

# The Effect of Leadership Commitment and Integrity on the Effectiveness of Education Bimas Catholic North Sulawesi Province - Indonesia

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## Abstract

This research aimed to describe and analyze: 1) the effect of leadership commitment toward the effectiveness of BIMAS Catholic North Sulawesi, 2) the effect of integrity toward the effectiveness of BIMAS Catholic North Sulawesi, and 3) the effect of leadership commitment and integrity simultaneously toward the effectiveness of BIMAS Catholic North Sulawesi. Survey method was implemented with qualitative approach. Population unit were 92 employees. Research sample were 48 which randomly selected from 92. Questionnaire with Likert scale was the technique used to collect the data. Testing the hypothesis were using simple and multiple correlation analysis. The result of data analysis showed that: 1) there was effect of leadership commitment toward the effectiveness of BIMAS Catholic North Sulawesi, 2) there was effect of integrity toward the effectiveness of BIMAS Catholic North Sulawesi, and 3) there was effect of leadership commitment and integrity simultaneously toward the effectiveness of BIMAS Catholic North Sulawesi. Based on these conclusion, it could be recommended that: 1) the selection of Catholic BIMAS leaders in the regions needs to consider the level of commitment of their prospective leaders so that in their leadership they will receive support from all stakeholders, 2) Providing flexibility for employees, extension workers, supervisors and other stakeholders to express and create so that they can explore the potential within themselves so that the expected goals can be achieved.

**Keywords:** Leadership Commitment, Integrity, Effectiveness.

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## 1. Introduction

Improving the quality of human resources through education and training in an area is very important to do in order to maintain the progress of an area. Therefore, in a sustainable development an established education system is needed and produces superior human resources and can compete in the global era. Institutions in the area are expected to be able to show the quality of education. This of course must be supported by excellent service from all lines in an institution, both concerning administration, finance, and the public. The leadership of an institution more specifically in Catholic Community Guidance (BIMAS) of North Sulawesi Province as an extension of the Ministry of Religion is an official at the regional level who is one of the elements of education as an important and strategic element in the management of education in the region. The Catholic BIMAS leadership of North Sulawesi Province is in charge of leading and carrying out managerial functions such as planning, implementing and controlling the activity process and administering its supporting activities.

The criteria for effective institutional implementation as stated by Preedy (1993: 2) that there are 3 main things related to the achievement of objectives, namely: a) outcomes, such as results, employee social and personal development; b) processes, such as culture or ethos, the level of satisfaction of staff and customers; and c) success in obtaining input, such as the number of new employees / employees, funding or human resources. Efforts to foster and develop work attitudes of a leader must be carried out. One of the efforts is through the establishment of task commitments, and integrity can encourage the leadership in its work to make more effective all the potential in its institution so that what has been expected to be realized in an independent, independent and quality institution can be realized.

Commitment and integrity built by the leader is a factor that is so important in order to achieve goals. Communication to employees, teachers and supervisors is needed to socialize the leadership work program as an effort to achieve institutional implementation goals. In addition, the leadership's commitment and managerial ability to the objectives and tasks at Catholic BIMAS in North Sulawesi Province can be reflected in conditions when experiencing limited infrastructure. That with the ability and authority it has, the leader can mobilize all the resources he has to achieve the stated goals.

From the results of the observation, the effectiveness of education provision is also closely related to work environment factors, employee / employee work discipline, decision-making ability, employee / employee job satisfaction, work climate and organizational culture that develop in it. However, all these things should be controlled by a leader when mandated to lead an institution. The ability to organize, empower and optimize all available resources is a challenge for every leader, especially in Catholic BIMAS, North Sulawesi-Indonesia Province.

## 2. Literature review

### 2.1. *The Concept of Effectiveness in Organizing Education*

Effectiveness is often also associated with the word quality, because effective institutions also mean quality schools. Creemers (1996: 21) says that the use of the word quality will give rise to obscurity, because the word can cover many things, including effectiveness itself, efficiency, and statements regarding the context, process and output of education. Speaking of efficiency in education, Thomas (1969: 32) synonymous this efficiency with productivity, which is defined as the ratio between valued outputs and valued inputs. The word effectiveness comes from the word effective, which is an adjective, with an additional ending *ness* that changes it into a noun.

Another thing stated by Reynolds and Stoll (1996: 23), that effectiveness can be defined in 2 dimensions, quality (quality) and equity (equity). Regarding these 2 dimensions, he explained; "The quality of a school is the average score on the output measure corrected for input characteristics, so it indicates" value added "by the school. Equity refers to the compensatory power of schools ". Creemers (1996: 23) defines the effectiveness of "means-ends relationships between educational processes and student outcomes.

