

THE EFFECT OF THINKING STYLE, SELF EFFICACY FOR  
THE EFFECTIVENESS OF LEADERSHIP OF THE HEADMASTER OF MADRASAH  
TSNAWIYAH IN SOUTHERN TAPANULI OF  
NORTH SUMATRA

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**ABSTRACT**

This research is done to get information how influence style reputation, self efficacy to leadership effectiveness. To the effect this research is subject to be word: (1) influence of the style think to leadership effectiveness, (2) influences the self efficacy to leadership effectiveness, (3) the influence of the style think, self efficacy to leadership effectiveness. The method of research using quantitative method. Population is chairman of State and private Tsanawiyah at territorial south Tapanuli. The research sample is using random sampling technic, The kind of research is the path analysis. The research data as questionnaire that acquired of Madrasa Tsanawiyah's chairman of the response. Gatheredding data to utilize a questionnaire analysis's technic utilizes data path analysis.

This research result is (1) style think positive direct ascendants to leadership effectiveness with 0.24 's band; (2) self efficacy positive direct ascendants to leadership effectiveness with path's 0.83

Conclusion of the research which is (1) style think positive direct ascendants to leadership effectiveness; (2) self efficacy positive direct ascendants to leadership effectiveness. and (3) think style, self efficacy direct influential leadership effectiveness to leadership effectiveness.

*Key words: Effectivity leadership, Style think, Self efficacy*

**1. INTRODUCTION**

**1.1. Background Problem**

The Madrasah is an ideal educational institution and already as a form of academic organizations, it gathered a wide background of man that have in common the interest of stakeholders, so that the basis of that establish a forum of cooperation to achieve the goal of education. The madrasa is directed by a leadership that is called the headmaster of the Madrasah. This leadership is a professional implementation must be accounted for by those concerned as decisive barometer of the progress and backwardness quality of education which will be achieved by a madrasah.

The embodiment of leadership competencies (leadership) in order to achieve efficiency and effectiveness of the works can be described: (1) the head of the madrasa as a leader can be started from the administrative planning, organizing resources, pengkoordinasian, implementation, and oversight of the activities of the school; (2) the head of the madrasahs need to pay attention to the

resources of the school, as the teacher must be a quality, students, and parents; (3) the head of the madrasa in the implementation of learning must be able to diagnose problems with education, guiding teachers, develop curricula, assess and provide direction to the improvement of the skills of teachers; (4) the head of the vocabulary is expected to demonstrate, communicate goals and its rules must be applied to his subordinates through proper control strategies; and (5) set out the working culture, and commitment in serving.

The Ministry of Religion through the institutional Director RI asserted that, in an effort to standardise the application of the headmaster of madrasah for realizing an effective and successful leadership hinted that the prospective head of the madrasa, so that: (1) have an insight adequate education; (2) able to plan the development of the madrasa, developing the vision and mission, and manage the curriculum; (3) seek means of supporting proper; (4) manage students; (5) managing finances efficiently and effectively; (6) building public relations; (7) apply the professionalism of teachers; (8) creating a climate conducive to academic and controlled from the conflict; and (9) creative science and technology development of the appropriate updates (Director-Institutional, 2004).

The effectiveness of the leadership is owned by a leader of the Organization in which they serve. According to Fiedler cited by Owens (Timpe, 2003:73) that, effective leadership is not something that should ideally always be "right", but it depends on circumstantial factors. Paine & Anderson (2000:29) suggests that any organization, institutions that operate in an environment, it is necessary an adjustment with the demands of internal and external environment in which the organization operates.

Effective leaders can also be reviewed in terms of the behavior of his leadership. In connection with it, the Bass (in Business & Blanchard, 2002) stated that, effective leadership is leadership that has managed to influence the behavior of others so directional, and people dipengaruhinya carry out the work in not forced because felt there was getting results, and in this case the leader influence through the power of the position as well as the power of the length and the development of the organization.

