

## **The Influence of Leadership, Supervision and Organizational Climate of Madrasas on Students' Extracurricular Achievements State Aliyah Madrasah in Jambi Province**

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**ABSTRACT:** *This study aims to describe and analyze the influence of leadership, supervision of madrasah principals and madrasah organizational climate on extracurricular achievements of madrasah aliyah students in Jambi province. This study uses a quantitative approach with a survey design. This research was conducted on MAN students in Jambi province. The population is 585 with purposive random sampling technique and the number of samples is 101 people. Data was collected through a questionnaire with a Likert scale. Data analysis using path analysis started with descriptive statistics, pretest analysis requirements (normality, homogeneity and linearity) and continued with simple linear regression significance. The results of the analysis show that leadership has a positive and significant direct effect on extracurricular achievement. The supervision of the madrasah principal has a positive and significant direct effect on extracurricular achievement. The leadership and supervision of the madrasah principal simultaneously affect extracurricular achievement. Leadership has a positive and significant direct effect on the organizational climate of the madrasa. The supervision of the madrasah principal has a direct positive and significant effect on the madrasah organizational climate. The leadership and supervision of the head of the madrasa simultaneously affect the organizational climate of the madrasa. The organizational climate of the madrasa has a direct positive and significant effect on extracurricular achievement. Leadership has an indirect effect on extracurricular achievement through the madrasah organizational climate. Supervision of the madrasah principal has an indirect effect on extracurricular achievement. The leadership, supervision of the head of the madrasa, and the organizational climate of the madrasah simultaneously affect extracurricular achievement.*

**Keywords**—Leadership, Supervision, Organizational Climate, Extracurricular Achievements

### **I. INTRODUCTION**

The 21st century, which is marked by the synergy of science and the use of information technology on a large scale, brings significant changes to various aspects of human life, including the education system. Currently, education is not only required to be able to produce intelligent students, but also to build a scientific attitude that makes students able to think critically, logically, analytically, creatively, independently, and able to adapt, and cooperate well in solving problems [1]. Indonesia is a country that has national development assets in the form of abundant natural wealth and a large population. Data released by the Central Statistics Agency (BPS) shows that Indonesia will get a demographic bonus in 2020 to 2030 with a population of productive age 15-60 years reaching 70% of the total population of Indonesia [2]. Of course, this demographic bonus will make a positive contribution to the progress of national development if it is equipped with 21st century abilities or skills obtained through education either through intra-curricular, co-curricular and extra-curricular activities. Regarding the importance of having quality human resources (HR), President Joko Widodo stated "the progress of a country is very dependent on the capabilities of its human resources, the Ministry of Education and Culture has a great responsibility in developing human resources in Indonesia". Quality human resources are more important than natural resource wealth (SDA), because natural resource wealth cannot guarantee the welfare and success of a nation. Many developed countries do not have natural resources, but on the contrary, many countries that have abundant natural resources suffer from poverty, even conflicts and civil wars. This was conveyed by him when giving a speech at the 2018 National Conference on Education and Culture on Tuesday, February 6, 2018 in Depok [3].

The reality on the ground shows that the quality of Indonesian human resources is low. Based on the Human Development Report 2015 by the United Nations for Development Program (UNDP) Human

Development Index (HDI) of Indonesia in the year 2019 are in number 111 189 countries with the amount of 0,707 (HDI classified as medium) or equal to the previous year[4]. This shows that Indonesia is still stagnant, there is no improvement towards a higher level and is far behind with Malaysia, which is ranked 61st and Thailand is ranked 7th. While education itself is strongly influenced by the human resources of its education. The main finding survey of OECD economies Indonesia in March 2015 and December 2018 revealed that "... Despite the various outcomes Program for International Study Assessment (PISA) is aligned with the stage of development of Indonesia at this time, but the education system is still experiencing serious problems in terms of quality and access "[5].

Jambi province has 199 Madrasah Aliyah (MA) with 168 Madrasah Aliyah (84%) are managed by public or private that resulted in a gap in the educational process at the school. This can be seen from the Jambi Province Madrasah Development Policy Direction in 2018, which states that the main problem of madrasa education in Jambi is the quality of graduates who are still not optimal. It is undeniable that madrasa graduates still find it difficult to compete with other public school graduates. This should not be an obstacle for madrasas to improve for the better.

Efforts to improve the quality of madrasa education are a necessity and an absolute demand in line with the development and progress of science and technology (IPTEK) in the era of modernization and globalization that cannot be avoided today, one of which is by developing the potential of madrasa students through extracurricular activities. Extracurricular activities are coordinated, directed, and integrated activities. This activity is located as an additional activity in the school which is directed at developing students' self according to the interests, talents and abilities of students. Extracurricular activities can provide great social benefits in developing the ability to communicate and collaborate with others, as well as being a forum that facilitates the talents, interests, and creativity of different students which will ultimately accelerate the achievement of national education goals[6].

Various studies, among others, conducted by[7], [8], [9]show that extracurricular activities have a positive impact on students' academic achievement. Furthermore, extracurricular activities have an indirect impact on students' academic achievement in three ways[10]. First, participation in extracurricular activities will help students develop character and life skills, including having a high work ethic, being confident, and being persistent. Second, participation in extracurricular activities will improve students' social status thereby facilitating the achievement of higher academic performance. Third, participation in extracurricular activities provides space for students to interact with each other, build social bonds, and develop social capital. This social capital then acts as a social control that encourages students to follow school norms and achieve academic success.

Extracurricular activities must receive special attention from the managers of educational institutions, especially madrasa leaders. It is based on the fact that the leadership (leadership) is the second most important factor after teaching a direct impact on student achievement outcomes, including the successful implementation of extra-curricular activities at the school. Leadership acts as a "catalyst" that will have a positive impact on the progress of the student learning process[11].Furthermore, Zalina stated that the success of students in extracurricular activities will be realized through good management of extracurricular activities by school leaders. A leader must be able to move, influence madrasa resources in achieving the expected madrasa goals[12].This is in line with Sarnoto's statement which reveals leadership as the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit, and even punish (if necessary) and foster with the intention that humans as management media want to work. in order to achieve administrative objectives effectively and efficiently[13].

Extracurricular achievement is defined as a form of business achievement obtained from the process and evaluation of extracurricular activities where the results can be in the form of assessment scores. Operationally, extracurricular achievement is defined as the maximum result that has been achieved from a business that has been done and created either individually or in groups in the form of knowledge and skills in the activities of developing talents and interests of students in both cognitive, affective and psychomotor aspects. Achievements in extracurricular activities can be indicated by the scores obtained by students in the extracurricular competition activities they participate in. The higher the score obtained, the higher the extracurricular achievements it has. The extracurricular achievement of Madrasah Aliyah students in Jambi Province is still relatively low when compared to other provinces. This is illustrated by the results of the Madrasa Science Competence, which is the only national-scale Science Olympiad extracurricular competition held by the Indonesian Ministry of Religion every year. The achievements of Madrasah Aliyah students in Jambi Province in the last three years at the event can be seen in the table below:

Table 1.1 Jambi Province Olympiad Extracurricular Achievements at the National Madrasah Science Competency Event

No	Year	Medal Earning			Information
		Gold	Silver	Bronze	
1	2017	0	0	0	
2	2018	2	1	1	
3	2019	1	1	1	

Source: processed from data from the Ministry of Religion of the Republic of Indonesia

The data above shows that the extracurricular achievements (especially the Olympic extracurricular) of madrasas in Jambi Province are still far behind from other provinces in Indonesia. The extracurricular achievements of the Jambi Province Madrasah Aliyah Science Olympiad in 2018 and 2019 were seen to increase, this was due to the fact that Jambi Province benefited from a regulation that allowed MAN Insan Cendikia Jambi to participate in these activities, which in the previous year was not allowed, because in the previous year MAN IC throughout Indonesia has a science competition event that is different from regular madrasah. This condition shows that the Olympic extracurricular development at the madrasah level in Jambi Province has not succeeded in forming a strong Olympic team nationally. Based on the main tasks and functions, the extracurricular olympic coaching at the madrasah level is the responsibility of the madrasah leadership. This means that the madrasa leadership, in this case the madrasah principal, has a very large role in the success of obtaining student extracurricular achievements, in addition to the madrasa organizational climate factor.