Whereas Reynolds and Stoll (1996: 24) connect effectiveness with the results of measuring things related to the implementation of a program. If connected with the word school (school effectiveness), this effectiveness is interpreted as: "... the extent to which (educational) organization as a social system, given resources and means, fulfills its objectives without inciting its means and resources and without placing undue strain upon its member ". From some of the meanings of effectiveness mentioned above, it appears that the word effectiveness is always associated with a program, school or certain activities and with certain criteria that must be fulfilled. Keep in mind that this effectiveness criterion is dynamic, not a constant or a constant. Criteria for effectiveness will continue to change according to the changing times and demands experienced by the world of education. If the criteria are reached, the school or program can be said to be effective.

Mortimore (2009: 9) defines an effective school; "... one in which pupils progress further than might be expected from the consideration of its intake". This definition of Mortimore may seem simple, only looking at aspects of student development (pupils progress). But if explored further, the definition has quite broad implications. Every activity and resource in a higher education is intended to achieve several goals and the most important goal is to develop the potential of students. In many studies on school effectiveness, the aspect pupils intake is the most considered as a factor that has a large effect in determining whether a school is effective or not. Examples are those related to the social and economic background from which students come from. Gibson, Ivancevich and Donnelly (2011: 37) propose five effectiveness criteria namely "production, efficiency, satisfaction, adaptiveness, and development". Production, focuses on the ability of an organization to produce output quantity and quality at the request of the environment. Efficiency, which is the ratio of output to input, measures the optimal utilization of various limited resources. Satisfaction, with regard to satisfaction in meeting various program needs of members. Adaptiveness, is the level of the organization's ability to adjust to internal and external changes. Development, as the final criterion refers to the development of an organization towards environmental change.

In another part, Buhler (2001: 6) emphasizes that effectiveness is related to doing the right work, while efficiently doing the job correctly. This shows that the effectiveness of conducting study programs means conducting education properly. Simon in Sagala (2016: 110) argues that effectiveness can be interpreted as the degree to which an activity achieves the expected results. This effectiveness answers the question, do we achieve what has been set. The effectiveness of organizing education according to Zais (1986: 316) can be seen from eight dimensions, namely 1) participant satisfaction, 2) development of academic abilities, 3) career development, 4) individual development, 5) satisfaction in conducting study programs, 6) professional development and the quality of the study program. The steps that need to be taken in conducting the study program are: (1) setting goals; (2) set the standard of participants; (3) applying the learning process; and (4) evaluating the results of activities.

Based on the concept stated above, the effectiveness of the delivery of education can be formulated as the achievement of the objectives of implementing education by utilizing all of its resources, with indicators: (1) achievement of objectives; (2) the accuracy of the function of the study program; (3) study program work programs; (4) supervision; (5) empowerment; and (6) planning.

### 2.2. *Concept of leadership commitment*

According to Robbins (2011: 97) that commitment is the concentration of attention from the leadership of the organization with the existence of loyalty, the ability to identify and improve employee work. Stoner, Freeman and Gilbert (2010: 9), commitment is how the manager or employee engages in his work and organization. In line with this, Kuntjoro (2012: 1) says commitment is the nature of the relationship between individuals and work organizations, where individuals have self-confidence in the values and goals of work organizations, there is willingness to use their business seriously for the benefit of work organizations have a strong desire to remain part of the work organization. In this case the individual identifies himself in a particular organization where the individual works and hopes to become a member of a work organization in order to realize the goals of the work organization. Whereas, Robbins (2011: 69) on another occasion stated that commitment is defined as a condition

of a leader identifying with a particular organization and its objectives with the desire to maintain its members in the organization. Drennan in Alwi (2015: 51) suggests five ways to build loyalty on the basis of commitment, namely; (1) create clear goals and commitment to make them happen, (2) clear, visionary and constant communication, (3) train and retrain employees, (4) provide Effectiveness of Organizing Education to employees, and (5) share profits.

Leaders with high commitment means being able to communicate well between employees and managers or with their leaders. In addition, mutual trust occurs between leaders and employees. There are many research results that show that the absence of commitment from superiors to subordinates will reduce the effectiveness or productivity of work of an organization. Committed leaders and employees will not easily go out to find new jobs, thereby reducing the cost of recruiting organizations. In addition, employees who have a good commitment will reduce the costs and time spent by the leadership to supervise. Strict supervision will take a lot of time, energy and costs. Thus the leader who is committed will increasingly improve effectiveness and efficiency in his work.

