

The Influence of Principal Leadership Style, Organizational Citizenship Behavior, and Work Motivation on the Performance of Teachers of State Vocational High School in Banjarmasin City

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Abstract: The objective of this research are to examine the influence variables of principal's leadership style, work motivation, organizational citizenship behavior on teacher performance in State Vocational Schools in Banjarmasin City. This research is conducted using descriptive correlational research design. This study was conducted to five state vocational schools in Banjarmasin city whose population and sample are 330 and 181 respectively. Sample is taken using random proportional technique. Technical data analysis by using structural equation modeling, instrument used to collect data is questionnaire. The results of research suggests that: (1) there is a significant influence of the principal's leadership style on organizational citizenship behavior of teachers in State Vocational Schools in Banjarmasin, (2) there is statically insignificant influence on the principal's leadership style on the work motivation of teachers in State Vocational Schools in Banjarmasin city, (3) there is statically insignificant influence on organizational citizenship behavior on teacher performance in state vocational schools in Banjarmasin city, (4) there is a significant influence of work motivation on teacher performance in state vocational schools in Banjarmasin city, (5) there is a significant influence on the principal's leadership style on the performance of teachers in state vocational schools in Banjarmasin city, (6) there is an indirect influence of the principal's leadership style on teacher performance through organizational citizenship behavior, (7) there is an indirect influence on the principal's leadership style on teacher performance through teacher work motivation. It is recommended: the principal's leadership style is further improved and adapted to the situation according to the teacher's level of readiness. To the next researchers in this field it is suggested to conduct a similar study with objects that are different from the qualitative approach using other theoretical studies.

Index Term: Principal's Leadership Style, Organizational Citizenship Behavior, Work Motivation, Performance, Teacher

I. INTRODUCTION

The 1945 Constitution mandates efforts to educate the lives of the nation. National development in the field of education is an effort to educate the life of the nation and improve the quality of Indonesian people in realizing a just and prosperous society based on Pancasila and the 1945 Constitution which allows its citizens to develop themselves as fully Indonesian people.

Ministry of Education and Culture [1] describes a number of problems in building education and culture that need attention, including: 1) Relevance of vocational secondary education with the needs of the workforce is not optimal, 2) A comprehensive and reliable education assessment system has not been fully developed. 3) The quality, competence, and professionalism of teachers must still be improved.

The quality of vocational education in the city of Banjarmasin cannot be said to be encouraging. Of the five state vocational schools in the city of Banjarmasin, the percentage of teachers with civil servant status only ranged from 50% - 65% of the total number of teachers in each state vocational school. Similar to the percentage of certified teachers, the percentage also cannot be said to be encouraging, namely only between 34% - 52%, namely SMK 1 Banjarmasin 48.94% teacher certification and 62.77% PNS teachers, SMKN 2 Banjarmasin 34.21% teacher certification and 52.63% of PNS teachers, Banjarmasin 3 SMK 47.78% certification teachers and 57.78% PNS teachers, Banjarmasin 4 SMKN 49.02% certification teachers and 58.82% PNS teachers, and Banjarmasin 5 SMKN 51.37% certification teacher with 65.03% of PNS teachers.

In terms of the performance of principals and teachers nationally, the province of South Kalimantan ranks 12th out of 35 provinces in Indonesia with a value of 80.78, still far below other provinces in Kalimantan, namely North Kalimantan with a value of 85.34 and Central Kalimantan with a score of 84.89 [2].

Teacher performance is related to teaching or learning tasks, then the teacher's teaching performance is the result achieved by the teacher in providing various knowledge and technology that are useful for students according to their thinking development. In this regard, the teaching performance of teachers is reflected in the results obtained by students in the implementation of national exams as a final stage evaluation of students to complete education at a certain level. Judging from the value of the national exam for the last three years for the level of state vocational high schools in the city of Banjarmasin, the average value for each school has decreased as shown in table 1.