Gumpert and Hambleton (in Blanchard, 2002) confirms that a very effective leader, indicating the ownership of knowledge more than a less effective leader. Rensis Liqueur (in Blanchard, 2002) identified causal olehvariabel influenced leadership effectiveness, variable between, and variable output or productivity. Causal variables there are in between attachment against the purpose, confidence (efficacy) will lead in ability, communication skills, ability to control conflict, decision-making, efforts and resolving problems with reason (thinking styles) which is based on science.

But the current reality is still a lot of obstacles found in the field, so that the effective leadership of the madrasah is not fully realized. An indication of the mencul as a World Bank Report of the year 1999, one of which contains that, declining quality of schooling in Indonesia caused less professional principals (madrasa) as leaders (leader) at the level of schooling. Further mentioned that, the management of madrasah less professional, so impressed the madrasa as a second-class school when are reviewed from the aspect of graduates compared with public schools, this aspect of educational facilities, learning effectiveness have not yet materialized, the physical appearance of the school, the performance of teachers and students, institutional leadership is ineffective, and cross-cutting cooperation have yet to appear, as well as stakeholders (stakeholders) less response (Achmanuddin: 2005).

Low level of intellectual capital that is not conducive to the emergence of a dynamic framework of thought, as well as the attitude of the headmaster of madrasah less confident this becomes a barrier over the effectiveness of the leadership of the headmaster of e madrasah. The

indication appears, less disciplined in carrying out duties as a headmaster of the madrasah, low motivation, poor understanding of the obligations of the position, and often arrive late to work. Low level of understanding of the liability for the work of the Office of the headmaster of madrasah, this led to the emergence of one type or the leadership less than optimal results and this can be seen from the results of the national exam. The Data of Puspendik Ministry of North Sumatra especially the national exam results Reports 2009 year South Tapanuli, shows the average value of Madrasah 35.43% at the national level lower than Junior high school 38.68%.

Madrasah institutions efforts led be performed effectively, then there's human resources, both individuals and groups, should be interdependent, in the sense of creating a supportive working relationship to achieve the vision and mission and goals madrasah institutions.

Factors in themselves that may be influential in supporting the creation of the predicted effectiveness of the leadership is self efficacy. Self-efficacy is the belief of a person will be his ability to complete a certain task effectively. Greenberg (2008) States that self-efficacy is the belief, a person will be his ability to complete a task that is charged to him to achieve the goal of successful or effective. Luthans (2008) States that self-efficacy is the belief, the individual against his ability to direct his motivation, the source of his knowledge to his way of thinking, and act so that managed to effectively in carrying out specific tasks According to the context. Jennifer (2009) States that self-efficacy is the belief, a person will be its ability to conduct special behavior-appropriate job demands with effective and successful. Including the belief in the ability of his own personal influence to do good.

Self-efficacy of the headmaster of madrasah: (1) the conviction of the head of the madrasa which have abilities in completing a task; (2) the conviction of the headmaster of madrasah will be his ability to overcome challenges; (3) conviction of the headmaster of madrasah will durability he has when finding collisions and failure in leadership.

Factors in themselves that also can support the creation of influential predicted effectiveness of the leadership is thinking styles. Because there is a relationship between the style of thought leaders with the leadership at the school (Elsevier 2014). There are two types of thinking styles: convergent thinking styles and divergent thinking styles.

## 1.2. Formulation Of The Problem

1. Whether there is influence of the style of thinking ( $x_1$ ) against the effectiveness of leadership ( $x_2$ )?
2. Whether there is influence of self-efficacy ( $X_2$ ) against leadership effectiveness ( $Y$ )?
3. Whether there is influence of the style of thinking ( $X_1$ ), self-efficacy ( $X_2$ ) simultaneously towards leadership effectiveness ( $Y$ )?