The above conditions were confirmed by one of the physics olympiad coaches at MAN 3 Jambi City, Mr. NV who stated that the lack of extracurricular achievements at the MAN 3 Jambi city olympiad was influenced by the low attention of the madrasah principal to this extracurricular branch. The results of observations at MAN 2 Jambi City which have quite good achievements in Olympic extracurricular activities in Jambi City show that the attention of the madrasah principal is in the form of budgeting special funds for "quality improvement" for Olympic extracurriculars and giving rewards for students who excel in competitions both at the inter-madrasah level, City, province, and national levels have led the students of MAN 2 Jambi City to make achievements in Jambi Province. This illustrates that the head of the madrasa has an important role in mobilizing his subordinates and has full responsibility for all activities in the madrasa, including extracurricular activities . A leader must be able to provide guidance, instruction, direction and form a good team work to obtain a goal that i nginkan. This was explained by Wahjosumidjo that the head of the madrasa as a leader must have a special character that includes personality, basic skills, professional experience and knowledge, as well as administrative and supervisory knowledge. The ability that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, school vision and mission, decision-making ability and communication ability[14].

All forms of madrasa leadership policies that are programmed to improve madrasah achievement must be supported by all madrasa components, both students, teachers and education staff. In ensuring that madrasa leadership programs and policies related to improving extracurricular achievement run well, guidance and supervision from the leadership in the form of supervision must be improved. It is intended that all components of the madrasa work together in advancing the achievement of the madrasa. Leadership is the core of management and the core management of administration, as Tracy revealed an administrative or leadership style is the way that a leader leads (administrative or leadership style is the way a leader leads)[15]. Leadership is the core of management and the core management of administration, as Tracy revealed an administrative or leadership style is the way that a leader leads (administrative or leadership style is the way a leader leads) [15] . Islam views leadership starting from the smallest environment, namely oneself, because a person cannot lead well if he does not succeed in leading himself first.

The head of the madrasa as a leader is responsible for mobilizing and directing all the potential of teachers to achieve educational goals in the madrasa. Regarding the duties of the head of the madrasa, Nurtain emphasized that the position of the head of the madrasa in achieving the goals of the madrasa is as a madrasa administrator, teaching leader, and supervisor. As an administrator, the head of the madrasa is in charge of utilizing available resources including: teaching management, student management, personnel management, facility management, financial management, madrasah and community relations management. Morris L. Cogan, Robert Goldhammer, and Richard Weller cited Acheson at the Harvard School of Education suggests that *Supervision may therefore be defined as the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of the data and the relationship between teacher and supervisor form the basis of the program, procedures and strategies designed to improve the student's learning by improving the teacher's*

*classroombehavior*[16].Based on this definition, supervision is designed to improve the performance of the madrasa principal as a supervisor and teacher so that it has an impact on student learning achievement.

Furthermore, as a supervisor, the head of the madrasa has the task of providing professional technical assistance to teachers in planning, implementing and evaluating both learning and extracurricular activities so that the goals of the madrasa can be achieved optimally. In carrying out their duties as supervisors, the principal can choose the right approach according to the problems faced by the teacher and need to pay attention to the level of teacher maturity. Supervision is not defined narrowly as the best way to be applied in all situations but needs to pay attention to individual abilities, needs, interests, individual maturity levels, personal characteristics of teachers, all of which are considered for implementing supervision.

As a supervisor, the madrasah principal is expected to be able to act as a consultant, as a facilitator who understands the needs of the madrasa component and is also able to provide alternative solutions. In addition, madrasa principals are also expected to motivate teachers and students to be more creative and innovative in fostering and implementing extracurricular activities. Within the framework of coaching through supervision, it should be noted that these activities not only focus on increasing knowledge and skills in managing learning, but also encourage the development of motivation to improve the quality of madrasa graduates. All efforts related to the leadership and supervision process carried out by the madrasah principal in improving madrasah achievement are an attempt to build an educational madrasa organizational climate.

Madrasah organizational climate is a multidimensional construct that describes the quality and character of madrasa life based on patterns of students, parents, teachers, and madrasah staff. The organizational climate of the madrasa reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and the organizational structure of the school[17].Madrasah organizational climate can also be conceptualized as school belonging , namely a psychological construct that describes the feeling of being part of the school community[18].Thus the organizational climate of the madrasa can be defined as the result of subjective perceptions of the formal system, the informal style of the madrasah principal, and other important environmental factors that influence the attitudes, beliefs, values and motivation of individuals residing in the madrasa. In addition, madrasa organizational climate is also defined as an atmosphere in the workplace that includes a variety of complex norms, values, expectations, policies and procedures that influence individual and group behavior patterns in a madrasa. Thapa divides the school climate into four major domains, namely safety, interpersonal relationships, teaching and learning, and the environment [19]. Although the active involvement of students in extracurricular activities is one of the important keys for students to be able to develop their potential which will ultimately affect the success of students' academic achievement , so far there are limited research that explores the influence of leadership, supervision of madrasah principals, and madrasa organizational climate on students' extracurricular achievements . Departing from the theoretical and empirical background of the problem as described above, there needs to be a study that explores "The Influence of Leadership, Supervision of Madrasah Heads and Madrasah Organizational Climate on Extracurricular Achievement of Madrasah Aliyah Students in Jambi Province".

## II. METHOD

This research uses a quantitative approach with a survey design . Survey researchers collect quantitative data using questionnaires and statistically analyze the data to test research questions or hypotheses[20].This research was carried out based on the research objective, namely to find out the magnitude of the direct or indirect influence of the variables of leadership, supervision of the madrasah principal, and madrasah organizational climate on the extracurricular achievements of State Madrasah Aliyah students in Jambi Province, so data collection was carried out on these four variables. The dependent variable data on extracurricular achievement was obtained from the documentation of the results of the Madrasah Science Competency (KSM) implementation in 2019. The population in this study were all MAN students in the Jambi Province area who took part in the Olympic extracurricular or the Madrasa Science Competition (KSM) . By using purposive random sampling , the study sample with students in the western region came from MAN 1 Sungai Penuh there were 43 people, the middle region came from MAN 2 Jambi City there were 43 people, and the eastern region came from MAN 1 West Tanjab there were 15 people. Research data were collected through a questionnaire . After the data collected then analyzed with through stages : 1) test try instrument that consists of test validity and reliability ; 2) descriptive analysis ; 3) testing requirements analysis which consists of a test of normality , testing homogeneity and test linearity ; 4) analysis of inferential that consists of a test analysis of pathways , t test ( partial ), and test the coefficient of determination . Data analysis in this study was carried out using the help of the IBM SPSS Statistics 23 Program.

## III. RESULT AND DISCUSSION

### Descriptive Statistical Analysis

#### Description of Leadership Variable Data ( $X_1$ )

The data from the results of the next study were made in a frequency distribution list with many classes of 8 intervals and 11 interval length. The distribution of the data is presented in the following frequency distribution table.

Table 1. Table of Frequency Distribution of Leadership Variables ( $X_1$ )

No.	Interval Class	fi	Xi	Xi <sup>2</sup>	fiXi	fiXi <sup>2</sup>	f kum	fr
1	109-119	3	114	12996	342	38988	3	2,97
2	120-130	7	125	15625	875	109375	10	6,93
3	131-141	8	136	18496	1088	147968	18	7,92
4	142-152	30	147	21609	4410	648270	48	29,70
5	153-163	29	158	24964	4582	723956	77	28,71
6	164-174	11	169	28561	1859	314171	88	10,89
7	175-185	10	180	32400	1800	324000	98	9,101
8	186-196	3	191	36481	573	109443	101	2,97
Amount		101			15529	2416171		100

Based on T abel 1 seen that there are 48 people respondents ( 47 , 52 %) were in lower grade intervals containing scores on average, 29 people respondents ( 28 , 71 %) were in grade interval that contains scores on average, and 24 the respondents ( 23 , 76 %) were in the top grade intervals that contain score average.

**Description of the Supervision Head of Madrasah Variable Data ( $X_2$ )**

Data results of the study subsequently made in the list of distribution of frequencies with a lot of class intervals of 8 and length of the interval 7. The distribution of the data is presented in the following frequency distribution table.

