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The Effect of Transformational Leadership and Organizational Culture on The Quality of Education Services

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Abstract: The main problems in this study are: (1) Is there a significant effect of transformational leadership on the quality of education services?; (2) Is there a significant influence of organizational culture on the quality of education services? (3) Is there a significant influence of transformational leadership and organizational culture together on the quality of education services in Islamic Elementary School in Serang City? The method used in this research is a correlational quantitative method with a questionnaire research instrument. This research was conducted at Islamic Elementary School in Serang City, with a population of 207 and 82 respondents as the sample in the study. The results of this study indicate that: (1) transformational leadership can influence the formation of the quality of education services, with a correlation coefficient of "rx1y" of 0.51; (2) Meanwhile, the influence of organizational culture on the quality of education services has a correlation value of "rx2y" of 0.48; (3) The result of multiple correlation test shows the number R_{x1x2y} of 0.78, so the results of this study indicate acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_0).

Keywords: education; organizational culture; transformational leadership.

A. Introduction

The existence of a leader plays an important role in an organization. The role of a leader is as a guide and goal in the future (direct setter), change agent, negotiator, and as a coach. The study of leadership is carried out in various ways, depending on the methodology chosen by the researcher and the definition of leadership. Most of the leadership research includes the traits approach, the behavior approach, the power-influence approach and the situational approach (Yulk, 2009).

One form of leadership that is believed to be able to balance the thinking patterns and reflections of new paradigms in the flow of globalization is formulated as transformational leadership. Transformational leadership is described as a leadership style that can arouse or motivate employees so that they can develop and achieve high levels of performance, beyond what they previously thought. In addition, a transformational leadership style is considered effective in any situation and

culture. Transformational leadership is described as a leadership style that can arouse or motivate employees, so that they can develop and achieve high levels of performance, beyond what they previously thought (Yulk, 2009).

Transformational leadership based on conceptual wealth, through charisma, individual considerations and intellectual stimulation, is believed to be able to generate thoughts for future reach, democratic principles and transparency. Therefore, it needs to be adopted into the principal's leadership, especially in order to support school-based management or other forms of educational reforms. The change in policy direction from centralization to regional autonomy has made schools have a more significant role in determining their own policies. In schools that use a school-based management model, the leadership role of the principal in implementing reform efforts in education is very important. Without the leadership of the school principal who is aspirational for change, the design of any ideal education reform effort is unlikely to bring an optimal result. Transformational leadership is considered to be able to answer the challenges of implementing school-based management through three elements, namely charisma, individual consideration, and intellectual stimulation of the principal. In the context of leadership, it is important for someone to be able to exert influence on others (Yulk, 2009).

According to Gary Yulk, leadership (leadership) is a process of influencing other people to work for the achievement of organizational goals (Yulk, 2009). The head of the madrasah as a leader must have the right strategy to improve the professionalism of education personnel in his school to achieve the goals of the school. Creating a conducive school climate, giving advice to school members, encouraging all education personnel, and so on. The principal must also try to instill, promote and improve at least four values, namely mental development, moral development, physical development, artistic development.

The principal plays an important and strategic role in bringing the direction of quality education to school. Therefore, the principal as "Emaslim", is required to have the ability and style to carry out the following tasks as: 1) Educator; includes styles a) guiding teachers, employees and students; b) developing staff; c) following developments in science and technology; d) set a good teaching example; 2) Managers, must be skilled a) compile programs; b) arrange school organization; c) mobilizing staff, teachers and employees; d) optimize school resources; 3) Administrators must be skilled in managing the administration of a) learning; b) student affairs; c) staffing; c) finance; d) facilities and infrastructure; e) public relations; 4) Supervisor, must be skilled a) compile a supervision program; b) carry out supervision; c) make use of the results of supervision; 5) Leader, has a) a strong personality; b) understand the conditions of teachers, employees and students; c) Have a vision and mission; d) able to make decisions; e) able to communicate; 6) Innovators, a) skilled at finding new ideas; b) capable of updating; 7) Motivator, skilled a) regulate the work environment (physical); b) regulating the non-physical work environment; c) able to apply the principles of reward and punishment (Sutrisna, 2010).

