



## The Influence of Conceptual Skills, Interpersonal Relationships and Environmental Challenges on the Leadership Behavior of the Head of Madrasah Aliyah in Bunut Baok Village, Praya District, Central Lombok Regency

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Received: 10/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

### Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh keterampilan konseptual, hubungan interpersonal dan tantangan lingkungan terhadap perilaku kepemimpinan kepala Madrasah Aliyah Di Desa Bunut Baok Tahun 2024 baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik sampling *non probability sampling* atau sampel total dengan jumlah sampel 59 orang. Uji hipotesis menggunakan uji t dan uji F menggunakan SPSS Statistics versi 30.0.0.0 2024. Hasil analisis menunjukkan secara parsial pengaruh keterampilan konseptual (X1) berpengaruh signifikan terhadap perilaku kepemimpinan (Y), hal tersebut dibuktikan dengan nilai  $t_{hitung}$  lebih besar dari  $t_{tabel}$  sebesar  $5,175 > 2,000995$ , dengan taraf signifikansi sebesar  $0,001 < 0,05$ . Hubungan interpersonal (X2) tidak berpengaruh signifikan terhadap perilaku kepemimpinan (Y), hal tersebut dibuktikan dengan nilai  $t_{hitung}$  lebih kecil dari  $t_{tabel}$  sebesar  $-0,921 < 2,000995$  dengan taraf signifikansi sebesar  $0,361 > 0,05$ . Tantangan lingkungan (X3) berpengaruh signifikan terhadap perilaku kepemimpinan (Y), hal tersebut dibuktikan dengan nilai  $t_{hitung}$  lebih besar dari  $t_{tabel}$  sebesar  $2,023 > 2,000995$  dengan taraf signifikansi sebesar  $0,048 < 0,05$ . Secara simultan bahwa nilai koefisien determinasi (*R Square*) sebesar 0,927. Hasil tersebut menjelaskan besarnya kontribusi dari variabel independen terhadap variabel dependen (Y) yang disertakan dalam persamaan regresi terhadap variabel perilaku kepemimpinan (Y) adalah sebesar 92,7% sedangkan 7,3% lainnya disumbangkan oleh variabel lain yang tidak dimasukkan kedalam penelitian ini. Implikasi teoritik dalam penelitian ini menguatkan konsep bahwa kepemimpinan di lingkungan pendidikan memerlukan keseimbangan antara kerampilan konseptual konseptual, hubungan interpersonal interpersonal, dan respons terhadap tantangan lingkungan untuk mencapai tujuan pendidikan yang efektif.

**Kata Kunci:** Keterampilan Konseptual, Hubu

### Abstract

This study aims to analyze the influence of conceptual skills, interpersonal relationships and environmental challenges on the leadership behavior of the head of Madrasah Aliyah in Bunut Baok Village in 2024 either partially or simultaneously. This study uses a quantitative approach with *non-probability sampling* techniques or a total sample with a sample of 59 people. The hypothesis test uses the t-test and the F test uses SPSS Statistics version 30.0.0.0 2024. The results of the analysis showed that the influence of conceptual skills (X1) had a significant effect on leadership behavior (Y), this was evidenced by a  $t_{cal}$  value greater than the table of  $5.175 > 2.000995$ , with a significance level of  $0.001 < 0.05$ . Interpersonal relationships (X2) did not have a significant effect on leadership behavior (Y), this was evidenced by a calculated value smaller than the  $t_{table}$  of  $-0.921 < 2.000995$  with a significance level of  $0.361 > 0.05$ . Environmental challenges (X3) have a significant effect on leadership behavior (Y), as evidenced by a  $t_{cal}$  value greater than the table of  $2.023 >$

2.000995 with a significance level of  $0.048 < 0.05$ . Simultaneously that the value of the determination coefficient (*R Square*) is 0.927. The results explain that the contribution of the independent variable to the dependent variable (Y) included in the regression equation to the leadership behavior variable (Y) is 92.7% while the other 7.3% is contributed by other variables that are not included in this study. The theoretical implications in this study reinforce the concept that leadership in the educational environment requires a balance between conceptual skills, interpersonal relationships, and responses to environmental challenges to achieve effective educational goals.

**Keywords:** Conceptual Skills, Interpersonal Relationships, Environmental Chemistry and Leadership Behavior

## Introduction

In the context of madrasah aliyah, the head of the madrasah plays an important role in supporting the intellectual and spiritual growth of students. Effective leadership is characterized by a willingness to adapt to change, the ability to make the right decisions, and proficiency in solving problems that arise in the educational environment. (Duryat, 2021) Madrasah heads who focus on collaboration, open communication, and active involvement in the teaching and learning process will create a productive environment for all parties.