Tabel 1 Average Score of National Examination for Banjarmasin State Vocational School

NO	NAMA SEKOLAH	2015	2016	2017
1	SMK Negeri 1 Banjarmasin	67,54	66,85	57,50
2	SMK Negeri 2 Banjarmasin	55,02	54,48	46,04
3	SMK Negeri 3 Banjarmasin	54,90	54,54	42,88
4	SMK Negeri 4 Banjarmasin	60,54	61,01	37,91
5	SMK Negeri 5 Banjarmasin	54,44	57,69	35,79

Source: puspendik.kemdikbud.go.id (2017)

Factors that affect teacher performance can be divided into two, namely self-group and situational group. Which includes groups of self-include talent, nature, interests, age, gender, education, experience, motivation and so on. This self-factor is a part of the employee that has existed before the employee comes to his workplace. All the factors that exist within an individual are not easy to change. Situational factors are factors that come from outside the work. This situational factor is generally within the control of a company organization, this factor can be changed or regulated according to the boss's leadership style.

The research conducted by Alfian [3] shows that there is a significant influence between leadership style variables on employee work motivation, it can be proven by the results of the correlation coefficient of 0.895. The magnitude of the contribution of leadership style variables in explaining the variable work motivation is 80.10. Afrijal Research [4] participatory leadership style has a positive influence on increasing work motivation. Bayu and Siagian [5] show that leadership style has a significant influence on employee performance through work motivation within employees. Katini [6] has a positive and significant influence on leadership style on organizational citizenship behavior. Leadership style has a positive and significant effect on organizational citizenship behavior by 24.4%. Waspodo, et al [7] stated that Leadership Style was empirically proven to influence OCB. Fitriani [8] shows that partially the principal's leadership style and teacher's motivation have a significant effect on teacher performance. Suwarni [9] shows the influence of the principal's leadership style on teacher performance. Implications: the principal's leadership style contributes significantly to the teacher's performance in teaching, so that eventually the teacher's performance becomes good then student learning achievement also increases.

Kartini [10] shows that organizational citizenship behavior (OCB) and organizational commitment influence performance. Suzanna [11] shows that the relationship between organizational citizenship behavior and employee performance is at a very strong level which is shown by the number 0.865 with a positive direction. The influence of organizational citizenship behavior on employee performance is indicated by the number 74.8%, which means that employee performance is influenced by organizational citizenship behavior of 74.8% and the rest is influenced by other factors.

The objective of this research are to examine: 1) Knowing whether there is a direct influence of the principal's leadership style on organizational citizenship behavior of teachers of State Vocational Schools in Banjarmasin City. 2) Knowing whether there is a direct influence of the principal's leadership style on the work motivation of teachers of State Vocational Schools in Banjarmasin City. 3) Knowing whether there is a direct influence of teacher's organizational citizenship behavior on the performance of teachers in state vocational schools in Banjarmasin. 4) Knowing whether or not there is a direct influence of the teacher's work motivation on the teacher's performance in State Vocational Schools in Banjarmasin City. 5) Knowing whether there is a direct influence of the principal's leadership style on the performance of teachers in state vocational schools in Banjarmasin. 6) Knowing whether or not there is an indirect influence on the principal's leadership style on teacher performance through organizational citizenship behavior. 7) Knowing whether there is an indirect influence on the principal's leadership style on teacher performance through teacher work motivation.

II. METHODOLOGY

Research design in this study is placing the principal's leadership style, OCB, and teacher's work motivation as independent variables, while the teacher's performance as the dependent variable.