As the manager, principal is also required to have a leadership style, both conceptual style, relationship style, and technical style. Conceptual style includes, the ability to see the school and all educational programs as a whole. The style of human relations includes the ability to establish cooperative relationships effectively and efficiently with school personnel, both individually and in groups. Technical style is a skill that includes the mastery of strategies, methods, processes, procedures and management techniques.

The competence of principals as education leaders and managers who are expected to have leadership skills, so that they are able and skilled to plan, organize, implement, control, and control, so as to empower, motivate and encourage the realization of the quality of teacher work in an effort to improve the quality of teacher work, but in fact, the leadership style of the madrasah principal was also indicated to be low. the lack of recruitment system for prospective school principals, low competence, lack of mental readiness and information as well as knowledge and experience, resulting in low skills and styles in managing schools (Sutrisna, 2010: 82).

In addition, the effectiveness of transformational leadership is to make followers more sensitive to the importance of values and work results, activating at a higher level which causes followers to shift their self-interest (egocentric) for the benefit of the organization (organizational). The results of this influence affect the psychology of the followers who feel that there is trust and respect for the leader, and they are motivated to do more than what was originally expected by them (Rahmi, 2014).

The application of a transformational leadership style is very effective, especially in educational organizations that are constantly moving towards a more optimal path, especially in the present era which is very synonymous with the process of change in all lines of education. even on the other hand, transformational leadership is able to provide orientation to the formation of a strong organizational culture (strong cultural) to support the successful achievement of educational goals (Rahmi, 2014).

In organizational culture, it is characterized by sharing the same values and beliefs with all members of the organization. For example, sharing the same values and beliefs through uniform. But accepting and wearing a uniform is not enough. Wearing uniforms should bring pride, be a means of control and shape the image of the organization. Thus, the value of uniform is embedded into the basics.

Based on the background of the problems mentioned above, the problems to be examined in this study are: 1) Is there an effect of transformational leadership on the quality of education services in Islamic Elementary School? 2) Is there an influence of organizational culture on the quality of education services at Islamic Elementary School? 3) Is there an effect of transformational leadership and organizational culture together on the quality of education services at Islamic Elementary School?

The theory of leadership continues to fluctuate development and growth from time to time. One of the facts is that the current era of leadership thinking focuses on the importance of facilitating a shared vision, alignment, and unlocking the high-

performance potential of those around the leader. In addition, the current need for learning organizations also requires leaders to manage rapid changes in dynamic complex environments (Basrowi & Utami, 2020). So, it does not become a mere apologetic order if it is said that leadership theory has a tremendous impact on the growth rate and development of leadership theoretical thinking as the essence (core) of the anatomy of educational management science. The simple reason in analyzing this is that leadership theory is able to open the horizons of managerial insight in the management of education so that it is able to lead to the success of achieving educational goals itself (Rahmi, 2014).

Transformational leadership based on conceptual wealth, through charisma, individual considerations and intellectual stimulation, is believed to be able to generate thoughts for future reach, democratic principles and transparency. Therefore, it needs to be adopted into the principal's leadership, especially in order to support school-based management or other forms of educational reforms. The change in policy direction from centralization to regional autonomy has made schools have a more significant role in determining their own policies. In schools that use a school-based management model, the leadership role of the principal in implementing reform efforts in education is very important. Without the leadership of the school principal who is aspirational for change, the design of any ideal education reform effort is unlikely to bring an optimal result. Transformational leadership is considered to be able to answer the challenges of implementing school-based management through three elements, namely charisma, individual consideration, and intellectual stimulation of the principal. In the context of leadership, it is important for someone to be able to exert influence on others (Yulk, 2009).

Transformational leadership is considered to be very effective in running and developing the organization, because in its application, a leader who has high charismatic, broad intellectual and motivational skills for his subordinates will influence or control the thoughts, feelings, or behavior of his followers to consciously and on his will. alone can carry out tasks in accordance with their responsibilities.

In simple terms, educational services can be defined as educational services. The word service itself has several meanings, ranging from personal service to service as a product (Lupiyadi & Hamdani, 2006). Before discussing further about education services, we will first discuss the meaning of services according to several experts, so that this discussion can be comprehensively understood.

According to Karsidi, what is meant by quality in education is a successful teaching and learning process that is fun and gives pleasure to parents and students as users of educational services.

