Principle’s Leadership Style, School Climate and Teachers’ Work Motivation

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Abstract. This study aims to determine the existence of (1) the relationship between the principal's leadership style and teacher's work motivation, (2) the relationship between the school climate and work motivation, (3) the relationship between the principal's leadership style, the school climate together with the work motivation of teachers. This research was conducted at Ambon City State Middle School within three months. The method used is a survey with correlational analysis techniques. The population of this research is all teachers of Ambon City Public Middle School. Sampling of this study was carried out using a proportional random sampling technique of 302 people. Data is collected through questionnaire instruments. The reliability of the principal's leadership style instrument is 0.89, the school climate is 0.90 and the teachers' work motivation is 0.87. The results of this research data are processed using simple Product Moment correlation analysis techniques and multiple correlation. The results of the study show First, there is a significant relationship between the principal's leadership style and the teacher's work motivation. This can be seen from the correlation coefficient of 0.90 and the coefficient of determination 0.81 which shows the contribution of the principal's leadership style to teacher work motivation of 81%, and the linear regression equation Ŷ = 11.25 + 3.78X1. Second, there is a significant relationship between school climate and teacher motivation. This can be seen from the correlation coefficient of 0.87 and the coefficient of determination 0.76 which shows the contribution of the school climate to teacher work motivation by 76%, and the linear regression equation Ŷ = 7.38 + 4.15 X2. Third, there is a significant relationship between the principal's leadership style and the school climate together with the teacher's work motivation. This can be seen from the multiple / multiple correlation coefficients of 0.85 and the coefficient of determination 0.72 which shows the contribution of the principal's leadership style and school climate to teacher work motivation by 72%, and the linear regression equation Ŷ = 8.43 + 4.75X1 + 6.15 X2. Based on the results of this study, efforts can be made to increase teacher motivation with the better leadership style of the principal and the school climate.
1. Introduction

Leadership is a process that can influence staff to work together to achieve goals in an organization. Therefore leadership has a central role in the dynamics of organizational life. Likewise in the field of education, especially in schools, principals are educational leaders who are highly dependent on their skills and policies to lead. A school principal must be able to provide a charismatic leadership effect, can provide an example, can move and direct all school stakeholders to be able to achieve the goals to be achieved. This is as revealed by Wahab, saying leadership is the ability and readiness of someone to influence, encourage, invite, guide, move, direct and if necessary force people or groups to accept the influence and then establish policies which can shape the achievement of a certain goal that has been set [1].

Thus the success of the principal depends on his leadership style in determining the direction and policy of education that is built. For this purpose, the principal must be able to mobilize and empower all the potential that exists in the school, related to running various programs, learning processes, evaluation, curriculum development, extracurricular activities, processing of teaching staff, facilities and infrastructure, services to students and parents of students, relations with the community, to the creation of a conducive, safe, comfortable, orderly school climate in the learning process, so that school goals can be achieved.

The leadership style of the principal can influence the creation of school goals to be achieved. This is in line with the research conducted by Rehman et al. (as cited in Rahabav), saying that everyone has a different leadership style according to the situation they found or faced at that time [2]. There are various kinds of leadership styles applied by principals, such as: democratic leadership style, authoritarian leadership style, laissez faire leadership style, and pseudo democratic leadership style [3]. With the application of appropriate leadership styles, the principal's leadership style can be applied in a balanced and concurrent manner in a leadership process. A balanced portion of these leadership styles will create a conducive school climate and can increase teachers' work motivation.

This condition is also reflected in the State Middle School in Ambon City. Based on the results of the interim observations that there is a tendency for principals to apply democratic leadership styles, authoritarian leadership styles, laissez faire leadership styles, and pseudo democratic leadership styles in accordance with the conditions faced by principals as educational leaders in order to create a conducive and encouraging school climate teacher work motivation so that the expected goals can be achieved. Based on the background above, the researchers is interested in conducting research with the title "Relationship between Principal Leadership Style, School climate with Work Motivation of Public Middle School Teachers in Ambon City" with the main problems to be answered in this study are: (1) is there significance relationship between the principal's leadership style and work motivation in Ambon
City Public Middle School? (2) Is there a significant relationship between the school climate and the motivation of the work of state junior high school teachers in Ambon City? (3) Is there a relationship between the leadership style of the principal and the school climate together with the motivation of the work of the public junior high school teacher in Ambon City?