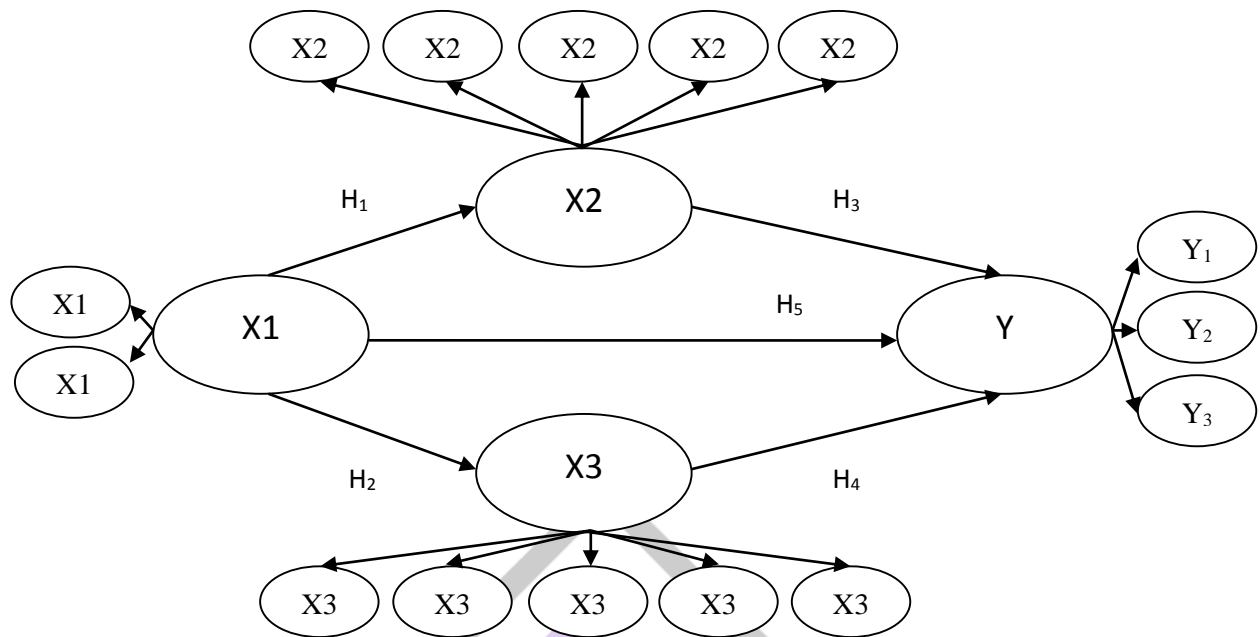


Figure 1. Model of Relationship between Variables

Information:

- X1 : Principal Leadership Style
- X11 : Initiation Structure
- X12 : Consideration
- X2 : Organization of citizenship behavior (OCB)
- X21 : Altruism
- X22 : Civic virtue
- X23 : Conscientiousness
- X24 : Courtesy
- X25 : Sportmanship
- X3 : Teacher's Work Motivation
- X31 : Need for achievement
- X32 : Opportunities develop
- X33 : The work itself
- X34 : Recognition
- X35 : Salary
- Y : Teacher's performance
- Y1 : Planning learning
- Y2 : Implementation of learning
- Y3 : Assessment of learning
- H1 : Direct relationship between the Principal Leadership Style and the Organization of Citizenship Behavior (OCB)
- H2 : Direct relationship of the Principal Leadership Style with Teacher's Work Motivation
- H3 : Direct Relations of the Organization of Citizenship Behavior (OCB) Teachers with Teacher Performance
- H4 : Direct relationship of teacher's work motivation with teacher performance
- H5 : Direct relationship of the Principal Leadership Style with Teacher's Performance
- H6 : The indirect relationship of the Principal Leadership Style with the Teacher's Performance through the Organization's citizenship behavior (OCB)
- H7 : The indirect relationship of the Principal Leadership Style with the Teacher's Performance through Teacher's Work Motivation

This study was conducted to five state vocational schools in Banjarmasin city whose population and sample are 330 and 181 respectively. Sample is taken using random proportional technique. Technical data analysis by structural equation modeling using AMOS 22 software, instrument used to collect data is questionnaire.

III. RESULT AND DISCUSSION

Characteristics of Research Respondents

Based on research data that has been collected, data is obtained about the distribution of research respondents based on gender. Data about the distribution of research respondents based on gender can be seen in table 2.

Tabel 2. Respondents Based on Gender

Gender	F	%
Male	70	38,67
Female	111	61,33
	181	100,00

An overview of the state of the respondent based on the certification status can be seen as follows:

Tabel 3 Respondent Based on the Certification Status

Certification	F	%
Not yet	45	24,86
Already	136	75,14
	181	100,00

An overview of respondents' condition based on education level can be seen as follows:

Tabel 4 Education Level Responden

Education Level	F	%
D3/d4	4	2,21
S1	148	81,77
S2	29	16,02
S3	0	0,00
	181	100,00

The description of the condition of the respondents based on the working period can be seen as follows:

Tabel 5 Respondents Based on the Working Period

Working Period (years)	F	%
<2	1	0,55
2-4	11	6,08
>4	169	93,37
	181	100,00

The Principal's Leadership Style

Category The level of tendency of the principal's leadership style shows the first height of the initiation structure and high consideration as many as 76 respondents or 41.99%. The second category is low initiation structure and low consideration as many as 75 respondents or 41.44%. Third is the height of the initiation structure and the low consideration as many as 15 respondents or 8.29%, and the fourth category is the low initiation structure and high consideration as many as 15 respondents or 8.29%

Tabel 6 Principal Leadership Style Category

Initiation Structure	Consideration	f	%
Low	Low	75	41,4
Low	High	15	8,29
High	Low	15	8,29
High	High	76	42
		181	100

Organizational Citizenship Behavior

Description of the score of the variable Organizational Citizenship Behavior (OCB) teachers of all State Vocational Schools in the city of Banjarmasin.