The quality of education is closely related to the educational process. Without a quality educational service process, it is impossible to obtain quality service products, in other words there will be no customer satisfaction (students and society). So quality education services are very important so that customers get service satisfaction from the educational services provided by schools, because students and the community as customers of education services have high hopes for schools.

B. Research Methods

The method used in this research is a quantitative method with a survey approach. The survey research referred to is to explain causal relationships and hypothesis testing. As stated by Masri S. survey research can be used for the purposes of (1) exploratory, (2) descriptive, (3) explanatory or confirmatory, namely explaining causal relationships and testing hypotheses, (4) evaluation, (5) predicting certain events in the future, (6) operational research, and (7) developing social indicators (Singarimbun, 2005).

The design in this study is a correlation research design, by looking at the existing variables, namely between the independent variable and the dependent variable. The independent variables in this study are transformational leadership and organizational culture, while the dependent variable is the quality of educational services.

The population in this study were all teacher and education staff at Islamic Elementary school in Serang City, with the number of Islamic Elementary school as many as 20 institutions and the number of educators totaling 207. Sampling needs to be done considering the number of populations that are not possible to be sampled as a whole, the researchers used the quota sampling method. The quota sampling technique is sampling by determining a certain number of respondents as a target that must be met in taking samples from the population (especially the number of populations that are not reached or unclear), then with this number the researcher takes samples arbitrarily as long as they meet representative characteristics (Sugiyono, 2010; Basrowi & Utami, 2019)

The techniques used in testing the hypothesis are: a) Hypotheses 1 and 2 were tested using simple correlation and regression techniques, b) Hypothesis 3 was tested using correlation and multiple regression techniques.

Correlation analysis is intended to determine the degree of relationship between variables X and Y. The measure used to determine the degree of relationship in this study is the correlation coefficient (r) (Sudijono, 2010; Basrowi, 2019). From the formula above, it can be explained that "r_{xy}" is the correlation coefficient of variable X and variable Y which can be seen by comparing r_{count} with r_{table} at the 95% confidence level. If r_{count} > r_{table} and is positive, then there is a positive influence.

Regression analysis is intended to determine the functional relationship between the research variables. Multiple correlation analysis serves to find the magnitude of the influence or relationship between two independent variables X or more simultaneously (together) with the dependent variable Y. Multiple correlation analysis uses the formula (Sugiyono, 2010; Utami et al., 2021). To determine the effect of the independent variables on the dependent variable controlled by other independent variables, or collectively, the double regression analysis formula is used as follows (Sugiyono, 2010: 266): $\hat{Y} = a + b_1X_1 + b_2X_2$.

C. Result and Discussion

1. Data Description of Transformational Leadership (Variable X1)

The questionnaire data for Transformational Leadership, the researcher compiled 25 item questions which were distributed to 82 respondents as research samples in MIs throughout Serang City.

As for the reliability test results obtained $r_{count} = 0.56$, while for data reliability with degrees of freedom $a = 0.05$ and $db = n-2 = 82-2 = 80$, the value of $r_{table} = 0.22$ was obtained. For testing, if r_{count} is greater than r_{table} ($r_{count} > r_{table}$), then the questionnaire instrument in the form of a scale as a whole is declared reliable. And if r_{count} is smaller than r_{table} , the instrument in the form of a scale is not reliable, meaning that the instrument is not suitable to be used to collect research data. Because the value of $r_{count} > r_{table}$ ($0.56 > 0.22$), it can be stated that the questionnaire instrument in the form of a scale as a whole is declared reliable, so it can be used to collect research data.

The questionnaire data for Organizational Culture, researchers made 25 statement items which were distributed to 82 respondents as research samples in MIs throughout Serang City.

Whereas for the reliability test results of the research data obtained $r_{count} = 0.58$, while for the data reliability test with degrees of freedom $a = 0.05$ and $db = n-2 = 82-2 = 80$, the value of $r_{table} = 0.22$ was obtained. For testing, if r_{count} is greater than r_{table} ($r_{count} > r_{table}$), then the questionnaire instrument in the form of a scale as a whole is declared reliable. And if r_{count} is smaller than r_{table} , the instrument in the form of a scale is not reliable, meaning that the instrument is not suitable to be used to collect research data. Because the value of $r_{count} > r_{table}$ ($0.58 > 0.22$) it can be stated that the questionnaire instrument in the form of a scale as a whole is declared reliable, so it can be used to collect research data. (calculation of r_{count} value see attachment). Data on the Quality of Education Services in MIs in Serang City (Variable Y), the researcher obtained by distributing questionnaires to 82 respondents with a total of 25 statement items.

