



Situational Leadership, School of Organizational Climate, Teacher Work and Performance Motivation

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ABSTRACT

This study aims to determine the influence of situational leadership on work motivation of private high school teachers, to determine the effect of organizational climate on work motivation of private high school teachers, to determine the effect of situational leadership on the performance of private high school teachers, to determine the effect of organizational climate on the performance of private high school teachers, to know the effect of work motivation on the performance of private high school teachers in Denpasar City. The number of samples in this study were 100 using the quota sampling method. Data collection using a questionnaire. This type of research is quantitative. The data analysis technique uses a structural equation method, using the AMOS application. The results showed that the influence of organizational climate has a significant positive effect on the work motivation of private high school teachers, situational leadership has a positive and significant effect on the performance of private high school teachers, organizational climate has a positive and significant effect on the performance of private high school teachers, work motivation has a positive and significant effect on the performance of high school teachers. Private sector in Denpasar.

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1. Introduction

Teachers are an important element in education, so what if one of the important elements is not fulfilled optimally, it must cause a big damage to the education sector. Indonesian education is currently still carried out by teachers who do not have the appropriate quality, it is clear that there are still many teachers who teach not in accordance with their fields of expertise, just to fulfill their teaching schedule so that they take fields they do not know.

An illustration of the achievement of the national exam results in Bali as quoted from Koranjuri.Com, namely for the Science program, the highest average score is first public high school (SMAN) 1 Denpasar with an average value of 475.33, second public high school (SMA) Taman Rama and public high school (SMAN) 4 Denpasar the third position with a score the average was 449.93. In the social studies program, the top ten nominations were also won by private schools. The data above shows that achievements are not only achieved by public schools, while private schools have proven to be able to compete with public schools.

Student achievement is inseparable from the contribution of teacher quality, where teacher quality is identical to teacher performance. Teacher performance is the highest effort made by teachers in carrying out their duties as a teacher. A good teacher performance according to Sah Understanding (1994) is:

- teachers can serve learning individually or in groups,
- being able to select and use learning media that makes it easier for students to learn,
- able to plan and prepare learning preparations,
- involve students in various learning experiences, and
- the teacher places himself as an active leader for students.

Schools are complex and unique organizations, especially the Indonesian nation which is multi-cultural (including Bali) so it requires a high level of coordination. Therefore, the leadership of the principal can be said to be successful if the goals of the school are achieved, as well as the goals of the individuals in the school environment, must understand and master the role of the organization and the cooperative relationship between individuals.

The principal as a policy maker in schools must also function optimally and be able to lead the school wisely and with direction and lead to the achievement of maximum goals in order to improve the quality or quality of education in schools which of course will have an impact on the quality of students' graduates so that they can be proud and promises a bright future. Therefore, the principal must have broad insight, managerial expertise, have leadership charisma, and also broad knowledge of his duties and functions as school principal. With such abilities, the principal will of course be able to deliver and guide all components in his school properly and effectively towards the goals of the school. Leadership is so strong in influencing organizational performance that it is rational if the downturn in education is one of them caused by leadership performance that cannot adapt to and is unable to make educational strategies that are adaptive to change. To achieve this, relevant leadership is needed to achieve quality education called situational leadership, namely leadership that is focused on the ability of leaders who are sensitive to differences in the abilities of subordinates, the needs of subordinates and able to read and accept these differences.

Another thing that needs to be considered is the motivational factor. Motivation is necessary so that teachers can perform better. Motivation is an effort to raise a person's potential to do something energetically driven by stimuli both from within and from outside himself. The motivation behind the direction of the action can be called a motive, for example desire,



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desire, and intention. Newcomb (2015: 97) emphasizes that motive is a potential that moves and directs energy towards its environment, namely moving, directing certain goals.

The behavior of a leader who is oriented towards cooperative relations is a leader who emphasizes human relations / cooperation, both with superiors and with subordinates. The performance of the task and how it is done is not important. The leader will always be oriented on how to create a conducive situation.

In addition to leadership factors and work motivation, there are also other factors that affect teacher performance, namely the work climate of the teacher. The work climate of teachers (work is a climate) is the working atmosphere in which they work characterized by a sense of security, calm, serenity, good interaction between personnel or all school members, creating an atmosphere of openness, a sense of responsibility and job satisfaction. Hoy and Miskel (2017) suggest three main elements that influence social behavior, namely: (1) institutions or institutions, (2) groups, (3) and individual elements.

These three elements are very influential on teacher performance in the educational process which in turn will improve learning outcomes, namely increasing student achievement. A permissive or open school work climate according to Stoner (2016) will provide encouragement to explore new ideas and ways of doing things. A conducive work climate will provide opportunities to increase the creativity and innovation of members of the organization to innovate more freely to find new ways to complete a job. The work climate of teachers must also be considered as an indicator of improving teacher quality.