Table 2. Table of Frequency Distribution of Madrasah Head Supervision Variables ( $X_2$ )

No.	Interval Class	fi	Xi	Xi <sup>2</sup>	fiXi	fiXi <sup>2</sup>	f kum	fr
1	94-100	4	97	9409	388	37636	4	3,96
2	101-107	9	104	10816	936	97344	13	8,91
3	108-114	18	111	12321	1998	221778	31	17,82
4	115-121	22	118	13924	2596	306328	53	21,78
5	122-128	24	125	15625	3000	375000	77	23,76
6	129-135	13	132	17424	1716	226512	101	12,87
7	136-142	7	139	19321	973	135247	97	6,93
8	143-149	4	146	21316	584	85264	101	3,96
Amount		101			12188	1485109		100

Based on T abel 2 seen that there are 31 people respondents ( 30,69 %) were at the bottom of the class interval that contains scores on average, 22 the respondents ( 21,78 %) were in grade interval that contains scores on average, and 48 the respondents ( 47,52 %) were in the top grade intervals that contain score average.

**Description of Perception Variable Data on Madrasah Organizational Climate ( $X_3$ )**

The data from the results of the next study were made in a frequency distribution list with many classes of 8 intervals and 11 interval length. The distribution of the data is presented in the following frequency distribution table.

Table 3. Table Distribution Frequency Variable Perception Against Climate Organization of Madrasah ( $X_3$ )

No.	Interval Class	fi	Xi	Xi <sup>2</sup>	fiXi	fiXi <sup>2</sup>	f kum	fr
1	100-110	5	105	11025	525	55125	5	4,95
2	111-121	11	116	13456	1276	148016	16	10,89
3	122-132	13	127	16129	1651	209677	29	12,87
4	133-143	24	138	110144	3312	457056	53	23,76
5	144-154	23	149	22201	3427	510623	76	22,77
6	155-165	11	160	25590	1760	281600	87	10,89
7	166-176	9	171	29241	1539	263169	96	8,91
8	177-187	5	182	33124	910	165620	101	4,95
Amount		101			14400	20101886		100

Based on T abel 3 seen that there are 29 people respondents ( 28,71 %) were in lower grade intervals containing scores on average, 24 people respondents ( 23,76 %) were in grade interval that contains scores on average, and 48 the respondents ( 47,52 %) were in the top grade intervals that contain score average.

**Description Data Variable Achievement E kstrakurikuler ( $X_4$ )**



Data results of the study subsequently made in the list of distribution of frequencies with a lot of class intervals of 8 and length of interval 5. The distribution of the data is presented in the following frequency distribution table.

Table 4 . Table Distribution Frequency Variable Achievement E kstrakurikuler (X<sub>4</sub>)

No.	Interval Class	f <sub>i</sub>	X <sub>i</sub>	X <sub>i</sub> <sup>2</sup>	f <sub>i</sub> X <sub>i</sub>	f <sub>i</sub> X <sub>i</sub> <sup>2</sup>	f kum	fr
1	61-65	3	63	3969	189	11907	3	2,97
2	66-70	8	68	4624	544	36992	11	7,92
3	71-75	15	73	5329	1095	79935	26	14,85
4	76-80	23	78	6084	1794	139932	49	22,77
5	81-85	24	83	6889	1992	165336	72	23,76
6	86-90	16	88	7744	1408	123904	89	15,84
7	91-95	9	93	8649	837	77841	98	8,91
8	96-100	3	98	9604	294	28812	101	2,97
Amount		101			8153	664659		100

Based on Table 4 seen that there are 4 9 respondents ( 48.51%) were in lower grade intervals containing scores on average, 2 4 the respondents ( 23,76%) were in grade interval that contains scores on average, and 2 8 the respondents ( 27.72 %) were in the top grade intervals that contain score average.

**Testing Data Analysis Requirements**

**Data Normality Test**

Testing normality of the data is done through test Liliefors and to test the suitability Chi Square begins with determining the level of significant. The extent significant that is used is = 0.05 to test the hypothesis. The results of the analysis of the data normality test are presented in Table 5 below.

Table 5. Data Normality Test

No	Variable	N	X <sup>2</sup> <sub>table</sub>	X <sup>2</sup> <sub>count</sub>	Decision X <sup>2</sup> <sub>count</sub> < X <sup>2</sup> <sub>table</sub>
1	Leadership	101	14,017	8,19	Normal
2	Supervision of the madrasah principal	101	14,017	2,58	Normal
3	Madrasa climate	101	14,017	5,01	Normal
4	Extracurricular achievements	101	14,017	0,39	Normal

Based on Table 5, it is known that x<sup>2</sup> calculate the leadership variable = 8.19; x<sup>2</sup> calculate the supervised variable of the principal of the madrasa = 2.58; x<sup>2</sup> calculate the madrasa climate variable = 5.01; and x<sup>2</sup> calculate extracurricular achievement variable = 0.39; while x<sup>2</sup>table = 14,017. That is, the value of x<sup>2</sup> count is smaller than x<sup>2</sup>table. Thus, the statistical value data with 101 respondents was declared NORMAL.

**Data Homogeneity Test**

Testing homogeneity is done by two ways, namely the calculations with the help of IBM SPSS Statistics 23 ,adapaun results of tests of homogeneity as follows.

Table 6. Data Homogeneity Test

No	Error	Number of Samples	db	χ <sup>2</sup> (0,05)		Conclusion
				χ <sup>2</sup> <sub>tabel</sub>	χ <sup>2</sup> <sub>hitung</sub>	
1	X <sub>1</sub> againts X <sub>4</sub>	101	47	64,00	32,67	Homogeneous
2	X <sub>2</sub> againts X <sub>4</sub>	101	60	77,93	21,55	Homogeneous
3	X <sub>3</sub> againts X <sub>4</sub>	101	41	58,12	42,33	Homogeneous
4	X <sub>1</sub> againts X <sub>3</sub>	101	47	64,00	29,09	Homogeneous
5	X <sub>2</sub> againts X <sub>3</sub>	101	60	77,93	18,10	Homogeneous
6	X <sub>1</sub> againts X <sub>2</sub>	101	47	64,00	33,29	Homogeneous
Homogeneous prerequisite χ <sup>2</sup> <sub>count</sub> < χ <sup>2</sup> <sub>table</sub>						

The results of the calculation for the homogeneity test of the variance of the variables obtained that x<sup>2</sup>count = smaller than x<sup>2</sup>table (x<sup>2</sup>count < x<sup>2</sup>table), then H<sub>0</sub> is accepted. That is, all the variances of the variables are homogeneous.

**Regression Linearity Test**

The linearity test was carried out in two ways, namely calculation with the help of IBM SPSS Statistics 23, while the homogeneity test results were as follows.

Table 7. Regression Linearity Test

No	Variable	F <sub>count</sub>	F <sub>table</sub>	Conclusion
1	Extracurricular Achievements (X4) with Leadership (X1)	57,51	3,94	Significant and Linear
2	Supervision of the Head of Madrasah (X2) on Extracurricular Achievements (X4)	53,70	3,94	Significant and Linear
3	Leadership (X1) on Madrasah Organizational Climate (X3)	15,06	3,94	Significant and Linear
4	Supervision of Madrasah Heads (X2) on Madrasah Organizational Climate (X3)	66,47	3,94	Significant and Linear
5	Madrasah Organizational Climate (X3) Against Extracurricular Achievement (X4)	173,04	3,94	Significant and Linear
6	Leadership (X1) Towards Supervision of Madrasah Principals (X2)	5,49	3,94	Significant and Linear

Based on the results of the Tabel 7 at the top, then the obtained value of the significance of test results of the regression and pattern of linear more substantial than at the level of significance . This means that each variable has met the variable significance test and has a linear pattern .

**Hypothesis Testing**

In accordance with the purpose of research, methods of analysis of pathways in the study is comprised of five sub-structure of the equation as follows.

**Sub Structure I**

Hypothesis testing was carried out after structural equations were carried out. Sub-structural I is intended to answer the hypothesis 1, 2 and 3 on the effect of directly variable Leadership (X<sub>1</sub>), Supervision head of madrasah (X<sub>2</sub>), as a partial or simultaneous to the variable Achievement ekstrakurikuler (X<sub>4</sub>), the equation as follows.

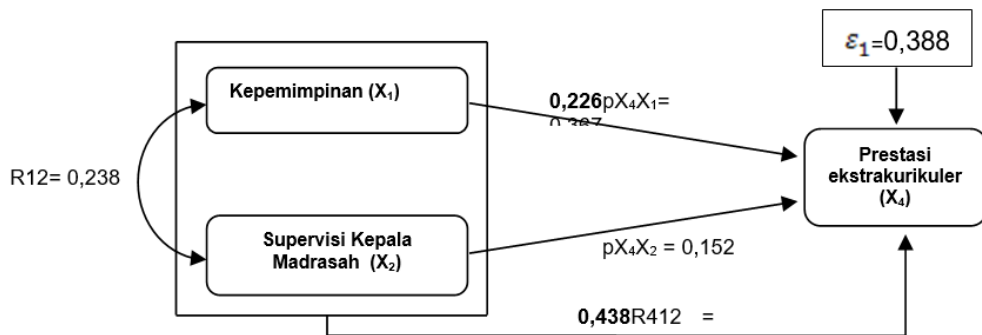


Figure 1. Diagram Line Sub Structure 1

Calculation koefesian at the top in line with the results of SPSS, as illustrated on the tabel 8 below.

