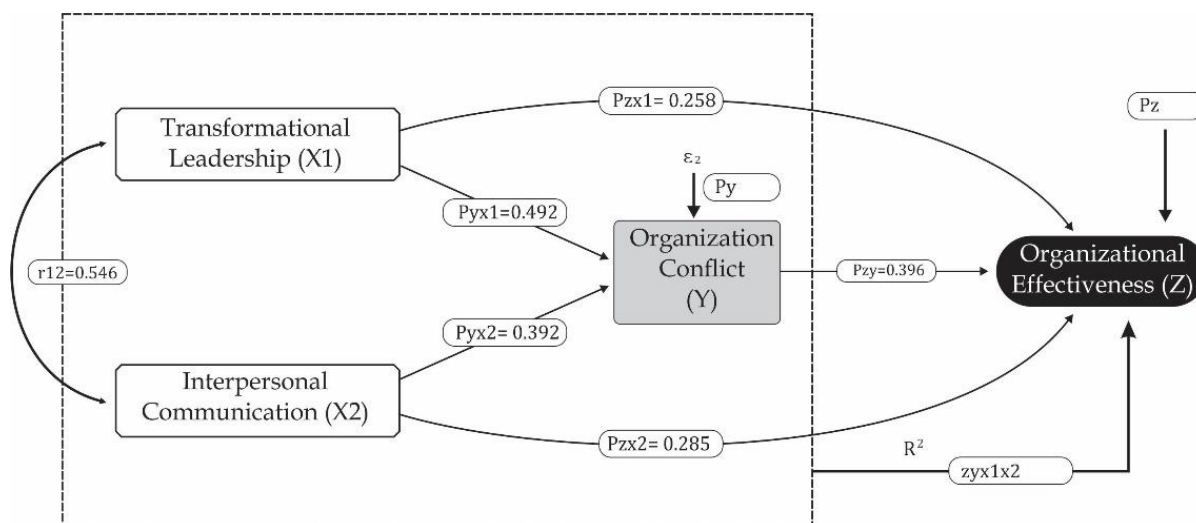
The most basic thing and as a prerequisite for its application is by growing the soul of "awareness" in the context of communication which means to understand and to be understood because a transformative leader must be able to act as an effective communicator.

5. Conclusion

The results of the analysis of the path coefficient and coefficient of determination, there is a direct effect and a significant positive simultaneous effect between variables Transformational Leadership (X1),

Interpersonal Communication (X2) and Organizational Conflict (Y) on Organizational Effectiveness (Z). The indirect effect between personality type variables (X1) and Leadership Effectiveness on teacher job satisfaction (X4) through decision-making variables (X3) also showed significant effect.

The magnitude of the direct influence of exogenous variables on endogenous variables is expressed by the path coefficient (p), overall illustrated by the following path diagram research model:



Maintaining an optimal balance means balancing organizational achievements all the time is a reflection of the goals of the Aceh government through the Dayah Education Office. Dayah has an Aceh Meadab program that is committed to returning the Khittah Aceh as the Veranda of Mecca through the implementation of Islamic values in daily life, and through strengthening education based on moral values at every level of education.

Acknowledgment

The authors gratefully acknowledges the Doctorate Program of Islamic Management Education, Universitas Islam Negeri Sulthan Thaha Jambi, which provided opportunity for this research project. Secondly, we would like to thank for all of the head of the research and social service Board Universitas Islam Negeri Sulthan Thaha Jambi who coordinated and facilitated administration

of this research project. Lastly, we would like to thank to Rector IAIN Lhokseumawe who had given supports.

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