## 2. LITERATURE

### 2.1. Leadership Effectiveness

Leadership effectiveness according to Nawawi (2007) is the result of joint between the leaders and the people who led, meaning a leader must be able to move the participation of followers (led), both work in the same physical or non physical, as participation in developing the ideas of the development of the organization. The core of the participation in an organization described as human relationship properly, while measuring the effectiveness of the leadership of the head of the institution are different from each other, but sourced from a benchmark i.e., objectives of the Organization or groups. The success rate of activities in achieving the objectives that have been set are caused by the influence of the principal processes of leadership. This is in line with the

opinion. House and Mitchell (Salusu, 2006) States that, "to be effective leaders need support subordinates, and to obtain it is need for motivation to subordinates. Leaders provide motivation to subordinates to bring up the existence of job satisfaction has been done ". Effective leadership also must be that directive, supportif, participatory, and achievement-oriented.

## 2.2. Self-efficacy

Self-efficacy is a person's belief in his ability to complete a particular task. Bandura (2010) states that, "self-efficacy is a person's assessment of his ability to act to improve performance". In line with Greenberg (2008) states that, "self-efficacy is a person's belief in his ability to accomplish tasks to achieve his goals". This opinion is also in line with the opinion of Luthans (2008) which states that, "self-efficacy is an individual's belief in his ability to exert his enthusiasm, his mind's source of knowledge and the way he acts to make decisions in order to carry out specific tasks in accordance with the context of a predetermined work". The same thing also expressed by Kreithner and Kinicky (2009) that, "self-efficacy is a person's belief in the possibility of success in completing special tasks". Likewise Jennifer's (2008) opinion states that, "self-efficacy is one's belief in their ability to do special behaviors successfully ". Another more specific opinion was presented by Jones, George and Hill (2008) that, "self-efficacy is a person's belief in his ability to display the work he is practicing successfully". Self-efficacy directs someone's behavior at work. Although someone is offered an attractive award when successfully completing a particular task, the person is more inclined to not accept it if his self-efficacy is not positive. Conversely, if an individual's self-efficacy has been positive or a determination, then he will be able to set goals that are difficult for him to achieve because he is confident in his ability to find those goal.

The effectiveness of a person in carrying out a task as stated by Stephen (2004) that, effectiveness has a function of two things: "what is produced or produced, and the assets that produce or production capacity", so that someone's effectiveness in carrying out the task is a balance between the product / target that is targeted with the ability to produce. Self-evaluation develops as a result of the accumulation of one's success in one particular field, from observations of the successes and failures of others, from the persuasion of others, and from circumstances it has physiology, such as a state of fear or nervousness, or anxiety (anxiety) when doing something. The social comparison between work effectiveness and work effectiveness shown by others, especially peer groups and siblings, is also a strong source of self-efficacy.

## 2.3. Thinking Styles

Thinking styles shows on the habit of a person or the individual in the process information and use strategies to manage dimension to answer the received task. Thinking styles is a way of being selected, which indicates the difference of each individual in the process and organize information in response to stimuli environment. DePorter and Hernacki (2002) classifies the human way of thinking into several sections, namely: "vertical thinking, literal thinking, critical thinking, analytical thinking, strategic thinking, thinking about the results, and creative thinking". Thinking styles is all about timeless, which process information and solve problems with regard to its function.

### 3. HYPOTHESIS

The research hypothesis is proposed as follows:

1. Thinking styles ( $X_1$ ) effect on the effectiveness of the leadership of (Y).
2. Self-Efficacy ( $X_2$ ) effect on the effectiveness of the leadership of (Y)
3. Thinking styles ( $X_1$ ), self-Efficacy ( $X_2$ ) influential simultaneously against the effectiveness of leadership (Y)

### 4. METHODOLOGY

Research done to the headmasters of the Madrasah Tsanawiyah Southern Tapanuli of North Sumatra from February until completion in 2016 Lessons. Before the research is implemented, first conducted clearance permission, test instrument, validation and refinement of the instrument. This research is done through the methods of survey through causal technique. As for analyzing the influence of variables used path analysis. The number of samples used is 103 people of the headmasters of Madrasah Tsanawiyah using cluster random sampling from a population of 168 people headmaster of Madrasah Tsanawiyah.