Table 8. Results Leadership Path Analysis between variables (X<sub>1</sub>) with Honors Extracurricular (X<sub>4</sub>)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	37,272	5,753		6,479	,000
	X4_Prestasi_Ekstrakurikuler	,281	,037	,607	7,595	,000

a. Dependent Variable: X1\_Leadership

Table 8 shows that the correlation coefficient of X<sub>1</sub> to X<sub>4</sub> (ρ<sub>41</sub>) = 0.607, with a significance level of = 0.05 and dk = 99, the value of ttable = 1.984 is obtained. The results of the calculation get the value of tcount = 7.595. Based on these criteria, it turns out that the value of tcount (7.595) > ttable (1.984), so that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that the research hypothesis which states that leadership (X<sub>1</sub>) has a direct effect on extracurricular achievement (X<sub>4</sub>) can be accepted because it is proven true. The magnitude of the influence of leadership (X<sub>1</sub>) on extracurricular achievement (X<sub>4</sub>) is 41.6%, while the remaining 58.4% is influenced by other variables.

Table 9. Results of Pathway Analysis between Madrasah Principal Supervision variables (X<sub>2</sub>) and Extracurricular Achievements (X<sub>4</sub>)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,826	6,675		4,768	,000
	X4_Prestasi_Ekstrakurikuler	,404	,055	,593	7,328	,000

Based on the results of manual data analysis in Table 9, the correlation coefficient of X<sub>2</sub> to X<sub>4</sub> ( $\rho_{42}$ ) = 0.593, with a significance level of = 0.05 and dk = 99, the value of  $t_{table}$  = 1.984 is obtained. The results of the calculation get the value of  $t_{count}$  = 7,328. Based on these criteria, it turns out that the value of  $t_{count}$  (7.328) >  $t_{table}$  (1.984), so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that the research hypothesis which states that the supervision of the madrasah principal (X<sub>2</sub>) has a direct effect on extracurricular achievement (X<sub>4</sub>) can be accepted because it is proven true. The magnitude of the influence of the supervision of the madrasah principal (X<sub>2</sub>) on extracurricular achievement (X<sub>4</sub>) is 56.2%, while the remaining 43.8% is influenced by other variables.

Table 10. Pathway Analysis Results between Leadership (X<sub>1</sub>) and Madrasah Principal Supervision (X<sub>2</sub>) variables on Extracurricular Achievement (X<sub>4</sub>)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,782 <sup>a</sup>	,612	,578	5,203

a. Predictors: (Constant), X<sub>2</sub>\_Supervisi, X<sub>1</sub>\_Kepemimpinan  
 b. Dependent Variable: X<sub>4</sub>\_Prestasi\_Ekstrakurikuler

Tabel 11. Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3754,777	2	1877,389	175,85	,000 <sup>b</sup>
	Residual	2652,668	98	27,068		
	Total	6407,446	100			

a. Dependent Variable: X<sub>4</sub>\_Prestasi\_Ekstrakurikuler  
 b. Predictors: (Constant), X<sub>2</sub>\_Supervisi, X<sub>1</sub>\_Kepemimpinan

Based on the output summary table listed in Table 10, it can be seen that the coefficient of determination is 0.782. While the simultaneous effect of the leadership variable (X<sub>1</sub>) and the supervision of the madrasah principal (X<sub>2</sub>) together on the extracurricular achievement variable (X<sub>4</sub>) is seen from the value of R<sup>2</sup>.12 = (R Square) of 0.612. The effect of other variables outside the model on extracurricular achievement variables is  $2 = 1 - R^2_{12} = 1 - 0.612 = 0.388$  (38.8%). Based on the two multiple correlation coefficient calculations above, the leadership variable (X<sub>1</sub>) and the supervision of the principal (X<sub>2</sub>) jointly affect extracurricular achievement (X<sub>4</sub>) by 61.2% while the remaining 38.8% is influenced by other variables.

**Sub Struktur II**

Hypothesis testing is carried out after structural equations are carried out. Sub-structural 2 is intended to answer hypotheses 4, 5 and 6 regarding the direct influence of the leadership variable (X<sub>1</sub>), Madrasah principal supervision (X<sub>2</sub>) partially or simultaneously on the Madrasah organizational climate variable (X<sub>3</sub>), with the following equation.

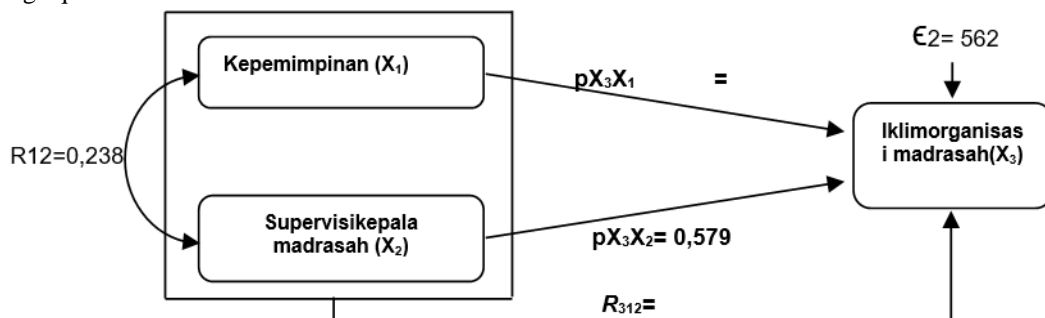


Figure 2. Path Diagram of Sub Structure 2

The coefficient calculation above is in line with the SPSS results, as illustrated in table 12 below.



Table 12. Pathway Analysis Results between Leadership (X1) and Madrasah Organizational Climate (X3)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,483	16,604		4,727	,000
	X1_Leadership	,415	,107	,364	3,894	,000

a. Dependent Variable: X3\_Iklim\_Organisasi\_Madrasah

Table 12 shows that the results of  $31 = 0.364$  are both calculated manually and using SPSS, showing the same path coefficient value, namely  $31 = 0.364$ . The results of manual data analysis obtained path coefficients X1 to X3 ( $\rho_{31}$ ) = 0.364 with a significance level of = 0.05 and  $dk = 99$  obtained the value of  $t_{table} = 1.984$ . The calculation results get the value of  $t_{count} = 3.894$ . Based on these criteria, it turns out that the value of  $t_{count} (3.894) > t_{table} (1.984)$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that leadership (X1) has a direct effect on the organizational climate of the madrasa (X3) is accepted because its truth has been tested. The magnitude of the influence of leadership (X1) on the madrasah organizational climate (X3) is 18.2%, while the remaining 81.8% is influenced by other variables.

Table 13. Results of Path Analysis between the Supervision of Madrasah Principals (X2) and Madrasah Organizational Climate (X3)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,202	15,812		,898	,371
	X2_Supervision	1,063	,130	,633	8,128	,000

Based on the results of manual data analysis in Table 13, the correlation coefficient of X2 to X3 ( $\rho_{32}$ ) = 0.633 with a significance level of = 0.05 and  $dk = 99$  obtained a value of  $t_{table} = 1.984$ . The calculation results get the value of  $t_{count} = 8.128$ . Based on these criteria, it turns out that the value of  $t_{count} (8,128) > t_{table} (1,984)$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that the supervision of the head of the madrasa (X2) has a direct effect on the organizational climate of the madrasa (X3) is accepted because the truth has been tested. The magnitude of the influence of the supervision of the madrasah principal (X2) on the madrasah organizational climate (X3) is 45.6%, while the remaining 54.4% is influenced by other variables.