The leadership behavior of the head of the madrasah involves various actions and decisions that affect the direction and quality of education in the madrasah. (Efendi & Ibn Sholeh, 2023). Madrasah heads are responsible for creating a clear vision, setting high standards for teachers and students, and developing an inclusive and innovative learning culture. They should also be able to lead by example, inspire teachers, and motivate students to reach their best potential. The success of madrasah heads in leadership also lies in their ability to build good relationships with all stakeholders, such as students' parents, the surrounding community, and government agencies. The Qur'an provides guidance on good leadership behavior, especially in terms of justice, wisdom, and responsibility. The Qur'an emphasizes the importance of justice in leading. A leader must be fair to

everyone regardless of background or social status. In Surah Al-Ma'idah (5:8) Allah swt. Said:

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ عَلَىٰ أَلَّا تَعْدِلُوا ۗ اعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

"O you who believe! Be you who always uphold (the truth) for Allah's sake, be witnesses justly. And do not let your hatred of a people drive you to act unjustly. Be just, because justice is closer to piety. And fear Allah, indeed, Allah is Thorough in what you do."

From several Aliyah Madrasah in Bunut Baik Village, it was found that there were several problems in the leadership behavior of the head of the madrasah. Some teachers stated that madrasah heads were less involved in decision-making related to curriculum development and the management of learning activities. In addition, the head of the madrasah is considered to be less transparent in communication, which results in misunderstandings between the management and teachers. This slows down the problem-solving process and negatively impacts the morale of teachers. There are also shortcomings in facilitating training and professional development for teachers, which affects the quality of teaching in madrasahs. These issues point to the need for improvements in leadership styles to

improve the effectiveness and performance of institutions.

Based on the Regulation of the Minister of Religion (PMA) No. 24 of 2018 concerning the Head of Madrasah regulates various aspects related to the management and leadership of madrasahs in Indonesia. This regulation aims to establish standards and procedures in the appointment, coaching, and evaluation of madrasah heads, so that madrasahs can be managed more effectively and with quality. One of the words of the regulation is that "the Head of the Madrasah is appointed and dismissed by the Minister of Religion or an appointed official by considering the considerations of the authorized officials within the Ministry of Religion"(Ma'ruf et al., 2023) This regulation also stipulates the conditions that must be met by prospective madrasah heads, as well as training and development mechanisms to ensure that madrasah heads have adequate competence in leading and managing madrasahs.

The success of education management depends on the head of the madrasah.(Abdullah et al., 2023) As the leader of the institution, he must be able to lead the institution towards the achievement of the goals that have been set. He must not only see change, but also have the ability to see and deal with future challenges in a better way. Thus, the head of the madrasah has the ability to enable teachers, education staff, and all madrasah residents to carry out quality, smooth, and productive learning.

The head of the madrasah is the person who is at the forefront at the operational level in organizing efforts to improve and enhance learning in schools.(Basuki, 2020) New paradigm learning, which is more innovative in improving old methods. The head of the

madrasah is appointed to occupy the position responsible for coordinating joint efforts to achieve educational goals. The head of the madrasah has an important role in managing the madrasah as a whole. Madrasah heads not only perform administrative tasks, they must also handle aspects of leadership that affect the direction and success of the institution. As a leader of formal education, the head of the madrasah must consider the future. The leadership of the head of the madrasah is one of the factors that can encourage the school to achieve its vision, mission, goals, and objectives through the implementation of programs that are planned and implemented in stages. A good principal can influence, motivate, direct, advise, guide, command, prohibit, and even sanction teachers to achieve school performance.

The head of the madrasah should have adequate conceptual ability to direct the program and make decisions. In facing challenges, madrasah heads must use common sense. Principals must have managerial skills in addition to technical, social, and conceptual skills. (Ariyanti, 2020) Managerial skills are required to manage a school and carry out its roles and functions to achieve the goals that have been set. Strong conceptual skills, such as strategic planning, situation analysis, and decision-making based on the goals and objectives of madrasah education, are necessary for effective leadership.(Irwanto et al., 2023)

One of the important aspects of the leadership of a madrasah head is the ability to communicate and interact with students, parents and guardians, as well as other members of the community. The effectiveness of leadership and the overall performance of the institution are influenced

by good interpersonal relationships. The reality in the field is that madrasah heads are often only good at speaking but do not have technical, social, conceptual, or management skills. Madrasah heads rarely use their technical abilities when using technology leveling and giving teachers examples of work. Therefore, further studies must be carried out on the relationship between the performance of madrasah heads and the application of various skills of madrasah heads. Given the fact that the head of the madrasah also acts as an official, the school residents are considered subordinates. This has unwittingly closed the space for discussion, causing school residents to be unable to talk to each other. This condition will create an unfavorable and unproductive atmosphere during the educational process.