### 5. RESULTS AND DISCUSSION

Before doing the test in advance done test requirements test Normality Test Linearity Test.

#### 5.1. Test The Normality Of Data Error Estimates

Regression estimates of error normality testing is carried out using the method of the test, i.e. the Lilliefors normalcy in nonparametrik to determine the normality of population based on the sample data, so do the testing hypothesis the statistics presented, namely:

$H_0$  : Estimated errors come from normal distribution populations.

$H_1$  : Estimated errors do not come from normal distribution populations.

The conditions in this test are if  $L_{count} > L_{table}$ , so reject  $H_0$  and accept  $H_1$ . If  $L_{count} < L_{table}$  so then accept  $H_0$ . If the calculation shows estimated error  $< L_{table}$ , then  $H_0$  is accepted, meaning that the estimated error is from the normal distribution population.

Table 1. Summary Of Data Normality Test Results

No	Data variable		$L_{count}$	$L_{table}$	Result
1	Score leadership effectiveness	Y	0,055	0,134	Normal Distribution
2	Score of self efficacy	$X_2$	0,049	0,134	Normal Distribution
3	Score thinking styles	$X_1$	0,042	0,134	Normal Distribution

Based on table 1 of the above note that the variables in the form of score leadership effectiveness (Y), ( $X_2$ ) self efficacy thinking styles ( $X_1$ ) is eligible.

#### 5.2. Test of Meaning Regression and Linierity Model

Further requirements that must be met to do path analysis are the variables that are formulated in the theoretical model has a relationship. Therefore, the keberartian test is performed and the simple linear regression model of linearity in accordance with the model of the relationships between variables that are formulated in the theoretical model.

To perform the test of regression proposed the hypothesis as follows:

$H_0$ : the regression model is meaningless

$H_1$  : meaningful regression model

Testing criteria:

$H_0$  : reject, if  $F_{count} > F_{table}$

$H_1$ : accept, if  $F_{count} < F_{table}$ , at  $\alpha = 0,05$ .

Linearity test done to see between exogenous variables with endogenous variables.

Each form of regression equation is tested for linearity and tests the significance (meaning) of Anava by using the sum of squares and the average number of squares. The hypothesis proposed in the data linearity test is as follows:

$H_0$ : model of the linear regression equation

$H_1$  : non-linear regression equation model

Testing criteria:

$H_0$  : reject, if  $F_{count} > F_{table}$

$H_1$ : accept, if  $F_{count} < F_{table}$ , at  $\alpha = 0,05$ .

The second result of testing this hypothesis, is presented in the table 2.

Table 2. Summary of Regression and Linearity Regression Test Results Data

Variable data	Testing the regression			Regression Linearity Testing		
	$F_{count}$	$F_{table}$ ( $\alpha = 0,05$ )	Results	$F_{count}$	$F_{table}$ ( $\alpha = 0,01$ )	Results
The effectiveness of the leadership style of the conditioned thought	Y to $X_1$	94,693**	3,92	Very significant regression	2,117 <sup>ns</sup>	6,84
Leadership effectiveness against self Efficacy	Y To $X_2$	126,180**	3,92	Very significant regression	1,783 <sup>ns</sup>	6,84
Self efficacy against thinking styles	$X_2$ To $X_1$	74,130**	3,92	Very significant regression	1,089 <sup>ns</sup>	6,84

\*\* = very significant (calculation at  $\alpha = 0.01$ )

ns = non significant means the regression equation model is linear.

After a test of linearity and exogenous variable coefficients significance test with correlation proposed hypothesis. As for the correlation of test results can be seen in the table 3.