Tabel 7 Organizational Citizenship Behavior

Interval	f	%	Classification
> 45	91	50.28	High
30 – 45	88	48.62	Medium
< 30	2	1.10	Low
	181	100	

The Teacher's Work Motivation

The description of the score of the teacher's work motivation variable in Banjarmasin State Vocational School is presented in the following table

Tabel 8 The Teacher's Work Motivation

Interval	F	%	Classification
> 102	130	71.82	High
68 – 102	51	28.18	Medium
< 102	0	0.00	Low
	181	100	

Teacher Performance

Description of the variable score of teacher performance in Banjarmasin State Vocational School is presented in the following table:

Tabel 9 Teacher Performance

Interval	F	%	Classification
> 108	80	44.20	High
72 – 108	98	54.14	Medium
< 72	3	1.66	Low
	181	100	

Struktural Equational Modeling

Based on the existing theoretical studies, a diagram of the relationship between constructs and indicators is made. The picture of the relationship between constructs can be seen in the following figure

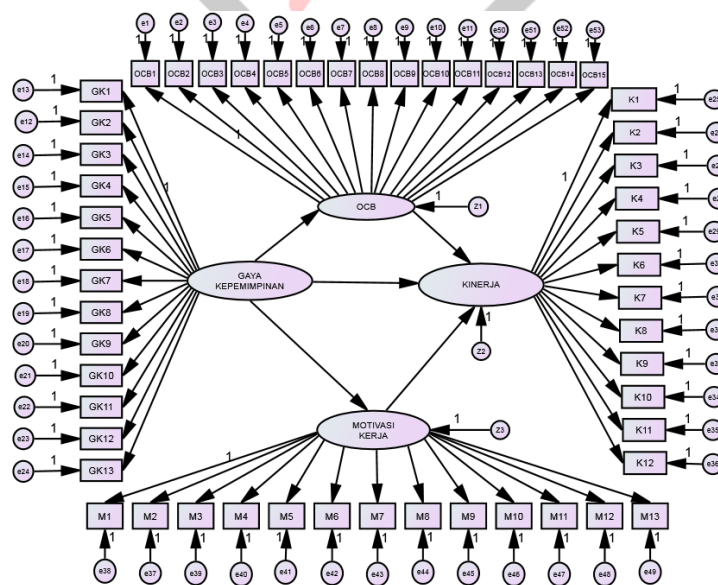


Figure 2. Relationship between constructs and indicators

Hypothesis Testing

Hypothesis testing is done to find out whether or not the independent variables affect the dependent variable. To test the hypothesis, the tables are used to draw conclusions based on the output of the Amos program.

Tabel 10 Regression Weights Full Model Reseach

			Estimate	S.E.	C.R.	P	Label
Motivation	<---	Principal's Leadership Style	.094	.067	1.408	.159	par_65
OCB	<---	Principal's Leadership Style	.184	.051	3.606	***	par_75
Performance	<---	OCB	.239	.134	1.781	.075	par_76
Performance	<---	Motivation	.311	.081	3.825	***	par_77
Performance	<---	Principal's Leadership Style	.108	.050	2.180	.029	par_78

Tabel 11 Standardized Regression Weights Full Model Reseach

			Estimate
Motivation	<---	Principal's Leadership Style	.117
OCB	<---	Principal's Leadership Style	.350
Performance	<---	OCB	.203
Performance	<---	Motivation	.405
Performance	<---	Principal's Leadership Style	.175

Tabel 12 Squared Multiple Correlations (R-Square)

	Estimate
Motivation	.014
OCB	.123
Performance	.284

Tabel 13 Standardized Direct Effects

	Principal's Leadership Style	Motivation	OCB	Performance
Motivation	.117	.000	.000	.000
OCB	.350	.000	.000	.000
Performance	.175	.405	.203	.000

AMOS output results showed that Principal's Leadership Style had a positive effect on OCB with a standardized coefficient of 0.350 and was significant at p value 1% with R square 0.123 which meant that there was a significant influence of the principal's leadership style on organizational citizenship behavior of teachers of State Vocational High Schools in Banjarmasin which was 12, 3%.