Job satisfaction according to Robbins is a general attitude towards a person's job, which shows the difference between the amount of rewards that workers receive and the amount they believe they should receive; while Greenberg and Baron describe job satisfaction as a positive or negative attitude by individuals towards their work (Wibowo, 2010: 501).

According to Siagian (2015), job satisfaction is a general positive attitude of a person towards his organizational life. Ghenghesh's (2013) research results show that motivation and job satisfaction are important factors that will affect organizational productivity and effectiveness. Therefore Ghenghesh suggests the importance of good management and leadership that is able to pay attention to all extrinsic factors that can lead to job satisfaction. This research was conducted for the following purposes: To determine the effect of situational leadership on high school teacher work motivation. To determine the effect of organizational climate on work motivation of private high school teachers. To determine the effect of situational leadership on the performance of private high school teachers. To determine the effect of organizational climate on the performance of private high school teachers. To determine the effect of work motivation on the performance of private high school teachers in Denpasar City.

2. Literature Review and Hypothesis

Situational leadership is a behavior norm that is used by a person when that person tries to influence the behavior of others. The situational leadership instrument is a collection of questions that contain about, opinions and feelings experienced by the teacher about a situation, a situation in correlation with situational leadership. There are four basic styles of situational leadership, namely: directive leadership style, consultation style, participative leadership style, and delegative leadership style.

The working climate of the school plays a very important role. The climate shows the atmosphere of life and social interactions at the school. The working climate in schools is generally divided into three parts, namely: First, this physical work climate includes several indicators such as:

- a. Adequate educational facilities,
- b. a conducive teaching and learning process,
- c. Clear job description,
- d. Adequate laboratories,
- e. Cleanliness of the workplace is guaranteed,
- f. Smooth school administration.

Both work climates psychologically, namely:

- a. no mutual suspicion,
- b. openness,
- c. Familiarity,
- d. Kinship,
- e. Cheerful atmosphere.

The three external environment of the school, which includes several indicators, including:

- a. Harmonious relations with society,
- b. Participation of parents of students,
- c. Award from the school committee.
- d. Harmonious communication with society.

Work motivation is a kind of reaction, encouragement and feelings that arise from within a person to his job in order to meet needs or direct and channel behavior towards the desired goal. In this study, teacher work motivation is expected to be realized through the following indicators: (1) responsibility in doing work, (2) achievements, (3) self-development, and (4) independence in acting.

The teacher's performance in this study is the inner mood of the teachers towards their work, towards the school environment which includes feelings of pleasure and displeasure with their work. Performance is a description of the level of achievement of goals or objectives that identify the levels of success and failure in implementing the defined teaching program. Teacher performance includes various components that form one unit, namely teaching planning, management, and administration of learning tasks, and teaching implementation.

The results of research conducted by Widianingrum (2017) state that situational leadership has a positive and significant effect on work motivation for employees at the Pandanaran Hotel Semarang, similar results are shown by Aryati (2016) who found that situational leadership at PT Perama Swara Tour & Travel has a positive effect on employee work motivation. Research Huda (2016) conducted research on CV. Siro Pager Abadi of East Java City produces a situational



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leadership style that has a positive and significant effect on work motivation. Based on previous research, the following hypothesis can be made:

H1: Situational leadership has a positive effect on teacher work motivation

Nurwidyanti's research results (2016) state that a conducive organizational climate can increase employee motivation at the Regional Secretariat General Bureau office of Riau Province. Similar results are shown by Yuniawan (2016), namely organizational climate shows a positive and significant influence on work motivation at PT. Garuda Indonesia. Based on the research article above, the following hypothesis can be made:

H2: The school organization climate has a positive effect on teacher work motivation.

Previous research conducted by Widianingrum (2016) states that situational leadership has a positive effect on employee performance at Hotel Pandanaran Semarang. Similar results were shown by Yuniawan (2016), and Rorimpandey (2017). Based on previous research, the following hypothesis can be formulated:

H3: Situational leadership has a positive effect on teacher performance.

The results of previous research conducted by ASI (2013) stated that organizational climate has a positive and significant effect on the performance of nurses at RSU Doris Sylvanus Palangkaraya. Suarningsih (2013) found that organizational climate has a positive and significant effect on employee performance at the hospital. The results of Minarsih (2016) also found the same thing. Based on the journal above, the following hypothesis can be made:

H4: Organizational climate has a positive effect on teacher performance.

Previous research conducted by Srimulyani (2016) proved that motivation has an effect on the performance of PDAM Kota Madiun employees. Likewise with Setiawan (2013). Based on the journal above, the following hypothesis can be made:

H5: Motivation has a positive effect on teacher performance.

3. Research Methods

This study uses a quantitative method research design to test the models and instruments that have been developed by previous researchers through inferential statistics, namely by using Structural Equation Modeling, with the Amos approach. The research location was conducted at a private high school in Denpasar City. Using a sample of 60 people. This study uses a Likert scale questionnaire for data collection.