In addition to conceptual skills, interpersonal relationships also known as interpersonal communication are essential in organizational life because interpersonal communication can help subordinate employees and superiors better understand each other and help them collaborate on various tasks and activities. Poor interpersonal communication can make it difficult to do various activities together and can even lead to stress and mistrust. (Pesiwarissa & Manafe, 2024) For this reason, open communication systems must continue to be developed within the organization or staffing relationship. Although there are many communication systems and some barriers in communication, it can be said that open communication is more effective than closed communication.

According to research conducted by the West Nusa Tenggara Provincial Education Office (2022), transformational behavior and participation of madrasah

heads in NTB improve the quality of education. The survey results show that 75% of madrasah heads who implement transformational leadership that includes individual support, motivation, and inspiration to teachers and students are able to improve students' academic performance and create a better learning environment. In addition, 80% of teachers said that they were more satisfied with their work and felt more responsible. This data shows that an effective and inclusive leadership approach is very important to improve the quality of education in madrasahs in NTB.

The results of the initial observations made by the author show that the frequent phenomenon shows that the school communication system is poorly structured. This often happens in communication problems, both madrasah heads and teachers tend not to do their jobs well. The various problems faced by madrasah heads greatly affect their behavior as leaders. Socio-cultural dynamics, changes in education policies, limited resources, and technological advancements are some of these challenges. (Yana & Susanti, 2024) To improve the quality of education, madrasah heads must have the ability to change and develop useful leadership strategies. Because environmental challenges have a direct impact on school performance, learning quality, and student achievement, the influence of environmental challenges on this leadership behavior is very important. Therefore, it is very important to understand the environmental problems that exist and how madrasah heads handle them if they want to make the educational environment good and competitive.

With changes in educational policies, technological advancements, and socio-cultural dynamics, the educational environment continues to be challenging.

Madrasah heads should understand the environment in which they work. Not only are they responsible for administrative matters, but they also have a crucial role in helping staff and students achieve the goals of the madrasah education. Initial observations show that the most important environmental challenges faced by madrasah heads include unstable education policies that change frequently, and budget and facility constraints. Madrasah heads often need to allocate additional time and resources to adapt school programs and activities to policy changes. The limited budget also hinders the provision of adequate educational facilities, which has an impact on the learning process. This fact shows that madrasah heads must continue to develop creative and adaptive leadership skills to overcome various environmental challenges.

### Research Methods

The research method used in this study is a quantitative method with an ex post facto approach, which aims to analyze the influence of conceptual skills, interpersonal relationships, and environmental challenges on the leadership behavior of the head of Madrasah Aliyah in Bunut Baok Village, Praya District, Central Lombok Regency. The study was conducted on three school principals as the main subjects, but assessments of their leadership behavior were given by 59 teachers spread across three Aliyah Madrasah in the village. The ex post facto approach was chosen because this study analyzes the variables that have occurred without manipulating the existing conditions. Data were collected using questionnaires designed to evaluate teachers' perceptions of conceptual skills, interpersonal relationships, environmental challenges, and principals' leadership

behaviors. The data obtained were analyzed using inferential statistics, with the t-test and the F-test to test the hypothesis and determine the partial and simultaneous influence of independent variables on the dependent variables.

### Results and Discussion

A. The Influence of Conceptual Skills on the Leadership Behavior of the Head of Madrasah Aliyah in Bunut Baok Village, Praya District, Central Lombok Regency.

According to Robbins and Coulter (2016), conceptual skills are the ability of a leader to understand and analyze the situation as a whole and identify relationships between various elements in an organization. Meanwhile, according to Kartono (2016), conceptual skills are the ability to think abstractly, analyze problems thoroughly, and create innovative solutions. (Arisanti et al., 2017)

The indicators of conceptual skills include (1) the ability to formulate a clear vision and mission, (2) analyze the relationship between various factors in the organization, (4) and design effective strategies to achieve goals. In addition, leaders who have good conceptual skills are able to identify future opportunities and challenges, think creatively in finding solutions, and make decisions based on in-depth analysis. These skills also include the ability to understand the impact of each policy on all aspects of the organization.