Table 14. Pathway Analysis Results between Leadership (X1) and Madrasah Principal Supervision (X2) variables on Madrasah Organizational Climate (X3)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,662 <sup>a</sup>	,438	,441	14,748

a. Predictors: (Constant), X1\_Kepemimpinan, X2\_Supervisi  
a. Dependent Variable: X3\_Iklim\_Madrasah

Table 15. ANOVA between Leadership (X1) and Madrasah Principal Supervision (X2) variables on Madrasah Organizational Climate (X3)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17575,572	2	8787,786	95,86	,000 <sup>b</sup>
	Residual	21315,656	98	217,507		
	Total	38891,228	100			

A. Dependent Variable: X3\_Iklim\_Madrasah  
B. Predictors: (Constant), X1\_Kepemimpinan, X2\_Supervisi

Based on the output summary table listed in Table 15, it can be seen that the value of the multiple correlation coefficient of X1X2 against X3 ( $R_{3.21}$ ) is 0.662, with a significance level of = 0.05 and  $dk = 99$ , the value of  $F_{table} = 3.94$  is obtained. The calculation results get the value of  $F_{count} = 95.86$ . Based on these criteria, it turns out that the value of  $F_{count} (95.86) > F_{table} (3.94)$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that leadership (X1) and supervision of the madrasah principal (X2) has a direct effect on the organizational climate of the madrasa (X3) can be accepted because it has been proven to be true. The value of the coefficient of determination is 0.662. while the simultaneous influence of the leadership variable (X1) and the supervision of the madrasah principal (X2) together on the madrasah organizational climate variable (X3) is seen from the value of  $R^2_{3.12} = (R \text{ Square})$  of 0.438. The effect of other variables outside the model on extracurricular achievement variables is  $2 = 1 - R^2_{3.12} = 1 - 0.438 = 0.562$  (56.2%). Based on the two multiple correlation coefficient calculations above, the leadership variable

(X1) and the supervision of the madrasah principal (X2) together affect the madrasah organizational climate (X3) by 43.8% while the remaining 56.2% is influenced by other variables.

**Sub Struktur III**

Hypothesis testing is carried out after testing the structural equation. Sub-Structure 3 to answer hypotheses number 7 and 8 regarding the direct influence of Leadership (X1), Supervision of madrasah principals (X2), Madrasah organizational climate (X3) partially or simultaneously on extracurricular achievement (X4), with the following equation.

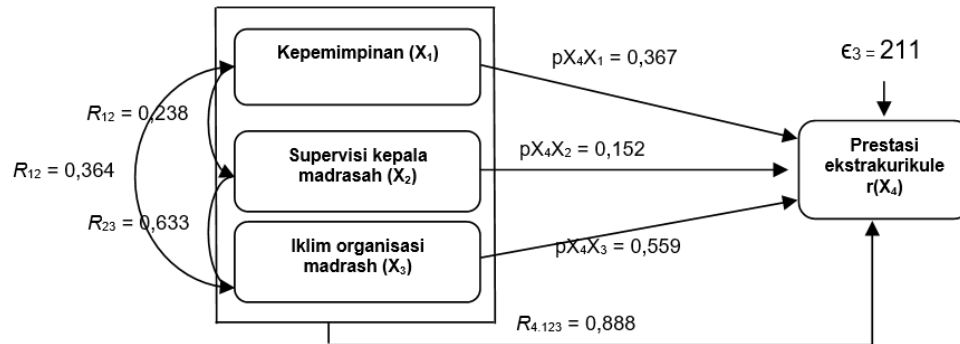


Figure 3. Sub Structure Path Diagram 3

The coefficient calculation above is in line with the SPSS results, as illustrated in the following table 16.

Table 16. Results of Pathway Analysis between Madrasah Organizational Climate (X3) and Extracurricular Achievements (X4)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,498	3,540		9,745	,000
	X3_Iklim_Madrasah	,324	,025	,789	13,155	,000

a. Dependent Variable: X3\_Iklim\_Organisasi\_Madrasah

Table 16 shows that showing the results of manual data analysis, the path coefficient of X3 to X4 is  $43 = 0.789$  with a significance level of  $= 0.05$  and  $dk = 99$ , the value of  $t_{table} = 1.984$  is obtained. The calculation results get the value of  $t_{count} = 13,155$ . Based on these criteria, it turns out that the value of  $t_{count} (13,155) > t_{table} (1,984)$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that the madrasah organizational climate (X3) has a direct effect on extracurricular achievement (X4) can be accepted because it is proven true. The magnitude of the influence of the madrasa organizational climate (X3) on extracurricular achievement (X4) is 74.2%, while the remaining 25.8% is influenced by other variables.

Table 17. Results of Path Analysis between Leadership (X1), Madrasah Principal Supervision (X2), and Madrasah Organizational Climate (X3) on Extracurricular Achievement (X4)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,888 <sup>a</sup>	,789	,757	3,943

a. Predictors: (Constant), X2\_Supervision, X1\_Leadership, X3\_Climate\_Madrasah  
 b. Dependent Variable: X4\_Achievement\_Extracurricular

Table18.ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4899,302	3	1633,101	184,54	,000 <sup>b</sup>
	Residual	1508,144	97	15,548		
	Total	6407,446	100			

A. Dependent Variable: X4\_Prestasi\_Extracurricular  
 B. Predictors: (Constant), X2\_Supervision, X1\_Leadership, X3\_Climate\_Madrasah

Table 17 shows the coefficient of determination of 0.888. Meanwhile, the simultaneous influence between the variables of Leadership (X1), Supervision of Madrasah Principals (X2), and Madrasah Organizational Climate (X3) together on the Extracurricular Achievement variable (X4) is seen from the value of  $R^2_{4,321}$  (RSquare) of  $= 0.789$ . The effect of other variables outside the model on the extracurricular achievement variable (X3) is  $2 = 1 - R^2_{4,321} = 1 - 0.789 = 0.211$ . Based on the two path coefficient calculations above, the leadership variable (X1) and the supervision of the madrasah principal (X2) and the madrasa organizational climate (X3) together affect extracurricular achievement (X4) by 78.9% while the remaining 21.1% is influenced by the variable another. The results of manual data analysis obtained path coefficients  $X1X2X3$  against  $X4$   $4.321 = 0.888$ , with

a significance level of  $\alpha = 0.05$  and  $dk = 99$  obtained  $F_{table} = 3.94$ . The calculation results get the value of  $F_{count} = 184.54$ . Based on these criteria, it turns out that the value of  $F_{count} (184.54) > F_{table} (3.94)$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that there is a direct influence of leadership (X1), supervision of the madrasah principal (X2) and madrasah organizational climate (X3) on extracurricular achievement (X4) can be accepted because it is proven true.

The ninth hypothesis states that there is an influence of leadership (X1) on extracurricular achievement (X4) through the madrasa climate (X3). This ninth hypothesis is to test the intervening of the sub-structure model 4. This hypothesis will test whether the madrasah organizational climate variable can be a link or intervening (mediating variable) between leadership and extracurricular achievement. The hypothesis testing criteria  $H_0$  is rejected if the value of  $t_{count} > t_{table}$ , and  $H_0$  is accepted if the value of  $t_{count} < t_{table}$ . Based on the results of manual data analysis, the path coefficient  $X_1X_3$  against  $X_4$  ( $\rho_{4.31} = 0.493$ ), with a significance level of  $\alpha = 0.05$  and  $dk = 99$ , the value of  $t_{table} = 1.984$ . The calculation results get the value of  $t_{count} = 4.895$ . Based on these criteria, it turns out that the value of  $t_{count} (4.895) > t_{table} (1.984)$ , so  $H_1$  is accepted and  $H_0$  is rejected. This means that the research hypothesis which states that there is an influence of leadership (X1) on extracurricular achievement (X4) through the madrasa organizational climate (X3) in other words the truth can be accepted.

The value of the coefficient of determination is 0.493. While the influence of the leadership variable (X1) on extracurricular achievement (X4) through the madrasah organizational climate variable (X3) seen from the  $R^2_{4.31}$  (RSquare) value of  $= 0.243$ . The effect of other variables outside the model on the madrasah organizational climate variable (X3) is  $\Delta = 1 - R^2_{4.31} = 1 - 0.243 = 0.757$ . Based on the two path coefficient calculations above, the influence of the leadership variable (X1) on extracurricular achievement (X4) through the madrasah organizational climate variable (X3) is 75.7% while the remaining 24.3% is influenced by other variables.