4. Findings and Discussion

The model of the relationship between variables is shown in Figure 1 below.

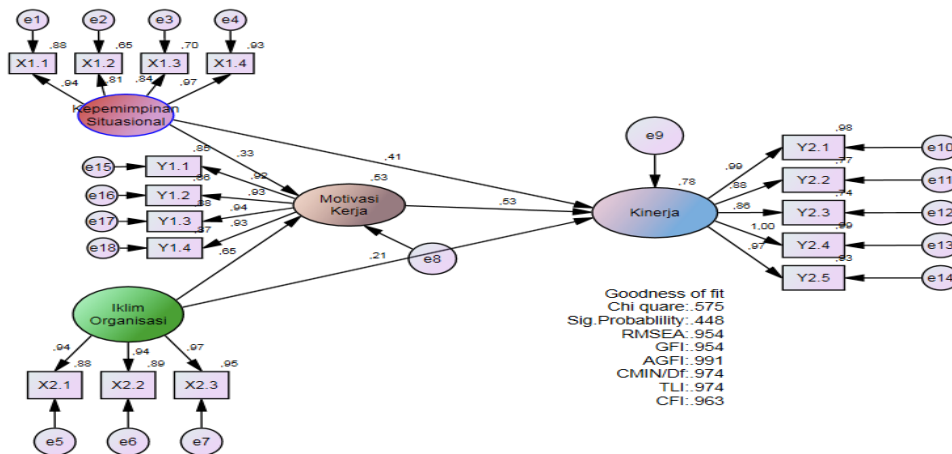


Fig 1 Relationship Model Between Variables

Table 1

Regression Weights: (Group number 1 - Default model)

			Std.Estimate	Estimate	S.E.	C.R.	P	Label
Work motivation (Y1)	<---	Situational Leadership (X1)	,327	,253	,059	4,324	***	Significant
Work motivation (Y1)	<---	Organizational climate (X2)	,654	,495	,059	8,376	***	Significant
Performance (Y2)	<---	Work motivation (Y1)	,528	,627	,094	6,649	***	Significant
Performance (Y2)	<---	Organizational climate (X2)	,214	,192	,065	2,957	,003	Significant
Performance (Y2)	<---	Situational Leadership (X1)	,410	,377	,054	6,980	***	Significant

4.1 The Influence of Situational Leadership With Work Motivation

Based on the test results, it can be seen that the influence of the situational leadership variable on work motivation has a standardized estimate (regression weight) of 0.327, with Cr (Critical ratio = identical to the t-count value) of 4.324 at a



probability of 0.00. The CR value of $4.324 > 2,000$ and Probability = 0.000 < 0.05 indicates that the influence of the situational leadership variable on work motivation is significant and validated.

4.2 The Influence of Organizational Climate With Work Motivation

Based on testing the influence of the organizational climate variable on work motivation, it has a standardized estimate (regression weight) of 0.624, with Cr (Critical ratio = identical to the t-count value) of 8.376 at a probability of 0.000. CR value of $8.376 > 2,000$ and probability = 0.000 < 0.05 indicates that the influence of organizational climate variables on work motivation is significant and validated.

4.3 The Influence of Situational Leadership on Performance

Based on testing the influence of the situational leadership variable on performance, it has a standardized estimate (regression weight) of 0.528, with Cr (Critical ratio = identical to the t-count value) of 6.649 at a probability of 0.000. CR value of $6.649 > 2,000$ and Probability = 0.000 < 0.05 indicates that the influence of the situational leadership variable on performance is significant and proven.

4.4 The Effect of Organizational Climate With Performance

Based on testing the influence of the organizational climate variable on performance, it has a standardized estimate (regression weight) of 0.214, with Cr (Critical ratio = identical to the t-count value) of 2.957 at a probability of 0.003. The CR value of $2.957 > 2,000$ and probability = 0.003 < 0.05 indicates that the influence of the organizational climate variable on performance is significant and validated.

4.5 Effect of Work Motivation on Performance

Based on testing the effect of the work motivation variable on performance, it has a standardized estimate (regression weight) of 0.528, with Cr (Critical ratio = identical to the t-count value) of 6.649 at a probability of 0.000. CR value of $3.043 > 2,000$ and Probability = 0.002 < 0.05 indicates that the influence of work motivation variables on performance is significant and validated.

5. Conclusion

- Situational leadership has a positive and significant effect on work motivation, which means that the more supportive of situational leadership the higher the teacher's work motivation.
- Organizational climate has a positive and significant effect on work motivation, which means that the more supportive the organizational climate is, the higher the teacher's work motivation.
- Situational leadership has a positive and significant effect on performance, which means that the more supportive of situational leadership the higher the teacher's performance.
- Organizational climate has a positive and significant effect on performance, which means that the more supportive the organizational climate is, the higher the teacher's performance.
- Work motivation has a positive and significant effect on performance, which means that the more it supports work motivation, the higher the teacher's performance.

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