The assessment of the variables of the conceptual skills of the head of the madrasah aliyah in this study used a questionnaire that was disseminated. The questionnaire that was distributed had 21 statements, the results of the questionnaire that were distributed showed that the data obtained was valid with a tcount greater than ttabe.1, this can be seen from the results

of the data validity test. To determine the influence of independent variables (conceptual skills) on the dependent variables (leadership behavior) of the head of madrasah aliyah in Bunut Baik Village, Praya District, Central Lombok Regency, it can be partially seen from the results of the t-test, where the t-test is used to find out whether or not the independent variable partially affects the dependent variable, with the hypothesis as described below.

Ha accepted: If the  $t_{count} > t_{table}$ , it means that conceptual skills partially affect the leadership behavior of the head of madrasah aliyah in Bunut Baik Village, Praya District, Central Lombok Regency. Ho was rejected: If the  $t_{count} < t_{table}$ , it means that conceptual skills have no effect on the leadership behavior of the head of the madrasah aliyah in Bunut Baik Village, Praya District, Central Lombok Regency. The results of the t-test are as follows:

To find out whether conceptual skills have an effect or not on the leadership behavior of the head of Madrasah Aliyah in Bunut Baik Village, Praya District, Central Lombok Regency, it is necessary to test using a t-test. The t-test is used to find out whether the independent variable partially has a real effect or not on the dependent variable, while the statistical results of the t-test on the variable of the conceptual skill of the head of the madrasah aliyah obtained a  $t_{cal}$  value of 5.175 with a significant level of 0.001. Therefore, the  $t_{count}$  value is greater than the  $t_{table}$  value, with a  $t_{count}$  value of 5.175 and a  $t_{table}$  value of 2.000995 ( $5.175 > 2.000995$ ) with a significance value of  $0.001 < 0.05$ , then the  $H_a$  hypothesis is accepted, meaning that conceptual skills affect the leadership behavior of the head of the aliyah madrasah in Bunut Baik Village, Praya District, Central Lombok Regency.

The results of the simple regression coefficient calculation show that the value of the constant coefficient is 4.402. This number is a constant number which means that if there is no conceptual skill ( $X_1$ ) then the consistent value of leadership behavior ( $Y$ ) is 0.408, this number means that for every 1% addition of conceptual skill ( $X_1$ ), then the leadership behavior ( $Y$ ) will increase by 0.004. Because the regression coefficient value is positive (+), it can be said that conceptual skills ( $X_1$ ) have a positive effect on leadership behavior ( $Y$ ). So the regression equation is  $Y = 4.402 + 0.408 X_1$ .

From the results of the analysis, it is known that 59 respondents produced a correlation value of 5.176. From the results of data processing, it can be concluded that the conceptual skill variable ( $X_1$ ) and the leadership behavior variable ( $Y$ ) have a very strong relationship because it has a correlation value of 5.176. The results of the calculation were obtained using SPSS statistics version 30.0.0.0 2024, which is 5,176. If the  $t_{count}$  is greater than the  $t_{table}$ , then  $H_a$  is accepted and  $H_o$  is rejected. Thus, it can be concluded that conceptual skills ( $X_1$ ) have a significant influence on the variable of leadership behavior ( $Y$ ). From the results of the hypothesis test, it is proven that "There is a significant influence between conceptual skills ( $X_1$ ) on the leadership behavior ( $Y$ ) of the head of the aliyah madrasah in Bunut Baik Village, Praya District, Central Lombok Regency".

1. The Influence of Interpersonal Relations on the Leadership Behavior of the Head of Madrasah Aliyah in Bunut Baik Village, Praya District, Central Lombok Regency

According to Surya (2003), interpersonal relationships are the process of interaction between

individuals that involve communication, understanding, and mutual respect. (SURYANI, 2022) These relationships reflect a person's ability to build emotional and social connections with others in a variety of contexts, including work environments and organizations. Surya emphasized that good interpersonal relationships are characterized by effective communication, empathy, and the ability to overcome conflicts in a constructive way.

Meanwhile, according to Devito (2013), interpersonal relationships are patterns of interaction that occur between two or more individuals who are oriented towards fulfilling psychological and social needs. (Anggraini et al., 2022) This relationship is not only concerned with verbal communication but also involves body language, emotional expression, and other non-verbal behaviors. Devito also stated that interpersonal relationships are influenced by factors such as trust, appreciation, and cooperation between the individuals involved.