The leadership style also has a positive effect on motivation with a standardized coefficient of 0.117 but not significant at either 1% or 5% p value with a R square value of 0.014 which means that there is an insignificant influence on the principal's leadership style on the work motivation of teachers in the State Vocational High School in Banjarmasin.

OCB has a positive effect on performance with standardized coefficient of 0.203 but only significant at p value of 10%, not significant at p value 1% and 5%. This means that there is an insignificant effect of teacher's organizational citizenship behavior on the performance of teachers in state vocational schools in Banjarmasin

Motivation has a positive effect on performance with a standardized coefficient of 0.405 and is significant at p value of 1%. Means that there is a significant influence of teacher work motivation on teacher performance in state vocational schools in Banjarmasin

The leadership style also has a positive effect on performance with a standardized coefficient of 0.175 and significant at p value of 5%. This means that there is a significant influence on the principal's leadership style on the performance of teachers in state vocational schools in Banjarmasin.

The direct influence of the leadership style on performance is 0.175 while the indirect effect of leadership style on OCB then to performance is $0.350 \times 0.203 = 0.07105$. To find out whether the indirect relationship is significant or not, a multiple test is carried out as follows:

$$sab = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

$$t = \frac{ab}{sab}$$

$$a = \text{leadership style to OCB} = 0,184$$

$$b = \text{OCB to performance} = 0,239$$

$$\begin{aligned} sa &= \text{SE leadership style to OCB} &= 0,051 \\ sb &= \text{SE OCB to performance} &= 0,134 \end{aligned}$$

$$sab = \sqrt{(0,239)^2(0,051)^2 + (0,184)^2(0,134)^2 + (0,051)^2(0,134)^2}$$

$$sab = 0,028341$$

$t = \frac{(0,184) \times (0,239)}{0,028341} = 1,551692$, the t value < t table is 1.96 means it is not significant. This means that there is no indirect influence on the principal's leadership style on teacher performance through organizational citizenship behavior.

Indirect influence of the leadership style to motivation then to performance is $0.117 \times 0.405 = 0.047385$. To find out whether the indirect relationship is significant or not, a multiple test is carried out as follows:

$$sab = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

$$t = \frac{ab}{sab}$$

$$\begin{aligned} a &= \text{leadership style to motivation} &= 0,094 \\ b &= \text{motivation to performance} &= 0,311 \\ sa &= \text{SE leadership style to motivation} &= 0,067 \\ sb &= \text{SE motivation to performance} &= 0,081 \end{aligned}$$

$$sab = \sqrt{(0,311)^2(0,067)^2 + (0,094)^2(0,081)^2 + (0,067)^2(0,081)^2}$$

$$sab = 0,022839$$

$$t = \frac{(0,094) \times (0,311)}{0,022839} = 1,280021, \text{ t value} < t_{\text{tabel}} 1,96 \text{ its meaning insignificant.}$$

IV. CONCLUSION

Based on data analysis and discussion of research based on data obtained from 4 (four) research variables, namely: principal leadership style, organizational citizenship behavior, work motivation, and the performance of state vocational high school (SMK) teachers in the city of Banjarmasin analyzed by using the help of Amos program version 22, the following conclusions can be drawn:

- 1) There is a positive and significant direct influence on the principal's leadership style on organizational citizenship behavior, teacher of state vocational schools in the city of Banjarmasin.
- 2) There is no significant direct influence on the principal's leadership style on the work motivation of teachers of State Vocational Schools in the city of Banjarmasin.
- 3) There is no significant direct influence on organizational citizenship behavior on teacher performance in state vocational schools in the city of Banjarmasin.
- 4) There is a direct positive and significant influence on the teacher's work motivation on the performance of teachers in state vocational schools in Banjarmasin.
- 5) There is a positive and significant direct influence on the principal's leadership style on the performance of teachers in state vocational schools in Banjarmasin.
- 6) There is an indirect influence on the principal's leadership style on teacher performance through organizational citizenship behavior.
- 7) There is an indirect influence on the principal's leadership style on teacher performance through teacher work motivation.

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