Commitment to this task needs to be maintained and improved in order to guarantee an increase in his career. These efforts can be carried out by considering four factors, namely: (1) consistency, (2) participation, (3) renewal and (4) strengthening results (reinforcement of result) (Clark, 1996: 167). George and Jones (2005: 97) divide commitment to the organization into two types, namely: (a) affective commitment or situation that shows that organizational members feel happy to be members of the organization, trust and feel comfortable in the organization, close to the organization, willing do something for the organization; and (b) continuity commitment which means a condition in which members of the organization feel loss if they leave the organization.

Different from the previous opinion, Meyer and Allen, as quoted by Luthans (2012: 131) stated that commitment can be viewed from three dimensions, namely; (1) affective dimension which means emotional closeness, identification and involvement of someone in the organization; (2) dimensions of continuity or dimensions based on the calculation of profit and loss leaving the organization; (3) normative dimensions, namely the feeling of being obliged to remain in the organization. If drawn into the context of this study, commitment to the task can also fluctuate if there are determinant factors above. For example: if honorary employees from outside the organization are given greater rewards than they receive, it is not impossible that their commitment will decrease and it is also not impossible that they will tend to spend their time outside their own organization. Consequently, their responsibilities are neglected. In accordance with the above concept, it can be formulated that commitment to the task is the strength of the desire or desire of a leader to remain consistent as a leader in implementing or carrying out duties as the authority holder as head of the study program. So that in the organization by accepting the values and objectives of the task, the high and low are marked by (1) emotional closeness, (2) identification and involvement in task development, (3) the desire to improve the standard of work in the chosen task, (4) the power of the desire to remain in their duties and (5) the feeling of being obliged to remain within the scope of the task.

### *2.3. Concept of Integrity*

Integrity is one important thing, and is often quoted with the term virtue. Integrity is also often equated with 'moral' when acting. A person can admit other people have integrity even though the person holds different principles than they should and a wrong view about morals. When used as a term of virtue, 'integrity' refers to the quality of one's character. Integrity also relates to various parts or aspects of a person's life in which he speaks of attributes such as professional, intellectual and artistic integrity. However, it is very important that integrity is related to the character inherent in someone. Experts are very concerned about understanding someone to show integrity throughout life. Integrity is an ordinary discourse about involving two fundamental intuition: first, integrity which is primarily a formal relationship must be self, or between parts or aspects of oneself; and second, integrity that is connected in an important way to act morally, in other words, there are some substantive or normative constraints on what integrity acts. Integrity is important for each individual and group to interact. McFall (1997: 98) states that integrity is part of the character that is in a person in the form of good morals in the form of sincerity, kindness and positive actions.

So integrity can automatically be seen in a person and not made up but it is one thing that is real when acting. According to Calhoun in Siagian (2014: 238), integrity is how one can find themselves even in the most difficult situations and conditions but still make the person tend to show his true self. This provides an understanding that integrity is the true appearance of individuals when carrying out activities. The actual appearance is the character of an individual who is very difficult to influence in any situation so that the individual has principles and is consistent in carrying out activities.

### **3. Research Method**

This study uses a quantitative approach, a survey method with correlational techniques. This study will examine or analyze the dependent variable; effectiveness of education administration (Y) and independent variables: leadership commitment (X1) and integrity (X2).

**Place and Time** This research was conducted at North Sulawesi Catholic BIMAS for approximately four months from December 2018 to March 2019. Prior to data collection several preparatory activities related to research were conducted, including; preparation of the theoretical framework, preparation of research instruments, and testing of instruments. The population is all employees in the Community Guidance of North Sulawesi Province, data on the Guidance of Guidance of the Catholic Community of North Sulawesi Province in 2018, according to the results of preliminary observations in the field showed that there were 92 employees in Catholic BIMAS North Sulawesi Province spread across 11 Regency / City area. The sample in this study is part of the population taken randomly based on the formula from Taro Yamane or Slovin (in Riduwan, 2007: 65).

Data collection techniques are ways that are used to collect the data needed. The data collection techniques used in this study are; with a questionnaire (questionnaire). According to Suharsimi Arikunto (2007: 102), explains that the questionnaire (questionnaire) is a number of questions or written statements that are used to obtain information from the respondent in the sense of reports about his personality or things he knows. In this study the questionnaire used was a closed questionnaire. According to Riduwan (2007: 27), a closed questionnaire is a questionnaire that is presented in such a way that the respondent can provide the contents according to his characteristics by giving a sign (x). The questionnaire method is chosen because the subject is the person who knows best about himself, what is stated by the subject is true and can be trusted.