The results of the questionnaire then the researcher tested the validity of the data by using the data validity test, while the results obtained were based on the calculations as follows:

Table 1. List of variable instrument validity Y

No	Indicator	Statement Items	Number of Valid Items	Information	
				r_{count}	r_{table}
1	Reliability	1, 2, 3, 4,	4	0,29-0,51	
2	Responsiveness	5, 6, 7, 8,	4	0,52-0,59	
3	Assurance	9, 10, 11, 12, 13, 14, 15, 16,	8	0,36-0,64	0,22
4	Empathy	17, 18, 19, 20, 21, 22,	6	0,28-0,55	
5	Tangibles	23, 24, 25	3	0,29-0,33	

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Based on table 1 above, it can be seen that all item questions in the form of statements submitted for the Y (Quality of Education Service) variable questionnaire

are declared completely valid, so that the data from the questionnaire results can be used for further calculations.

Whereas for the reliability test results of the research data obtained $r_{count} = 0.54$, while for the data reliability test with degrees of freedom $\alpha = 0.05$ and $df = n - 2 = 82 - 2 = 80$, the value of $r_{table} = 0.22$ was obtained. For testing, if r_{count} is greater than r_{table} ($r_{count} > r_{table}$), then the questionnaire instrument in the form of a scale as a whole is declared reliable. And if r_{count} is smaller than r_{table} , the instrument in the form of a scale is not reliable, meaning that the instrument is not suitable to be used to collect research data.

Because the value of $r_{count} > r_{table}$ ($0.54 > 0.22$), it can be stated that the questionnaire instrument in the form of a scale as a whole is declared reliable, so it can be used to collect research data.

2. Testing Hypothesis Test Requirements

Before testing the hypothesis, first the analysis requirements are tested, namely:

a. Data Normality Test

The results of the calculation of the normality test for each research variable can be seen in table following:

Table 2. Data Normality Test Results

No	Variable Normality Test	Mean (\bar{X})	SD	χ^2_{count}	χ^2_{table}	Information
1	Transformational leadership	89,45	10,09	9,45	9,49	Normal Distribution
2	Organizational culture	99,56	11,41	7,20	9,49	Normal Distribution
3	Quality of Education Services	97,30	9,73	5,42	9,49	Normal Distribution

Based on the explanation of the table 2 above, it is known that all data from all the groups studied have a value of χ^2_{count} less than the value of χ^2_{table} , namely: ($\chi^2_{count} = 9.45 < 9.49 = \chi^2_{table}$), ($\chi^2_{count} = 7.20 < 9.49 = \chi^2_{table}$), and ($\chi^2_{count} = 5.42 < 9.49 = \chi^2_{table}$). Thus, it is concluded that the research group data is normally distributed, so that further inferential analysis can be carried out.

b. Simple Correlation Coefficient Test

1) Correlation Coefficient of Variable X1 and Y

Based on the results of the calculation of the correlation test of variable X1 to variable Y, it can be seen that the r_{x1y} value is 0.51. Interpretation using the value table 'r product moment', $df = n - 2$ ($82 - 2 = 80$) by examining the table for the value of "r" product moment it turns out that with a df of 80 at the 5% significance level, the value of $r_{table} = 0$ is obtained. 22 it turns out that r_{x1y} (which is 0.51) is $r_{count} > r_{table}$, namely ($0.51 > 0.22$). Because r_{x1y} is greater than r_{table} , the correlation is significant

2) Correlation Coefficient of X2 and Y Variables

Based on the results of the calculation of the correlation test of variable X2 to variable Y, it can be seen that the r_{x1y} value is 0.48. Interpretation using the value table 'r product moment', $df = n - 2$ ($82 - 2 = 80$) by examining the table for the value

of "r" product moment it turns out that with a df of 80 at the 5% significance level, the value of r table = 0 is obtained. 22 it turns out that r_{x1y} (which is 0.48) is $r_{count} > r_{table}$, namely (0.48 > 0.22). Because r_{count} is greater than r_{table} , the correlation is significant