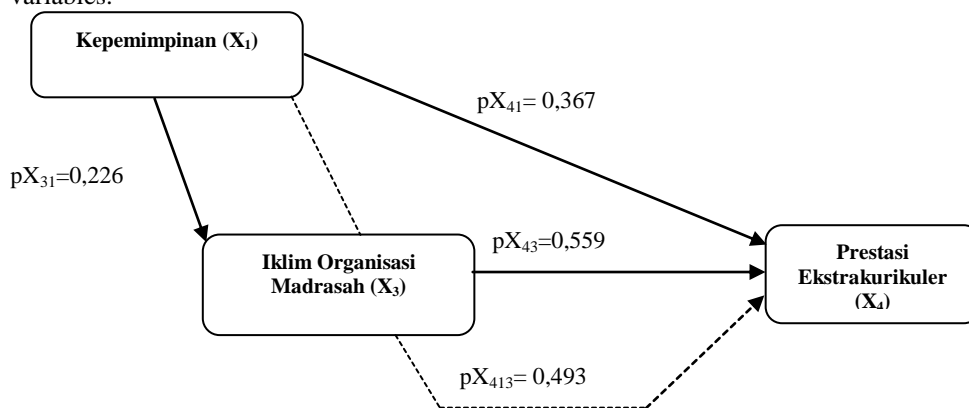


Figure 4. Results of Analysis of Sub-Structure Paths 4 X1 against X4 through X3

The tenth hypothesis states that there is an effect of the supervision of the madrasah principal (X2) on extracurricular achievement (X4) through the madrasah organizational climate (X3). This tenth hypothesis is to test the intervening of the sub-structure model 5. This hypothesis will test whether the madrasah organizational climate variable can be a link or intervening (mediating variable) between the supervision of the madrasah principal on extracurricular achievement. The criteria for testing the hypothesis  $H_0$  are rejected if the value of  $t_{count} > t_{table}$ , and  $H_0$  is accepted if the value of  $t_{count} < t_{table}$ . Based on the results of manual data analysis, the path coefficient of  $X_2X_3$  to  $X_4$  ( $\rho_{4.32} = 0.476$ ), with a significance level of  $\alpha = 0.05$  and  $dk = 99$ , the value of  $t_{table} = 1.984$  is obtained. The calculation results get the value of  $t_{count} = 4.955$ . Based on these criteria, it turns out that the value of  $t_{count} (4.955) > t_{table} (1.984)$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that the research hypothesis which states that there is an effect of the supervision of the madrasah principal (X2) on extracurricular achievement (X4) through the madrasah organizational climate (X3) can be accepted because it is proven true.

The value of the coefficient of determination is 0.476. Meanwhile, the influence of the madrasah principal's supervision variable (X2) on extracurricular achievement (X4) through the madrasah organizational climate variable (X3) is seen from the  $R^2_{4.32}$  (RSquare) value of  $= 0.224$ . The effect of other variables outside the model on the madrasah organizational climate variable (X3) is  $\Delta = 1 - R^2_{4.32} = 1 - 0.224 = 0.776$ . Based on the two path coefficient calculations above, the influence of the madrasa principal's supervision variable (X2) on extracurricular achievement (X4) through the madrasah organizational climate variable (X3) is 77.6% while the remaining 22.4% is influenced by other variables.

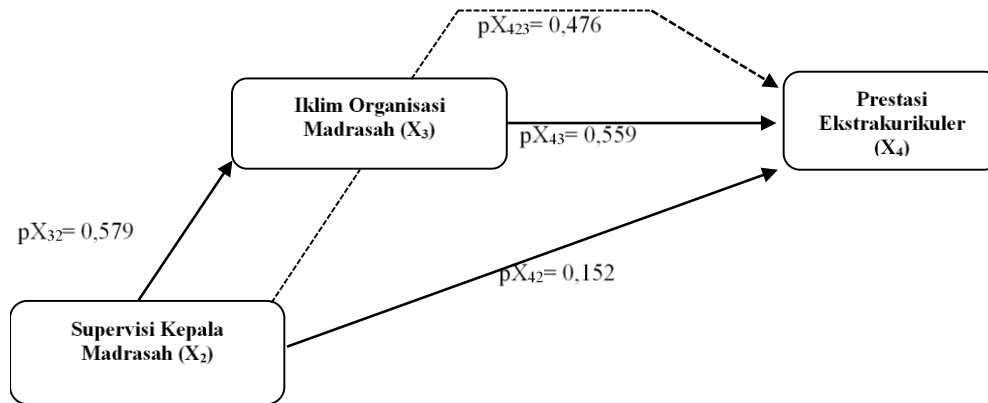


Figure 5. Results of Analysis of Sub-Structure Paths 5 X2 against X4 through X3

Overall path analysis of the variables of leadership, supervision, madrasa organizational climate on extracurricular achievement based on its sub-structure, can also be understood based on Figure 6, as follows:

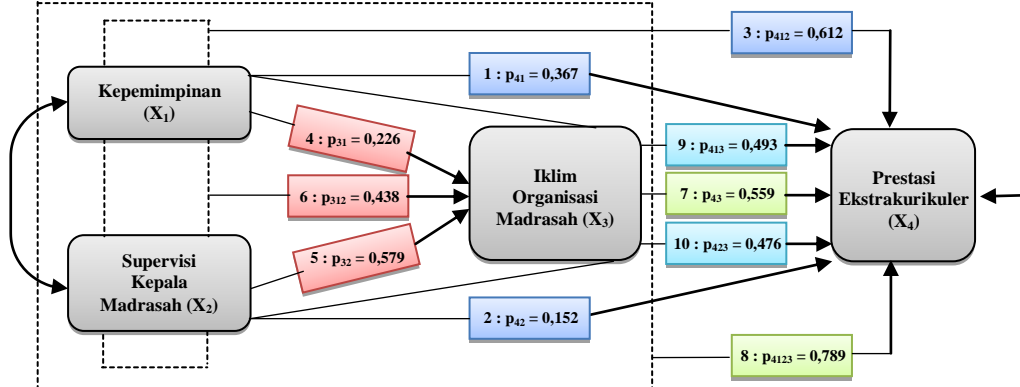


Figure 6. Summary of the Empirical Causal Path Diagram of Leadership Research Results (X1), Madrasah Principal Supervision (X2), and Madrasah Organizational Climate (X3) Against Extracurricular Achievement (X4)

Based on the results of testing the first hypothesis, a significant path coefficient was obtained between leadership and extracurricular achievement, namely 41 of 0.607. This indicates that the leadership in an organization will determine the changes in extracurricular achievement the higher. Through leadership on extracurricular achievement, which means that the higher the leadership of a leader, the higher the commitment of educators and education personnel to the organization and vice versa, the lower the leadership of a leader, the lower the commitment of employees to the organization. In achieving achievements that involve joint interaction, good leadership is needed about the goals to be achieved and the tasks or roles that can be carried out by each individual involved in an activity so that they can work effectively and efficiently. Through good leadership, there will be a shared responsibility to make efforts to achieve goals effectively and efficiently. Good leadership can cause their determination to be stronger to carry out their responsibilities in order to achieve achievements. Therefore, we need to implement good leadership and internalize it in extracurricular activities so that it will form a bond of love for the expected target. If this is done continuously, it will create a sense of comfort, pleasure in the activities that are followed and will increase the achievement targets obtained.

Theories that support these findings include research conducted by [21]. The results of his research state that career development is influenced by the leadership variable. Career development here is closely related to the achievements achieved by individuals in work. Likewise in extra-curricular activities, student achievement is a form of individual achievement in the work they do. So that the closeness of this relationship shows that the closer and needed, the stronger the influence of leadership on extracurricular achievement, and vice versa.

Based on the results of testing the second hypothesis, a significant path coefficient was obtained between the supervision of the madrasah principal and extracurricular achievement, namely 42 of 0.593. This finding proves that changes in extracurricular achievement are determined by the supervision of the madrasah principal. Supervision of the head of the madrasa on extracurricular activities is the main task that must be carried out by the head of the madrasa to ensure that the activity program plan goes according to plan, all personnel components carry out their respective responsibilities, and ensure the completion of obstacles encountered in carrying out activities. In the supervision process, the head of the madrasa can obtain inputs that can be used as a guide for decision making in improving the implementation of extracurricular activities towards achieving the

specified extracurricular achievement targets. Extracurricular achievements are closely related to the supervision of the implementation of sustainable extracurricular assistance. Individual components involved in the extracurricular process will feel that their work is cared for by the leadership through the supervision of the madrasa head. This will provide motivation for the components involved in extracurricular activities to work optimally in achieving the set extracurricular achievement targets.