According to Suharsimi Arikunto (2009: 101) the research instrument is a chosen tool or facility used by researchers in collecting data so that the work is easier and the results are better, more accurate, complete and systematic so that it is easy to process. Preparation of research instruments based on the study of theory that is used as the basis for determining research variables. To obtain the desired data, it is necessary to create a grid of instruments to be used, this must pay attention to the objectives to be achieved from the research. Then these variables are then translated into compilation indicators to make questions and questions.

Data analysis technique : To find out the influence between variables according to the causal model formed, the data analysis technique in this study uses correlational techniques. The stages of the correlational technique are as follows:1. Preliminary analysis using descriptive statistics, namely describing data for each variable partially. Where the descriptive statistics used are average (mean), mode (the most frequently occurring value), median (middle value), standard deviation, variance, frequency and histogram.2. Test requirements analysis, which consists of normality test, significance test and simple regression linearity before hypothesis testing. Next is the calculation of the correlation coefficient matrix and the test and calculation of the phi coefficient (path / path).3. Hypothesis testing is done using the - t test.

#### 4. Result and Discussion

##### 4.1 Positive influence of leadership commitment on the effectiveness of education.

Regression equation  $\hat{Y} = 134.416 + 0,116 X_1$

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	134.416	15.508		8.667	.000
leadership commitment	.116	.124	.137	.936	.000

a. Dependent Variable: Efektifitas

The calculation results produce a regression equation  $\hat{Y} = 134.416 + 0.116 X_1$  with a correlation coefficient (r) = 0.137 with  $r^2 = 0.019$ . Next in testing hypothesis 1 with a real level of  $\alpha = 0.05$  and  $dk = n-2 = 48-2 = 46$ , the value of t (0.05; 46) table = 2.01; The calculation results get the value of tcount = 8.667. Based on these criteria it turns out that the value of tcount = 8.67 > value of t table = 2.01 so that H0 is rejected. So that it can be concluded that:Leadership commitment has a significant influence, has a positive effect on the effectiveness of education in Catholic BIMAS North Sulawesi Province, amounting to 0.137 or 13.7%

Based on linear regression analysis  $\hat{Y} = 134.416 + 0.116 X_1$  it can be explained that the regression coefficient of the leadership commitment variable is positive, which is 0.137; meaning that whenever there is an increase in leadership commitment, the effectiveness of the implementation of education will increase by increasing the score of 0.137. This means that the higher the leadership commitment (X1), the more effective the implementation of education (Y), or in other words that the leadership commitment has a significant influence on the effectiveness of education in Catholic BIMAS North Sulawesi Province.Cooper (2008: 698) suggests that commitment means something that reflects the breadth of individuals involved in whatever tasks they do.

Commitment can also be defined as never turning away from the intended purpose. Then said commitment as the ability to translate hopes or theories into meaningful actions and abstract ideas into practical results.Based on the description above, the commitment can be understood as the willingness of individuals to engage more broadly and not turn their backs on the common goals incorporated in the field of work they do. This is very influential on the effectiveness of education. Of course, it can be interpreted as a form of assessment of the



implementation of education about education and training goals that can be seen from the satisfaction of education, development of academic abilities, career development of education providers, professional development and quality of education, system openness and community interaction, ability to obtain resources and organizational health.

#### 4.2 Positive influence of integrity on the effectiveness of education.

Regression equation  $\hat{Y} = 103.888 + 0,145X_2$

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	103.888	25.978		3.999	.000
integrity	.145	.233	.091	.622	.000

a. Dependent Variable: Efektifitas

The calculation results produce a regression equation  $\hat{Y} = 103.888 + 0.145X_2$  with a correlation coefficient ( $r$ ) = 0.091 with  $r^2 = 0.008$ . Next based on the above testing table at the real level  $\alpha = 0.05$  and  $dk = n - 2 = 48 - 2 = 46$ , the value of  $t(0.05; 46)$  table = 2.01; The calculation results get the value of  $t_{count} = 3.999$ . Based on these criteria it turns out that the value of  $t_{count} = 4.15 >$  the value of  $t$  table = 2.01 so that  $H_0$  is rejected. So that it can be concluded that: Integrity has a significant effect, has a positive effect on the effectiveness of education in Catholic BIMAS North Sulawesi Province, amounting to 0.091 or 9.1%

Based on linear regression analysis  $\hat{Y} = 103.888 + 0.145X_2$  it can be explained that the regression coefficient of the integrity variable is positive, which is 0.238; meaning that whenever there is an increase in integrity, the effectiveness of the implementation of education will increase by increasing the score to 0.238. This means that the more integrity ( $X_2$ ) increases, the more effective the implementation of education ( $Y$ ), or in other words that integrity has a significant influence on the effectiveness of education in Catholic BIMAS North Sulawesi Province.