3) Correlation Coefficient of Variable X1 and X2

Based on the results of the calculation of the correlation test for variable X1 and variable X2, it can be seen that the value of r_{x1x2} is 0.49. Interpretation using the value table 'r product moment', $df = n - 2$ (82 - 2 = 80) by examining the table for the value of "r" product moment it turns out that with a df of 80 at the 5% significance level, the value of r table = 0 is obtained. 22 it turns out that r_{x1y} (which is 0.49) is $r_{count} > r_{table}$, namely (0.49 > 0.22). Because r_{count} is greater than r_{table} , the correlation is significant

c. Simple Regression Linearity Test

1) Regression X1 with Y

Based on the results of the simple regression linearity test, the regression equation is $= 55.75 + 0.46X1$, meaning that every change in the unit variable X1, there will also be a change of 0.46 in the Y variable at the constant 55.75.

2) Regression X2 with Y

Based on the results of the simple regression linearity test, the regression equation is $= 57.16 + 0.41X2$, meaning that every change in the unit of the X2 variable, there will also be a change of 0.41 in the Y variable at the constant 57.16.

3) Regression X1 with X2

Based on the results of the simple regression linearity test, the regression equation is $= 52.07 + 0.53X1$, meaning that every change in the unit of the X1 variable, there will also be a change of 0.53 in the X2 variable at the constant of 52.07.

d. Multiple Correlation Coefficient Test

Based on the results of the calculation of multiple correlation test for variable X1 and variable X2 with variable Y, it can be seen that the r_{x1x2y} value is 0.78. Interpretation using the value table 'r product moment', $df = n - 2$ (82 - 2 = 80) by examining the table of 'r' product moment values, it turns out that with a df of 80 at the 5% significance level, the value of r table = 0.22 turns out r_{x1x2y} (the amount of 0.78) is $r_{count} > r_{table}$, namely (0.78 > 0.22). Because r_{count} is greater than r_{table} , the correlation is significant.

e. Multiple Regression Linearity Test

Meanwhile, based on the results of the multiple regression linearity test, the regression equation is $\hat{Y} = 49.09 + 0.33X1 + 0.26X2$, meaning that every change in the units of variables X1 and X2, there will also be a change of 0.33 + 0.26 in variable Y at the constant 49.09.

f. Research Hypothesis Testing

1) First Hypothesis Test (X1 against Y)

Based on the significance test using the 't' test, it is known that t count = 5.30, and when compared with t table at a significance level of 5% and db: $82 - 2 = 80$, it is known that t table = 1.67. Thus $t_{count} > t_{table}$ is $5.30 > 1.67$. then H_a is accepted, thus the conclusion is that there is an influence between Transformational Leadership on the Quality of Educational Services. Based on the calculation of the coefficient of determination (CD), it is known that the contribution of variable X1 to variable Y is 26.01%. While the remaining 73.99% is influenced by other factors.

2) Second Hypothesis Test (X2 with Y)

Based on the significance test using the 't' test, it is known that t count = 4.89, and when compared with t table at a significance level of 5% and db: $82 - 2 = 80$, it is known that t table = 1.67. Thus $t_{count} > t_{table}$ is $4.89 > 1.67$. then H_a is accepted, thus the conclusion is that there is an influence between organizational culture on the quality of education services. Based on the calculation of the coefficient of determination (CD), it is known that the contribution of variable X2 to variable Y is 23.04%. While the remaining 76.96% is influenced by other factors.

3) Third Hypothesis Test (X1 and X2 with Y)

Based on the significance test using the 't' test, it is known that tcount = 11.14, and when compared with ttable at a significance level of 5% and db: $82-2 = 80$, it is known that t table = 1.67. Thus $t_{count} > t_{table}$ is $11.14 > 1.67$. then H_a is accepted, thus the conclusion is that there is an influence between professional leadership and organizational culture together on the quality of educational services.