Table 3. Summary of Test of Significance of Simple Correlation Coefficients

Correlation of Variabel	Notation ( $r_{xy}$ )	Coefficient Correlation	$T_{count}$	$T_{table}$		Conclusion
				$\alpha =$	$\alpha = 0,01$	
Thinking style with Leadership Effectiveness	$r_{Y.X1}$	0,603	7,596**	1,980	2,617	Very significant
Self-efficacy with the Effectiveness of Leadership	$r_{Y.X2}$	0,699	9,814**	1,980	2,617	Very significant
Self-Efficacy in Thinking Style	$r_{X2.X1}$	0,644	8,463**	1,980	2,617	Very significant

### 5.3. Model Testing, Hypothesis and Discussion

#### 5.3.1. Results Data

Data research results towards self efficacy, style of thinking, and leadership effectiveness can be seen in table 4.

Table 4. Summary of Descriptive Statistical Analysis Results

Analysis	Data variable		
	$X_1$	$X_2$	Y
Many items	31	41	23
Many respondents	103	103	103
Minimum Score	54	49	56
Maksimum Score	102	107	93
Total Score	8790	8865	8969
Range	48	58	37
Interval	6,281	7,589	4,841
Rounding	6	8	5
Many Class Intervals	7,642	7,642	7,642
Rounding	8	8	8
Mean	85,34	86,068	87,078
Median	87	89	91
Mode	85	86	92
Deviation Standard	9,14	9,362	7,627
Varians	83,54	87,652	58,17

( $X_1$ ) : Thinking style

( $X_2$ ) : Self-efficacy

(Y) : Effectiveness of Leadership

Based on data obtained in table 4 indicate that the average value of a style thought 85.34, self efficacy and effectiveness of the 86.068 leadership 87.078. Based on the average value of the four variables indicates that the value of the average values of the principal conflict management are higher compared to the other while the style of thinking that most of the principal low. If we sort each category then a style thought of self efficacy 8.534%, 8.6068%, 8.7078, leadership effectiveness.

### 5.3.2. Hypothesis Testing

Hypothesis testing is carried out after first doing a simple correlation analysis between the variables listed in table 5.

Table 5. Correlation Matrix between Variables

	X <sub>1</sub>	X <sub>2</sub>	Y
X <sub>1</sub>	1,000		
X <sub>2</sub>	0,644	1,000	
Y	0,603	0,699	1,000

(X<sub>1</sub>) : Thinking style

(X<sub>2</sub>) : Self-efficacy

(Y) : Effectiveness of Leadership

Based on the results of the calculation of the obtained values of coefficients of the line that shows the causal relationships in the model structure is analyzed as presented in the figure 1.

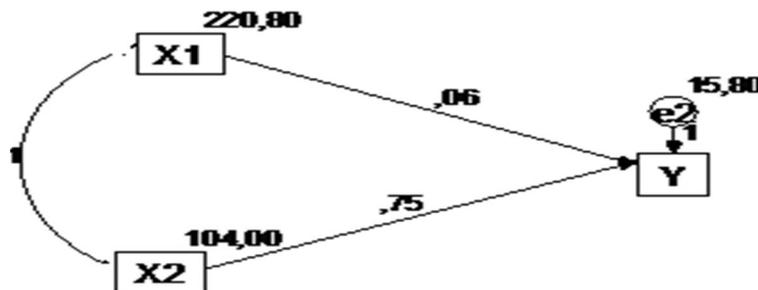


Figure 1. Model calculation of path analysis and causal relationships among variables in the structure of self-efficacy, and effectiveness of the thinking style of leadership.

The first hypothesis:

- a. The first hypothesis: Thinking styles (X<sub>1</sub>) the direct positive effect against leadership effectiveness (Y)

The hypothesis tested:

$$H_0 : \rho_{41} \leq 0$$

$$H_1 : \rho_{41} > 0$$

Based on the results of the calculation of the obtained coefficient line  $\rho_{41} = 0.195$  with the  $t_{\text{count}} = 2,056$  and  $t_{\text{table}} = 1,992$  at  $\alpha = 0.05$  and  $t_{\text{table}} = 2.642$  at  $\alpha = 0.01$ . If  $> t_{\text{table}} = 1.992$  ( $\alpha = 0,05$ ;  $dk = 76$ ) then  $H_0: \rho_{41} \leq 0$  was rejected, and  $H_1: \rho_{41} > 0$  accepted that the coefficient line  $\rho_{41} = 0.195$  is significant. By testing this hypothesis it can be stated that the positive effect of thinking style, against the effectiveness of the leadership. In other words, changes to improve the quality of thinking styles can cause changes on the effectiveness of improving the quality of leadership.