The findings of this study are supported by research from Harvita Yulian Ayuningtyas, Diponegoro University Semarang 2012 with the title; "Effect of Work Experience, Interdependence, Objectivity. Audit Result Integrity and Causality Competence (Case Study of Malang District Inspectorate Auditor) ", which states that there is a significant effect of objectivity, integrity and competence on causality of audit results while work experience and independence have no significant effect. The findings of this study are also supported by the theory of McFall which states that integrity is a part of the character that is in a person in the form of good morals such as; sincerity, kindness and positive actions. Integrity can automatically be seen in a person and not made up but is a real thing when acting. From the description of the above theory and based on empirical testing and facts carried out in this study on the integrity and effectiveness of the implementation of education, it is proven that integrity has a positive direct effect on the effectiveness of education administration.

#### 4.3. Leadership commitment and integrity together have a positive effect on the effectiveness of education.

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	106.647	25.678		4.153	.000
Leadership commitment	.221	.145	.261	1.522	.001
Integrity	.369	.273	.232	1.350	.000

a. Dependent Variable: Efektifitas

Based on the results of data processing as listed in table 4.10 the research hypothesis testing was obtained  $\hat{Y} = 106,647 + 0.221X_1 + 0.369X_2$  Based on the testing table obtained  $p(y, 12 = 0.338$ . With a real level of  $\alpha = 0.05$  and  $dk = (k; nk - 1) = (2; 48 - 2 - 1) = (2; 45)$  obtained a value of  $F(0.05; (2; 45))$  table = 3.19; The calculation results get the value of  $F_{count} = 1.357$ . Based on these criteria it turns out that the value of  $F_{count} = 1.36 <$  value of  $F(0.05; (2; 46))$  table = 3.19 so that  $H_0$  is rejected and accepts  $H_1$ .

The leadership commitment and integrity together have a positive effect on the effectiveness of education in Catholic BIMAS North Sulawesi Province, amounting to 0.338 or 33.8%

Based on linear regression analysis  $\hat{Y} = 106,647 + 0.221X_1 + 0.369X_2$ , it can be explained that the regression coefficient value of the leadership commitment and integrity variables are jointly positive, which is 0.338; it means that every time there is an increase in leadership commitment and integrity together, the effectiveness of the implementation of education will increase by increasing the score to 0.338. This means that the higher the leadership commitment ( $X_1$ ) and integrity ( $X_2$ ) together, the more effective the implementation of education ( $Y$ ), or in other words that the leadership commitment and integrity together have a significant influence on the

effectiveness of the implementation of education in Catholic BIMAS North Sulawesi Province.

In its development that can not be denied the progress of an institution both in terms of physical and in terms of coordination, if a leader only relies on his ability without regard to the potential that exists within the agency or those outside the agency. So surely the implementation of education in the Catholic Province of North Sulawesi BIMAS becomes impossible. But of course this is if it is carried out with high integrity, the efficiency and effectiveness of the implementation of education can be carried out in accordance with the vision and mission of the Catholic BIMAS North Sulawesi Province. All potential within the scope of Catholic BIMAS should receive special attention for leaders who have the desire to achieve the goals of the educational institutions they lead. As explained by the leadership's commitment, and integrity is important for the realization of the effectiveness of the implementation of education both partially and moreover together.

## 5. Conclusion

Based on the results of research and discussion conclusions can be drawn as follows:

1. Leadership commitment has a positive effect on the effectiveness of education in Catholic BIMAS North Sulawesi Province. This means that leaders who have a commitment will encourage an increase in effective education.
2. Integrity has a positive effect on the effectiveness of the implementation of education in Catholic BIMAS North Sulawesi Province. This means that good and correct integrity will result in an increase in the effectiveness of education.
3. The leadership commitment and integrity together have a positive effect on the effectiveness of the implementation of education in Catholic BIMAS North Sulawesi Province. This means that with high leadership commitment and good and right integrity can be created synergy so as to result in increased effectiveness of education.

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