Meanwhile, to find the significance of multiple correlation, the formula F_h is used. Furthermore, the value of F count is consulted with F_{table} (F_t), with dk numerator = $k = 7$ and dk denominator = $(nk-1) = (82-7-1 = 74)$ and the level of significance set $\alpha = 5\%$, then we get $F_t = 2.11$. From the above calculations it can be seen that $F_h > F_t$ ($16.25 > 2.11$), it can be stated that the multiple correlation is significant and can be applied where the sample is taken.

Thus, H_a is accepted and H_o is rejected, meaning that there is a significant relationship between Transformational Leadership and Organizational Culture together with the Quality of Educational Services in MIs in Serang City.

Based on the calculation of the coefficient of determination (CD), it is known that the contribution of variables X1 and X2 with variable Y is 60.84%. While the remaining 39.16% is influenced by other factors.

g. Discussion of Research Results

Discussion of research conducted in MIs throughout Serang City about the influence of Transformational Leadership and Organizational Culture on the Quality of Education Services. In discussing the results of the research the writer answers the problem formulation to get the research objectives, then the answers to these formulations are concluded in accordance with the hypothesis answers from the calculation results.

1) The effect of transformational leadership on the quality of education services

5 Based on the theory of transformational leadership, it states that transformational leadership is a leader who has the power to influence subordinates in certain ways (Yulk, 2001; Soenyono & Basrowi, 2020) With the application of transformational leadership, subordinates will feel trusted, appreciated, loyal and respectful to their leaders. In the end, the subordinates will be motivated to do more than expected (Basrowi et al., 2020).

With the ability to create higher teacher performance for educational institutions, it will enable these institutions to ensure good and quality education services for users of education services. Thus a leader with a transformational nature is able to bring the educational institution he leads to success in the future (Suwarno et al., 2020).

Based on the results of the study, the transformational leadership data (variable X1) that the researcher obtained from the results of distributing questionnaires to the research sample were as many as 82 respondents, with a statement (questionnaire) as many as 25 items having valid and reliable criteria. Furthermore, the data is said to be normally distributed after testing using the chi-square test.

The results of the correlation test for variable X1 on variable Y (transformational leadership on the quality of education services) get a value of $r_{xy} = 0.51$ with the interpretation that the effect of transformational leadership on the quality of educational services is at a moderate level. With the size of the contribution of variable X1 to variable Y is 26.01%, while the rest can be influenced by other factors that can be researched.

The results of hypothesis testing state that the value of $t = 5.30$ while $t_{table} = 1.67$, because t is greater than t_{table} , namely $5.30 > 1.67$, so it can be concluded that the alternative hypothesis (H_a) is acceptable while the hypothesis is nil (H_0) rejected means that "there is a significant influence between transformational leadership on the quality of education services".

2) The influence of organizational culture on the quality of education services

The theory states that organizational culture is a cognitive framework that contains attitudes, values, behavioral norms, and expectations of organizational members (Reksohadiprodjo & Handoko, 2008; Marwoto et al., 2020).

Based on the description of the definition of organizational culture, it can be concluded that organizational culture is a form of belief, basic assumptions, values, norms of behavior, ideology, attitudes, habits, and expectations of the organization which are represented through the behavior and actions of members. Organization (Basrowi & Utami, 2020). These patterns eventually become a form of governance (management) of organizational resources to achieve mutually established goals. This means that the culture forms a normative order in the management system in the organization which, on the philosophical side of the organization and its operation, is based on a system of values, beliefs, norms, and other variants that exist in the culture (Maunnah & Basrowi, 2020). Therefore, it is natural that organizational culture is said to be an organizational personality that affects the way individuals act in the organization (Basrowi & Maunnah, 2019).

¹³ Based on the results of the study, the data on organizational culture (variable X2) that the researcher obtained from the results of distributing questionnaires to the research sample were 82 respondents, with a statement (questionnaire) ¹¹ many as 25 items having valid and reliable criteria. Furthermore, the data is said to be normally distributed after testing using the chi-square test.

The results of the correlation test for variable X2 on variable Y (organizational culture on the quality of educational services) get a value of $r_{x1y} = 0.48$ with the interpretation that the influence of organizational culture on the quality of educational services is at a moderate level. With the size of the contribution of variable X2 to variable Y is 23.04%, while the rest can be influenced by other factors that ⁴ can be researched.