The indicators of interpersonal relationships include the ability to communicate effectively, listen with empathy, show respect for others, build trust, and maintain harmonious relationships. In addition, individuals with good interpersonal skills are also able to manage conflicts wisely, work together in a team, and create a supportive atmosphere in the work environment. Positive interpersonal relationships are usually also characterized by openness, understanding, and emotional support between individuals.

The relationship between the theory of interpersonal relations with the head of the madrasah lies in the role of the head of the madrasah as a leader who must be able to build good relationships with teachers, students, and the school

community. Based on Surya's theory, madrasah heads must have the ability to create effective communication and support a harmonious work environment. Meanwhile, according to Devito, good interpersonal relationships with madrasah heads can strengthen cooperation between individuals in madrasahs and help resolve conflicts productively. With positive interpersonal relationships, the head of the madrasah can increase the trust, motivation, and performance of all elements of the madrasah.

The research on interpersonal relationship variables in this study uses a questionnaire that is disseminated. The questionnaire that was distributed had 20 statements, the results of the questionnaire that were distributed showed that the data obtained was valid with  $t_{count} > t_{table}$ , this can be seen from the results of the data validity test. To find out the influence of independent variables (interpersonal relationships) can be partially seen from the results of the t-test, where the t-test is used to find out whether or not the independent variable partially affects the dependent variable, with the hypothesis as explained below.  $H_a$  accepted: If the  $t_{count} > t_{table}$ , it means that it is partially Interpersonal Relationship to leadership behavior.  $H_0$  is rejected: If the  $t_{count} < t_{table}$ , it means that it is partially interpersonal relationship to leadership behavior. The results of the t-test are as follows:

To find out whether Interpersonal Relationships affect leadership behavior, it is necessary to test using a t-test. The t-test was used to find out whether the independent variable partially had a real effect or not on the dependent variable, while the statistical results of the t-test on the Interpersonal Relationship variable obtained a t-count value of -0.921 with a significance level of 0.361. Therefore, the tcal value is smaller than the ttable - 0.921 < 2.000995 with a significance level of 0.361 > 0.05, so  $H_a$  is rejected,

meaning that Interpersonal Relations do not have a significant effect on the leadership behavior of the head of madrasah aliyah in Bunut Baok Village, Praya District, Central Lombok Regency.

## 2. The Influence of Environmental Challenges on the Leadership Behavior of the Head of Madrasah Aliyah in Bunut Baok Village, Praya District, Central Lombok Regency

According to Siagian (2014), environmental challenges are various external factors that affect an organization's ability to achieve its goals. (Nurhaliza et al., 2023) These factors include technological changes, economic conditions, government policies, socio-culture, and competitive dynamics. Siagian emphasized that organizations must be able to identify and respond to environmental challenges with effective adaptation strategies to ensure sustainability and long-term success. Meanwhile, according to Nawawi (2016), environmental challenges are any form of obstacles or opportunities that arise from the external and internal environment of the organization that can affect the performance and effectiveness of the organization. (Dayat & Yusuf, 2019) Nawawi emphasized that leaders must have sensitivity to environmental changes as well as the ability to manage their impacts through strategic and innovative planning. Environmental challenges can stem from factors such as government regulations, technological developments, societal pressures, and changing global trends.

The indicators of environmental challenges include the dynamics of government regulations and policies, socio-cultural changes, technological developments, economic conditions, and competition with other organizations. In addition, internal environmental factors such as resistance to change, limited resources, and lack of innovation are also important indicators. A good

organizational leader must be able to recognize each of these indicators, understand their impact, and formulate the right strategy to deal with them. The relationship between the theory of environmental challenges and the environmental challenges of madrasah heads can be seen in the responsibility of madrasah heads to manage external and internal dynamics that affect educational institutions. Based on Siagian's theory, madrasah heads must understand and adjust education policies to changes in government regulations, technological developments in learning, and community needs. Meanwhile, according to Nawawi, madrasah heads need to design innovative adaptive strategies to overcome resource limitations, resistance to change, and competition in the world of education. This ability allows the head of the madrasah to maintain the sustainability and quality of education in the madrasah.