- b. Second Hypothesis: Self-efficacy (X<sub>2</sub>) has a positive effect on leadership effectiveness

The hypothesis tested:

$$H_0 : \rho_{42} \leq 0$$

$$H_1 : \rho_{42} > 0$$

Based on the results of the calculation of the obtained coefficient line  $\rho_{42} = 0,301$  with  $t_{\text{count}} = 3,177$  and  $t_{\text{table}} = 1,992$  at  $\alpha = 0,05$  and  $t_{\text{table}} = 2,642$  at  $\alpha = 0,01$ . If  $t_{\text{count}} = 3,177 > t_{\text{table}} = 1,992$  ( $\alpha = 0,05$ ;  $dk = 76$ ) and  $t_{\text{table}} = 2,642$  ( $\alpha = 0,01$ ;  $dk = 76$ ), so  $H_0 : \rho_{41} \leq 0$  was rejected and  $H_1 : \rho_{42} > 0$  accepted that the coefficient line  $\rho_{42} = 0,301$  accepted that the coefficient line. By testing this hypothesis may be stated that self-efficacy effect positive towards the effectiveness of the leadership. In other words, changes to the quality improvement of self efficacy would be able to cause a change on the effectiveness of improving the quality of leadership.

c. Third hypothesis: Thinking Style ( $X_1$ ), Self-efficacy ( $X_2$ ) towards leadership effectiveness ( $y$ )  
The hypothesis tested:

$$H_0 : \rho_{X_1X_2Y} = 0$$

$$H_1 : \rho_{X_1X_2Y} > 0$$

Based on the calculation results show that the path coefficient is the total effect of  $X_1$  to  $Y$  is  $\rho_{X_1Y} + \rho_{X_2Y} = 0,2351 + 0,8279 = 1,063$ . This indicates that the third hypothesis which states thinking styles ( $X_1$ ), self-efficacy ( $X_2$ ), effect on leadership effectiveness ( $Y$ ). Thus it can be stated that the style of thinking and efficacy was instrumental in increasing the effectiveness of the leadership of the headmasters of Madrasah Tsanawiyah at South Tapanuli Regency.

Based on the hypothesis test, then the results of hypothesis testing that has been outlined above, then from the overall results obtained can be summarized on table 6.

Table 6 Summary of Hypothesis Testing Results

Hypotesis	Statistic Test	$T_{\text{count}}$	$T_{\text{table}}$		Description
			$\alpha = 0,05$	$\alpha = 0,01$	
Style of Thinking has a direct positive effect on the Effectiveness of Leadership	$H_1: \rho_{41} > 0$	2,056*	1,992	2,642	path positive $X_1$ direct influence on $Y$ significant
Self-efficacy has a direct positive effect on the Effectiveness of Leadership	$H_1: \rho_{42} > 0$	3,177**	1,992	2,642	pathway positive direct influence of $X_2$ on $Y$ is very significant

\*) significant

\*\*\*) very significant

#### 5.4. Discussion

The results of this study showed that the effectiveness of the leadership model that was tested in the study is acceptable. Thus a model of leadership effectiveness can be built through the variable style of thinking and self-efficacy. Based on the research results obtained that the vertical line means thinking styles thinking gradually expected in this research because it gives great contribution that is able to carry out a symbolic abstract interpretation (50.1%) where the headmaster was only able to interpret if given the symbols of a problem, and continued with linear thinking and focused on the correct answer (50%), in accordance with the response to the fact (49.6%), systematic (49.3%), logical (49%), predictable (48.4%), vertical thinking and serious look at the issue (48.3%) and most are on concerned with structure and certainty.