The results of the hypothesis testing state that the value of $t = 4.89$ while $t_{table} = 1.67$, because t is greater than t_{table} , namely $4.89 > 1.67$, so it can be concluded that the alternative hypothesis (H_a) is acceptable, while the hypothesis is nil (H_0) rejected means that "there is a significant influence between organizational culture on the quality of education services".

3) The influence of transformational leadership and organizational culture on the quality of educational services

To get the answer to this problem, the researcher then collected data using a questionnaire instrument, the number of statements used by the researcher was 25 items on each research variable, then the questionnaire was distributed to 82 respondents as the research sample. As for the results of testing the third hypothesis, the following table is obtained.

Table 3. Multiple Hypothesis Test

Hypothesis	Multiple Correlation (R_{x1x2y})		Significance Test (F_h)		Information
	r _{count}	r _{table}	F _{count}	F _{table}	
Variable X ₁ and X ₂ with Y	0,78	0,22	16,25	2,11	H_a accepted

Based on table 3 above, it is stated that the calculation of the multiple correlation coefficient obtained a value of 0.78, with a value of Fcount of 16.25. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a significant influence between Transformational Leadership and Organizational Culture on the Quality of Education Services ¹² in MIs throughout Serang City. With the magnitude of the contribution of the two independent variables (X1 and X2) to the dependent variable (Y) of 60.84%. While the remaining 39.16% is influenced ²⁰ by other factors that can be investigated further (Basrowi & Utami, 2019).

Based on the research results described above, the formulation of the problem in the study can be answered. The answers to the problem formulations posed in this study are as follows;

1. Transformational leadership in MI in Serang city has not been able to influence subordinates to have self-confidence, respect for leadership, be loyal, and fully responsible for their duties in the madrasa educational institutions. The impact

that can be felt is especially in the field of quality of education services. Where the users of education services, in this case are students, teachers, and the community have not experienced services that can be said to be comfortable and of quality from the educational institutions themselves. This can be seen from the large contribution of transformational leadership to the quality of education services which only contributed 26.01%, meaning that this figure is in the low category.

2. Organizational Culture of Madrasah Ibtidaiyah throughout Serang City in the view of the community is still less prestigious than public or private primary schools. Although in plain view Madrasah Ibtidaiyah has an image as an educational institution that prioritizes religious education, but in terms of organizational management, it has not been able to match Elementary Schools (SD) in terms of educational services. The results of the study stated that the contribution of organizational culture to the quality of education services was 23.04%, meaning that the contribution was in low criteria.

As for the quality of education services in MIs throughout Serang, it can be seen from the results of the answers to the research questionnaire that were distributed to the teacher councils in all MI institutions throughout Serang by showing that the quality of MI education services throughout the city of Serang is still far from expectations. that you aspire to.

D. Conclusion

The conclusions of research on the influence of transformational leadership and organizational culture on the quality of education services in MIs in Serang City are as follows:

First, The results of hypothesis testing using statistical calculations about the effect of transformational leadership on the quality of education services in MIs in Serang City obtained a tcount of 5.30, this value indicates the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). While the magnitude of the influence of transformational leadership on the quality of education services is indicated by the value of $r_{x1y} = 0.51$ which means that it has a moderate effect. The amount of contribution of variable X1 to variable Y is 26.01%, while the rest can be influenced by other factors.

Second, Answers to the next hypothesis based on hypothesis testing using statistical calculations about the influence of culture on the quality of education services in MIs in Serang City obtained a tcount of 4.89, this value indicates acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). While the magnitude of the influence of organizational culture on the quality of education services is indicated by the value of $r_{x1y} = 0.48$ which means that it has a moderate effect. The amount of contribution of variable X1 to variable Y is 23.04%, while the rest can be influenced by other factors.

Third, based on the research results, it shows that the variables X1 and X2 have an influence on variable Y in the strong category. Whereas for testing the research hypothesis using the t test, the t value was 11.14¹⁷ which indicates acceptance of the alternative hypothesis (Ha). The significance of the effect of the two independent variables on the dependent variable can be calculated using the Fh formula with the results of the calculation obtaining Fcount = 16.25 while Ftable = 2.11, based on these calculations the hypothesis test results show the significance of the correlation. The answer to the hypothesis can be concluded that "There is a significant influence of transformational leadership and organizational culture together on the quality of education services in MIs in Serang City"

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