Islam as a religion and source of ethics has contributed various concepts regarding various aspects of life, including efforts to utilize the supervision of the head of madrasa in managing human life. Supervision of the head of the madrasa as a potential self in an effort to control various emotional turmoil which is directed to build commitment within the organization. This control is the key in building the supervision of the madrasah principal. The findings of this study are supported by research conducted by Renata whose supervision by the principal has a significant influence on effective teachers[22]. Effective teachers are closely related to extracurricular achievements where both have dimensions of individual achievement in the work they do. In other words, the supervision of the madrasah principal is able to cause behavior that encourages individuals to perform tasks optimally in achieving the assigned targets. This means that the supervision of the madrasah principal is able to significantly affect the extracurricular achievement of students.

Based on the results of testing the third hypothesis, the results of the calculation of the direct influence of the leadership and supervision of the madrasa principal simultaneously on extracurricular achievement are 0.782. So the leadership and supervision of the head of the madrasa together have a direct positive effect on extracurricular achievement. Leadership is a trait for leaders in carrying out their responsibilities morally and legally formally for the entire implementation of their authority which has been delegated to the people they lead. Leadership can be defined as the qualities possessed by a leader. Leaders are often regarded as the most important factor determining the success or failure of an organization. Organizations need strong leadership for optimal effectiveness[23]. The application of leadership can have an influence on subordinates, especially on the fostered components that have targets and goals in their leadership. Extracurricular achievement is an achievement target that must be achieved by the components of the madrasa principal. Therefore, the achievement of these targets is strongly influenced by the application of the leadership of the madrasah principal. In addition, the supervision of the madrasah principal is another component that is also able to improve the quality of schools in the form of extracurricular achievements[24]. The positive implication that is also expected to be created from the existence of good leadership in achieving extracurricular achievements is the implementation of strong and productive supervision of the madrasah principal.

Leadership is behavior in which a leader influences and sets an example for his followers in an effort to achieve organizational goals. A good leader is not seen from how many people become his followers, nor is it seen from how long he leads. A good leader is seen from how much he is able to create change in the success of his organization. Leadership is one of the important factors for the success of an organization. For this reason, there are several leadership attitudes in organizations that need to be applied by a leader, including establishing closeness with their subordinates, providing enthusiasm and motivation, and providing trust and responsibility. Supervision of madrasah principals is a process of coaching and mentoring that aims to assist teachers and students in overcoming their difficulties in teaching or guiding students. So the supervision of the head of the madrasa has an important role in the implementation of one's work, meaning that the supervision of the head of the madrasa is able to encourage the components of the madrasa in achieving the goals and targets for which they are responsible. Supervision of the madrasah principal affects the attitudes and behavior of organizational members which then determines organizational achievement. The supervision of the head of the madrasa has a very important role in an organization such as extracurricular because the supervision of the head of the madrasa performs a number of functions, such as providing assistance and attention, coaching and solutions in extracurricular development. With the supervision of the madrasa head, madrasas can create a conducive atmosphere in the mentoring process, where the individuals are not only fostered to improve their own success but also for the success of the madrasa.

This finding is in line with the results of Tzu wu's research from the National Chi Nan University of Taiwan which states that supervision or supervisory behavior can improve teacher teaching, improve teacher problem-solving and decision-making abilities in improving student achievement.[25]. Another study by Sunaryo also concluded that academic leadership and supervision carried out by school principals had a positive and significant impact on improving teacher performance in encouraging student achievement.[26]. Thus, it is a must not to neglect leadership and supervision if you want organizational members to have high power and involvement in an organization in achieving achievements. So, the leadership and supervision of the principal of the madrasa are two variables that have a significant influence on extracurricular achievement.

Based on the results of testing the fourth hypothesis, the results of the calculation of the direct influence of the leadership of the madrasah head simultaneously on the madrasah organizational climate are 0.364. So leadership has a direct positive effect on the organizational climate of the madrasa. Leadership is a person's ability to influence a group of people to achieve a certain vision or goal. Leadership is understood in four general



dimensions according to Kreitner and Kinicki, namely: first, leadership is a process between a leader and his members; second, leadership involves social influence; third, leadership occurs at every level in an organization; fourth, leadership focuses on achieving organizational goals that have been set, leadership also does not only involve humans but also there must be a measurement and monitoring system for quality. This explains that leadership has an impact on social interaction, where the behavior of organizational members socially in achieving goals will be strongly influenced by leadership. Social interactions that are built with a commitment to togetherness will create an atmosphere that encourages the achievement of organizational goals well.

Madrasah is an organizational system led by the head of the madrasa. The principal's leadership is defined as the principal's actions that can affect the social interaction between the components in it that will shape the madrasa organizational climate. This means that the madrasa organizational climate, which is defined as an atmosphere created that can support the occurrence of co-curricular and extracurricular learning processes and the development of talents and interests of students in the madrasa is strongly influenced by the leadership of the madrasa principal. The better the leadership of the madrasa head, the better it will be in building a conducive atmosphere for the education process in the madrasa. The principal's leadership is the principal's action that can affect the extracurricular achievement of students in the form of brilliant achievements in the madrasa. The leadership of a good madrasa principal will build a conducive atmosphere for the education process in the madrasa.

The madrasa organizational climate is an atmosphere created by the principal as a leader who can support the learning process, both co-curricular and extra-curricular and develop the talents and interests of students. Based on this description, it is suspected that the leadership of the madrasah principal will directly affect the madrasah organizational climate. In other words, the better the leadership of the madrasah principal, the better the madrasa organizational climate that is formed. In a context like this, Umar ibn Khattab advised that "Start from yourself (ibda 'binafsik), surely whoever you will command will submit with sincerity. He also advised to do a self-study, before other people study the results of our work (haasibuanfusakumqablaantuhaasabuu). This finding is in accordance with the results of Faizal et al.'s research which states that there is a positive relationship between leadership and madrasa climate with a very strong level of relationship.[27]. That is, the formation of a good madrasa climate for the process of improving student achievement can be done through good madrasa leadership. In addition, Zuhri's findings in his study of the typology of madrasa leadership and its implications for the work climate stated that the typology of madrasah principals had a very strong influence on the work climate of madrasa residents. When the typology of the madrasa principal is not in accordance with the conditions of the elements under his control, it is very difficult to create a conducive and positive madrasa climate[28]. This further strengthens the fact that the leadership of a madrasa has a dominant role in building the madrasa climate towards student achievement.

Based on the results of testing the fifth hypothesis, the results of the calculation of the direct influence of Madrasah Principal Supervision on Madrasah Organizational Climate are 0.633. So Supervision has a direct positive effect on the organizational climate of the madrasa. Supervision of madrasah principals is a process of coaching and mentoring that aims to assist teachers and students in overcoming difficulties in learning or guiding students in developing talents and interests in extracurricular activities so that they can achieve extracurricular achievements. Good coaching and mentoring of madrasah principals will form a conducive environment for the education and coaching process.

The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the occurrence of both co-curricular and extracurricular learning processes and develop the talents and interests of students. From this explanation, it can be assumed that the supervision of the madrasah principal will directly affect the organizational climate of the madrasa. That is, the better the implementation of supervision, the better the madrasa organizational climate that is formed. A head in a madrasa, in his leadership must be able to eliminate the negative barriers between all the elements in the madrasa. Negative barriers are often termed in religious studies as su'udlon or prejudice. Prejudice is the initial starting point for the emergence of negative barriers between elements in a group. With bad prejudice, the organizational climate that is built becomes negative so that the conduciveness of performance in team work will not be achieved properly. Therefore a Madrasah Principal in leading a madrasa must be able to foster positive performance in a positive organizational climate.

The results of this study are in line with Jaidie's findings which state that there is a relationship between academic supervision skills and organizational climate with a path coefficient of 0.624[29]. This means that the supervision carried out by the head of the madrasa has a direct influence on the formation of a madrasa climate that supports student achievement. The same thing was conveyed by Adam & Dickey in Piet Sahertian who stated that "supervision is a program that plans to improve teaching. The program is essentially an improvement in the situation or climate of learning and teaching"[30]. It can be said that supervision provides guidance or professional services to teachers. Professional services in question are assistance in developing a learning climate in a better direction, these services are through direction, guidance and supervision of teachers with the

aim of improving the quality and achievement of teachers, qualified teachers can carry out their duties and functions properly and have high competence.