In connection with the research problems above, the objectives of this study are; (1) describe the leadership style of the principal, the school climate and the motivation of the work of the public junior high school teachers in Ambon City”. (2) describe the relationship between the principal's leadership style, the school climate and work motivation in Ambon City Public Middle School.

2. Material and Methods

The design of this study is descriptive-correlational. Descriptive design is a design that aims to obtain information regarding the phenomenon observed today (Gay, 1987). The correlational design explains that in addition to describing the actual phenomenon of the variables studied, it also reveals whether there is a relationship and if there is, how closely related those variables are [4].

Population is the overall research subject (Arikunto, 1998). This research was carried out in state junior high schools in Ambon City totaling 1233 people. The sample is part of the number and characteristics observed by the population (Sugiyono, 2003). In determining the size of the sample proportional random sampling technique is used [4]. To determine the amount of sample members taken from the population determined by using the formula from Slovin as cited by Sugiyono so that the sample in this study amounted to 302 people [5].

The instrument used to obtain research data on leadership style, school climate and work motivation is a Likert Scale model questionnaire, namely to measure attitudes, opinions, and perceptions of a person or group of people towards certain social events or symptoms (Tuckman, 1999; Riduwan, 2014).

Given the purpose of this study, which is to reveal the direct relationship between variables, the data analysis technique used is inferential analysis.

To obtain accurate data, all instruments used are tested in similar schools that have the same character. The results of the instrument test show that the reliability and validity coefficients for the principal's leadership style variable are 0.89, for the school climate variable is 0.90, and for the teacher's work motivation variable is 0.87.

For the purposes of analyzing the results of the research, two types of analysis techniques are used, namely: (1) descriptive analysis, and (2) inferential analysis.
3. Results and Discussion

The results of the descriptive analysis of the principal's leadership style variables obtained a maximum score of 160, a minimum score of 100, a range of 60, an average score of 131.4, a median of 131.7, a mode of 132.17, a standard deviation of 17.2, and a variance of 295, as well as results conversion using Standard Reference Assessment (Ratumanan and Laurens, 2015), obtained the highest frequency with 40 people or 13% and in intervals 128 - 134 states the leadership style of the principal is in the moderate or fairly good category. In addition, it turned out that 59% of the other respondents stated that the leadership style of principals had been above the moderate category, which was high and very high or had been good or even very good. However, on the contrary there were 41% of respondents argued that the principal's leadership style was under the medium or low and even very low category, which favored the principal's leadership style indicator. The results of this study also provided information that the principal's leadership style was in a good category, so this greatly affected teacher work motivation. From this fact it can be interpreted that the good or not leadership style of the principal causes the motivation of the teacher's work shown by the teacher to vary, %. These results indicate that the frequency distribution of the data of the principal's leadership style is in the good category. The leadership style of principals in State Junior High Schools in Ambon City is shown to be a varied leadership style but in general the principal's leadership style towards a democratic style is interspersed with other leadership styles that can all affect everyone under his leadership.

The results of the descriptive analysis of school climate variables which include the possibility of the highest score is 130 and the lowest possible score is 26. From the calculation results obtained a maximum score of 130, 78 score, average score 105.24, median 120.65, mode 120.81, standard deviation 25.45, and variance 647.52. Based on a total score of 42 people or 14% concentrated in the interval class 102 - 107, then the highest frequency of 60% is in the medium and high category and is in the medium and low category of 40%. The results of this study also provide information that the school climate is in a good category, so this greatly affects the motivation of the work of the teacher. From this fact it can be interpreted that the good or not of the school climate causes the motivation of the teacher's work shown by the teacher to vary. These results indicate that the frequency distribution of data the school climate is in the good category. The work climate that occurs in Ambon City State Middle School is shown by the creation of good relations between all people both leaders, educators and leadership personnel so that it can influence the work of everyone in educational institutions.

The results of the descriptive analysis of teacher work motivation variables from the calculation results obtained a maximum score of 98, the 40th best score, the average score 69.41, the median 69.56, the mode 69.44 the standard deviation 15.76, and the variance 251.69. The results of the calculation are followed up with the calculation of the interval class and the highest frequency distribution of the teacher's
work motivation variable is 42 or 14% which is centered on the interval class 114 - 119, then the highest and medium frequencies at 58% and those at the medium and low frequencies of 42% This result shows that the frequency distribution of data The work motivation of teachers is in the good category. Motivation of teacher work is a very important factor in improving teacher performance towards improving the quality of education in every institution, especially State Junior High Schools in Ambon City. Motivation of work of teachers in State Middle Schools in Ambon City shows a good condition or the teachers have high work motivation as internal factors that can support the performance and career of the teacher. In terms of: preparation of learning programs, implementation of learning, implementation of evaluations and developing self / profession.