If analyzed in greater depth the headmaster leadership effectiveness in Southern Tapanuli, be expressed that their leadership effectiveness, generally located on the category is enough. Based on the results of this research can be put forward that the appearance of the head of Mts in performing quite a good interpersonal relationships, as well as their behavior in identifying and resolving problems in a way that acceptable members quite well. Then the head of Mts behavior in adjusting the effectiveness of leadership in different situations as well as their behavior in determining the purpose of the Mts is also quite good. In this leadership effectiveness as an indicator of the most influential of which was the application of the performance appraisal subordinate objectively (83%), followed by a working climate conducive 66.6%, the attitude of the leaders against subordinates (66.1 percent), partnership ( 65.7%), the motivation of 65.7%, Appreciating the achievements (63.4%), menghargai achievements (63.4%), and the lowest contribution of the delegation of authority (63.3%). This is in line with research conducted by Saefudin, et al stated that the existence of self-efficacy belief and ability then themselves in determining the level of difficulty encountered may be overcome.

The results of the analysis of thinking styles that affect most small against the effectiveness of leadership shows that it was at the head of Mts in Southern Tapanuli well enough. Does that mean their beliefs against his ability to accomplish the task, belief in the ability to overcome obstacles as well as belief in the durability when failures are on the category is enough. Thus it can be concluded that the State of performance of the heads of Mts in Southern Tapanuli currently on the category reasonably sourced from a State of conflict management, self-efficacy and thinking styles are still at a relatively the category is enough. However, other factors are not tested in this study effect also on effectiveness of leadership. This was confirmed by Jones and George (2002) the effectiveness of leadership in running the function of leadership is defined by characteristics such as intelligence, knowledge and skills, self-confidence, high energy, stress tolerant, integrity and honesty, as well as the maturity in thinking and acting.

## 6. CONCLUSION

The conclusions that can be obtained from this study are as follows

1. the direct positive effect of thinking Style against the effectiveness of the leadership. In other words, changes to improve the quality of thinking styles can cause changes on the effectiveness of improving the quality of leadership. As for indicators of higher thinking styles thinking styles are interpreting the abstract and symbolic.
2. the direct positive effect of self Efficacy against the effectiveness of the leadership. In other words, changes to the quality improvement of self efficacy would be able to cause a change on the effectiveness of improving the quality of leadership. As for self-efficacy in charge indicators will most high is the belief in the ability of the individual in completing the task.
3. Thinking styles, efficacy and effectiveness of the influential leadership directly against the effectiveness of the leadership.

### 6.1. Implication

Conclusion the results of the research that has been previously stated, that the effectiveness of the leadership of the head of Mts in Southern Tapanuli is influenced by the Style of thinking, self-efficacy . In order to improve the things mentioned above need to be done in the following steps:

1. The results showed that style of thinking is directly related to the effectiveness of the leadership of the head of Mts that have thinking styles are high, thus head of Mts high thinking style that

has of course the effectiveness of his leadership is also high, so instead if its leadership effectiveness is low, predictable styles much lower effectiveness against kepemimpinananya. How to improve better results on the style of thinking head of Mts's response to the effectiveness of leadership through efforts: development of teachers and staff by means of providing education and skills to staff, with using technology and information systems.

2. The results showed that self-efficacy is directly related to the effectiveness of the leadership of the head of Mts who has high self efficacy, thus head of Mts who has high self-efficacy are certainly the effectiveness of his leadership is also high, so instead if its leadership effectiveness is low, predictable self efficacy against kepemimpinananya effectiveness is also low. As for the ways to improve the efficacy of self commitment towards leadership effectiveness: an increase in self-efficacy at the attention of the leadership.

## 6.2. Suggestion

Headmaster as a spear management in schools needs to get attention in developing human resources. In accordance with the results of this study it is suggested that self-efficacy, thinking style need to be improved so that the effectiveness of the principal's leadership is better. Thus it is expected that the principal of the Madrasah Tsanawiyah can be successful in leading and better policy makers. Only people who have self-efficacy, style of thinking can lead to a better leadership.

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