Based on the results of testing the sixth hypothesis, the results of the calculation of the direct influence of the leadership and supervision of the madrasa head simultaneously on the madrasa organizational climate of 0.662. So the leadership and supervision of the head of the madrasa together have a direct positive effect on the organizational climate of the madrasa. The principal's leadership is the principal's action that can affect the extracurricular achievement of students in the form of brilliant achievements in the madrasa. Supervision of madrasah principals is a process of coaching and mentoring that aims to assist teachers and students in overcoming their difficulties in teaching or guiding students. The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the occurrence of both co-curricular and extracurricular learning processes and develop the talents and interests of students. Based on the description above, it is suspected that the leadership and supervision of the madrasa head simultaneously have a direct effect on the organizational climate of the madrasa. This means that the better the leadership and supervision of the madrasah principal, the better the madrasa organizational climate that is formed.

The positive climate that is formed in the madrasa must be developed into a culture, namely a culture of wanting to progress, competing in goodness. This finding is in accordance with the findings of Simatupang's research which states that in achieving the goals of education the principal creates a conducive work climate through formal and non-formal coordination with school components through his leadership and supervision functions.[31]. That is, the leadership and supervision of the madrasah principal has an important role in influencing the madrasa component in building a good madrasa climate for the development of madrasa achievement. In addition, Wahyono's research also finds things that support the results of this study which states that among the strategies that can be used to develop a positive organizational climate is to make policies or regulations by school/madrasah principals, where these policies lead to quality-oriented organizational improvements. and accompanied by supervision[32].

Based on the results of testing the seventh hypothesis, the results of the calculation of the direct influence of the madrasa organizational climate on extra-curricular achievement of 0.798. So the organizational climate of the madrasa has a direct positive effect on extra-curricular achievement. The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the learning process both co-curricular and extracurricular and develop the talents and interests of students. The atmosphere of the learning and coaching process as well as good talent development will provide a sense of security and comfort for students in improving their abilities in achieving extracurricular achievements. Extracurricular achievement is the maximum result achieved from an effort that has been done and created either individually or in groups in the form of knowledge and skills in the activities of developing talents and interests of students in cognitive, affective and psychomotor aspects. Based on this description, it is suspected that the madrasah organizational climate will directly affect the extracurricular achievement of madrasa students. In other words, the better the organizational climate of the madrasa, the higher the extracurricular achievements of the madrasa students. In achieving his goals, a leader must be able to influence students by obeying the rules and norms of success. Several methods that can be developed are: 1) Literacy culture. This culture must be developed, both digitally and non-digitally. Cultivate students to read stories of successful people, tips of successful people in developing every talent and interest that students have; 2) Educational culture. The culture is meant by presenting real examples of successful actors in various fields to motivate students according to their fields. The results of this study are in accordance with the findings of research conducted by Geleta on school climate and student achievement which states that school climate has a significant and positive relationship with student achievement in secondary schools.[33]. This confirms that the madrasa climate significantly affects the extracurricular achievement of students.

Based on the results of testing the eighth hypothesis, the results of the calculation of the indirect influence of the madrasa principal's leadership on the extracurricular achievements of students through the madrasa organizational climate are 0.493. So the leadership of the madrasa principal has an indirect effect on extracurricular achievement through the madrasa organizational climate. The principal's leadership is the principal's action that can affect the extracurricular achievement of students in the form of brilliant achievements in the madrasa. The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the learning process both co-curricular and extracurricular and develop the talents and interests of students. Extracurricular achievement is the maximum result achieved from an effort that has been done and created either individually or in groups in the form of knowledge and skills in the activities of developing talents and interests of students in cognitive, affective and psychomotor aspects.

Based on the description above, it can be assumed that leadership has an effect on extracurricular achievement through the madrasa organizational climate, or there is a significant influence on leadership on extracurricular achievement through the madrasa organizational climate. The teacher, in this case the head of the madrasa, is a substitute for parents when a student is in the madrasa. Then the head of the Madrasah must be

responsible for giving the right direction with the right organizational climate for the development of the potential abilities of students. It is not necessary for each individual to be faced individually, a Madrasah Principal is enough to create a conducive madrasa organizational climate for students so that they can find their own potential and then develop it into a provision for success for themselves in achieving achievements.

Based on the results of testing the ninth hypothesis, the results of the calculation of the indirect effect of the supervision of the headmaster of the madrasa, on the extracurricular achievements of students through the organizational climate of the madrasah, are 0.476. So the supervision of the madrasah principal has an indirect effect on extracurricular achievement through the madrasa organizational climate. Supervision of madrasah principals is a process of coaching and mentoring that aims to assist teachers and students in overcoming their difficulties in teaching or guiding students. The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the learning process both co-curricular and extracurricular and develop the talents and interests of students. Extracurricular achievement is the maximum result achieved from an effort that has been done and created either individually or in groups in the form of knowledge and skills in the activities of developing talents and interests of students in cognitive, affective and psychomotor aspects. Based on the description above, it can be assumed that the supervision of the madrasah principal has an effect on extracurricular achievement through the madrasah organizational climate, or there is a significant influence of the madrasah principal's supervision on extracurricular achievement through the madrasah organizational climate.

Based on the results of testing the tenth hypothesis, the results of the calculation of the direct influence of the principal's leadership, the supervision of the madrasah principal, and the madrasa organizational climate simultaneously on the extracurricular achievement of students are 0.874. So the leadership of the madrasah principal, the supervision of the madrasah principal, and the madrasa organizational climate together have a direct positive effect on the extra-curricular achievement climate. The principal's leadership is the principal's action that can affect the extracurricular achievement of students in the form of brilliant achievements in the madrasa. Supervision of madrasah principals is a process of coaching and mentoring that aims to assist teachers and students in overcoming their difficulties in teaching or guiding students. The madrasa organizational climate is an atmosphere created by the madrasa principal as a leader who can support the learning process both co-curricular and extracurricular and develop the talents and interests of students. Extracurricular achievement is the maximum result achieved from an effort that has been done and created either individually or in groups in the form of knowledge and skills in the activities of developing talents and interests of students in cognitive, affective and psychomotor aspects. Based on this description, it is suspected that the leadership of the madrasah principal, the supervision of the madrasah principal, and the madrasah organizational climate will simultaneously directly affect the extracurricular achievement of madrasah students.

A leader must be aware of the potential possessed by each student in the field that students are interested in. A madrasa principal in carrying out his leadership must be able to develop all the potential elements possessed by students, both through hearing, sight, and taste. These three elements must be really touched by a madrasa head in carrying out his leadership, mainly through the supervision he carries out, so that the potentials of students can develop properly. A madrasa head should never supervise based on presumptions, because even if they are true, they cannot be used as a legal basis. It can only be used as initial evidence in carrying out supervision and subsequent actions.

The results of the study show the influence of leadership on the organizational climate of madrasas; supervising the madrasah principal on the madrasah organizational climate; leadership and supervision of the head of the madrasa simultaneously on the organizational climate of the madrasa; leadership towards extracurricular achievement; supervision of the principal of the madrasa on extracurricular achievements; leadership and supervision of the head of madrasa simultaneously on extracurricular achievements; madrasa organizational climate towards extracurricular achievement; leadership, supervision of madrasah principals, and madrasah organizational climate on extracurricular achievements; leadership towards extracurricular achievement through the madrasa organizational climate; and supervising the principal of the madrasa on extracurricular achievements through the madrasah organizational climate. The researcher realizes that this research has many limitations. Many variables have an effect on extracurricular achievement, but the researchers only examined the variables of leadership, supervision of the madrasah principal, and the organizational climate of the madrasa.

#### **IV. CONCLUSIONS**

The results of the analysis show that leadership has a positive and significant direct effect on extracurricular achievement. The supervision of the madrasah principal has a positive and significant direct effect on extracurricular achievement. The leadership and supervision of the madrasah principal simultaneously affect extracurricular achievement. Leadership has a positive and significant direct effect on the organizational climate of the madrasa. The supervision of the madrasah principal has a direct positive and

significant effect on the madrasah organizational climate. The leadership and supervision of the head of the madrasa simultaneously affect the organizational climate of the madrasa. The organizational climate of the madrasa has a direct positive and significant effect on extracurricular achievement. Leadership has an indirect effect on extracurricular achievement through the madrasa organizational climate. Supervision of the madrasah principal has an indirect effect on extracurricular achievement. The leadership, supervision of the head of the madrasa, and the organizational climate of the madrasa simultaneously affect extracurricular achievement.

## V. ACKNOWLEDGEMENTS

In the process of making this article, a lot of help was received from various parties, especially the Jakarta State University Postgraduate Program who had funded this research. Therefore, on this occasion, we would like to express our deepest and sincere thanks to the research team who have provided a lot of support and assistance in carrying out research and writing this article.

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