The results of inferential analysis of the principal's leadership style variables have a positive and significant relationship to teacher work motivation, as evidenced by the statistical calculation results, namely the rX1y correlation coefficient of 0.90 at the significance level α = 0.05, and table of 1.65. So tcounrt > t table is 32.24 > 1.65. By referring to the guidance on the correlation coefficient interpretation proposed by (Sugiyono, 2013), the rX1 correlation coefficient of 0.90 illustrates the relationship between the principal's leadership style and the teacher's work motivation at a high interpretation, with a determination coefficient of 81%.

The level of relationship in the high category can be ascertained that the positive changes that occur in teacher work motivation are largely determined by the principal's leadership style with a contribution of 81%. The contribution includes the leadership style of the task-oriented principal and orientation to Humanitarian Relations.

Of the overall indicators contributing to the relationship between the principal's leadership style and teacher's work motivation, the bureaucratic style has a large portion with four statements that the teacher must respond to. This is actually an accumulation of a system of structuring and the practice of bureaucracy that tends to be a practical political intervention that is happening now. It is not impossible for the headmaster who is placed in one of the Public Middle Schools to be stylish in securing superior policies and putting aside the internal interests of the school including duties and relationships with fellow teacher. The school component especially the teacher will have an impact on increasing teacher motivation.

The results of inferential analysis of school climate variables have a positive and significant relationship to teacher work motivation, as evidenced by the statistical calculation results, namely the rY2 correlation coefficient of 0.87 at the significance level α = 0.05, and ttable of 1.65. So tcount > t table is 30.55 > 1.65. By referring to the guidelines for the interpretation of the correlation coefficient proposed by (Sugiyono, 2013) [5], the rY2 correlation coefficient of 0.87 illustrates the relationship between school climate and teacher work motivation at a high or good interpretation with a determinant coefficient of 79%. The magnitude of the relationship between the school
climate and the teacher's work motivation is inseparable from the size of the Indicator contribution that the teacher responded to as a respondent. These indicators include Values: Norms / rules, Exemplary, Support, Performance prizes, Responsibilities, Mutual / intimacy, Individual autonomy, Identity, Tolerance to conflict, Symbolic efforts. Indicators that have the biggest contribution to the relationship between school climate and teacher work motivation are performance prizes with seven statements that the teacher must respond to as respondents. This means that performance prizes have a positive value as long as they are managed well by the principal. Performance prizes are not only seen from the aspect of giving money, but more than that the reward system is a form of promotion of work or a certain position as well as an encouragement in building the work motivation of the teachers to be even better. Thus it can be concluded that the positive changes that occur in teacher work motivation are also determined by the school climate, in other words the better the creation of the school climate, the better the motivation of the teacher's work.

The results of inferential analysis of the principal leadership style variables and school climate have a positive and significant relationship to teacher work motivation, which can be seen from the statistical calculation results, namely the Ry12 correlation coefficient of 0.85 with a calculated F value = 10.99 and Ftable = 3.34 where Fcount > Ftable. The better the leadership style of the principal and the school climate, the better the motivation of the teacher's work, both separately and together. The magnitude of the relationship between the principal's leadership style and the school climate together with the teacher's work motivation, inseparable from contributing indicators such as the principal's leadership style that is both task-oriented and humanitarian relations will also be well received by all components of the school at once slowly and continuously becomes a positive habit and has value and continues to be developed for everyone including new teachers so that the teacher's work motivation is increasingly improved. Thus it can be concluded that the increase in teacher work motivation which includes learning planning, implementation of learning and evaluation of learning in order to improve student learning outcomes is largely determined by the principal's leadership style and the creation of a school climate in the school.

4. Conclusion

In general, the principals' leadership style and school climate in Ambon City Public Middle School are included in the high or good category. Whereas the work motivation of state junior high school teachers in Ambon City has carried out the task well or in the high category.

The main conclusions obtained from inferential analysis results are as follows: There is a positive and significant relationship between the principal's leadership style, the school climate partially and together with the teacher's work motivation
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