The research on the variables of Environmental Challenges in this study uses a questionnaire that is disseminated. The questionnaire that was distributed had 20 statements, the results of the questionnaire that were distributed showed that the data obtained was valid with  $t_{count} > t_{table}$ , this can be seen from the results of the data validity test. To determine the influence of independent variables (environmental challenges) partially, it can be seen from the results of the t-test, where the t-test is used to find out whether or not the independent variable partially affects the dependent variable, with the hypothesis as described below.  $H_a$  accepted: If the  $t_{count} > t_{table}$ , it means that it is partially Environmental Challenge to leadership behavior.  $H_o$  is rejected: If the  $t_{count} <$



ttable, it means that it is partially Environmental Challenge to leadership behavior. The results of the t-test are as follows:

To find out whether Environmental Challenges affect leadership behavior, it is necessary to test using a t-test. The t-test was used to find out whether the independent variable partially had a real effect or not on the dependent variable, while the statistical results of the t-test on the Interpersonal Relationship variable obtained a t-count value of -0.921 with a significance level of 0.361. Therefore, the  $t_{cal}$  value is smaller than the  $t_{table}$   $2.023 > 2.000995$  with a significance level of  $0.048 < 0.05$ , then  $H_a$  is accepted, meaning that Environmental Challenges have a significant effect on the leadership behavior of the head of the madrasah aliyah in Bunut Baik Village, Praya District, Central Lombok Regency.

### 3. The Influence of Conceptual Skills, Interpersonal Relationships and Environmental Challenges on the Leadership Behavior of the Head of Madrasah Aliyah in Bunut Baik Village, Praya District, Central Lombok Regency

To determine the influence of independent variables (conceptual skills, interpersonal relationships, and environmental challenges) on the dependent variables (Leadership behavior) of the head of madrasah aliyah in Bunut Baik Village, Praya District, Central Lombok Regency, simultaneously it can be seen from the results of the F test, where the F test is used to find out whether or not the independent variables simultaneously affect the dependent variables, with the hypothesis as explained below: The results of the F test are as follows: The F test was carried out to find out whether or not the independent variables simultaneously had a significant influence on

the dependent variables. The decision making in this F test is taken if the value of  $f_{cal} > f_{table}$  with a significance level of  $< 0.05$ , then there is an influence between variable X and variable Y.

The results of regression analysis can show that simultaneously independent variables have a significant influence on dependent variables. This can be seen from the value of  $233.669 > 0.2126$  with a significance value (sig) of  $0.001 < 0.05$ . Based on the explanation above, it can be said that conceptual skills, interpersonal relationships, and environmental challenges together have a positive and significant effect on the leadership behavior of the head of the aliyah madrasah in Bunut Baik Village, Praya District, Central Lombok Regency. Meanwhile, to determine the level of influence of conceptual skills (X1), interpersonal relationships (X2), and environmental challenges (X3) on leadership behavior (Y) simultaneously, the determination coefficient test analysis was used.

The determination coefficient ( $R^2$ ) is a measure of the precision or concordance of the regression line obtained from the results of parameter estimation based on examples. In addition, the determination coefficient can also be used to measure the magnitude of the proportion of total diversity around the median value that can be explained by the regression line. The contribution of the independent variable simultaneously to the dependent variable, based on the calculation results in table 1 with a determination coefficient (R Square) value of 0.403. The results explain that the contribution of the independent variables X1, X2, &

X3 (Conceptual Skills, Interpersonal Relationships, and Environmental Challenges) included in the regression equation for the leadership behavior variable (Y) is 92.7%, while the other 7.3% is contributed by other variables that are not included in this study.

### Conclusion

The results of the analysis showed that conceptual skills (X1) had a significant influence on the leadership behavior (Y) of the head of Madrasah Aliyah in Bunut Baok Village, Praya District, Central Lombok Regency, as evidenced by the tcount value of 5.175 which was greater than the ttable of 2.000995, with a significance level of  $0.001 < 0.05$ , so  $H_0$  was rejected. On the other hand, the interpersonal relationship (X2) did not have a significant influence on leadership behavior (Y), as seen from the tcount value of -0.921 smaller than the ttable of 2.000995, with a significance level of  $0.361 > 0.05$ , so  $H_0$  was accepted. Meanwhile, environmental challenges (X3) had a significant influence on leadership behavior (Y), as evidenced by a tcal value of 2.023 which was greater than the ttable of 2.000995, with a significance level of  $0.048 < 0.05$ , so  $H_0$  was rejected. Simultaneously, the value of the determination coefficient (R Square) of 0.927 showed that the independent variable contributed 92.7% to leadership behavior (Y), while the remaining 7.3% was influenced by other variables that were not included in this study.

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