

The Relationship of Leadership and Organizational Climate on Teachers' Work Motivation

Teuku Yasser¹, Cut Zahri Harun², Yusrizal³

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Abstract

This study aims to determine the relationship between leadership and organizational climate on teachers' work motivation at vocational high school in Banda Aceh. This research uses quantitative research methods, and the data collection technique used is a questionnaire. Fifty teachers participated in this research. The analytical method used is the Pearson product-moment correlation. Based on the calculation, the relationship between leadership and teachers' work motivation at vocational high school in Banda Aceh using the Pearson product-moment, the value of correlation coefficient = -0.539 is obtained with a significance level of $p = 0.000 < 0.05$. It means that there is a positive relationship between leadership and teachers' work motivation. However, the relationship between organizational climate and work motivation at SMKN 1 Banda Aceh teachers using the Pearson product-moment was -0.466. It is obtained with a significance level of $p = 0.001 < 0.05$. It implies a positive relationship between organizational climate and teachers' work motivation

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan kepemimpinan dan iklim organisasi terhadap motivasi kerja guru di salah satu SMKN Banda Aceh. Penelitian ini menggunakan metode penelitian kuantitatif dan teknik pengumpulan data yang digunakan adalah kuesioner. Terdapat 50 guru yang menjadi partisipan dalam penelitian. Metode analisis yang digunakan adalah korelasi Pearson product-moment. Berdasarkan perhitungan untuk menguji hubungan kepemimpinan dengan motivasi kerja pada guru dengan menggunakan teknik koefisien korelasi Pearson product-moment diperoleh nilai koefisien korelasi = 0,539 dengan taraf signifikansi $p = 0,000 < 0,05$. Artinya ada hubungan antara kepemimpinan dengan motivasi kerja pada guru bersifat positif. Sedangkan perhitungan untuk menguji hubungan iklim organisasi dengan motivasi kerja pada guru S dengan menggunakan teknik Pearson product-moment diperoleh nilai koefisien korelasi = 0,466 dengan taraf signifikansi $p = 0,001 < 0,05$. Artinya ada hubungan iklim organisasi dengan motivasi kerja pada guru dan arahnya positif.

¹ Universitas Syiah Kuala, Banda Aceh, Indonesia
Email: teukuyasser94@gmail.com

¹ Universitas Syiah Kuala, Banda Aceh, Indonesia
Email: yusrizal_fkip@unsyiah.ac.id

¹ Universitas Syiah Kuala, Banda Aceh, Indonesia
Email: profcut@unsyiah.ac.id

INTRODUCTION

Education and management are closely related. It can be seen from the general understanding of education, namely conscious and planned efforts to create learning circumstances and student learning processes (Mayasari & Kemal, 2020). The general goals of education to be achieved have been set out in the goals of National education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (2011:6) article 3, namely: the function of National education is to develop the ability to shape the character and a dignified nation in the context of educating the nation's life that aims to develop the potential of the students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and democratic, and responsible citizens.

Furthermore, the success of a school in carrying out quality of education depends on the principal's success in managing all the potential resources. Managing human resources can't be separated from the principal's leadership. Implementing these requirements are depends on the leadership style applied by the principal, and its implementation often does not materialize. This is due to the lack of leadership skills of the principal. Robbin (Rohmat, 2010:39) suggests that: Leadership can influence a group toward the achievement goals. To achieve an organizational goal, leadership absolutely must be carried out by an organizational leader (Sahudra et., 2021).

In each school, the quality of the teacher resources and principals is still not conducive to implementing the leadership styles to provide opportunities in improving the school quality, so that the schools have not developed. It means that in educational organizations, there is an interaction between the principal and the education authorities related to the support of school planning, the interaction between the principal and the teacher and also the interaction of students in the learning process to achieve organizational goals. The interaction of human behaviour in the organization is determined as the core of the organizational climate.

According to Zainal (2017: 75) say School climate is the quality of the school environment that is continuously experienced by the teachers, influencing their behaviour and based on the collective behaviour of their behaviour A positive climate in shaping the quality of the organization and the motivation of every member of the organization can complete their duties effectively and efficiently. Work motivation and work climate are dimensions that are quite important in determining performance, and motivation is a psychological factor that will encourage employees to make decisions in work. The stronger motivation attached to the employee, the better performance will be achieved.

Meanwhile, Yamin (2016:109) states that "climate and work motivation are the important factors determining organizational success. Organizational success is closely related to the extent to which individuals show good performance and describe a good organizational performance. Effective motivation is the ability to influence the group members and mobilize all the resources to achieve the organisation's common goals and create a work climate that supports the motivation among organizational members, including organizations in the college.

In previous research, Thoonen (2011) said that for school leaders to encourage teacher learning and improve teaching practices, a combination of transformational leadership behaviours is needed. According to Griffith (2004), in his research, a higher level of job satisfaction for school staff is associated with a smaller achievement gap between minority and non-minority students. This result is more pronounced in schools with higher principal transformational leadership levels. The results have discussed the role of transformational leadership in school performance and in recruiting, training, and evaluating principals.

Therefore, it is strongly suspected that the principal's leadership in the organizational climate is a factor that can affect the performance of the school teachers. If the principal's leadership,

organizational climate, and spirit support the school, the school will succeed. Based on the explanations of the leadership, organizational climate, and work motivation above. it encourages the researcher to research with the title "The Relationship of Leadership and Organizational Climate on Teachers' Work Motivation at SMKN 1 Banda Aceh".

Based on the aim of the research above, the hypothesis for this research are:

H_1 = There is a significant relationship between leadership and the teachers' work motivation at SMKN 1 Banda Aceh.

H_2 = There is a significant relationship between the organizational climate and the teachers' work motivation at SMKN 1 Banda Aceh.

H_3 = There is a significant relationship between the leadership and the organizational climate on the teachers' work motivation at SMKN 1 Banda Aceh.

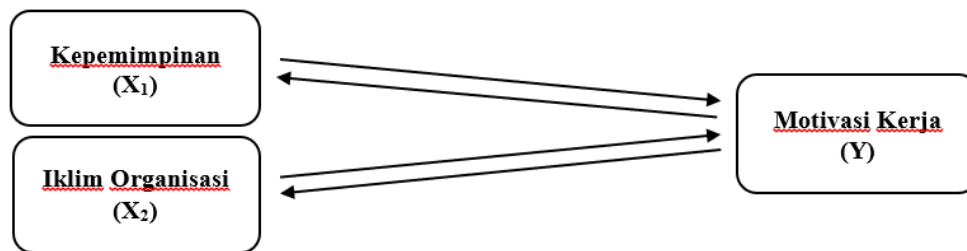


Figure 1. Leadership And Organizational Climate On Teachers Work Motivation

METHOD

This research applied a descriptive method which the research data described in number. The scale format in the items to measure the instrument for academic anxiety is a Likert scale. Respondents were taken from all the teachers of SMKN 1 Banda Aceh. 50 teachers fill the questionnaire on leadership, work climate, and work motivation.

This study used questionnaires as the data instrument that consisting of 3 parts, and the first instrument consisted of 30 items to measure respondents' perceptions of leadership, which is divided into seven dimensions, they are decision making based on data, safe and orderly school operations, curricular programs coherent, distributive and empowering leadership, coherent curricular programs, real-time and embedded instructional assessment, commitment and passion for the school reform. The second instrument consisted of 40 items to measure the perception of organizational climate divided into 9 dimensions: structure, responsibility, reward, risk, the warmth of support, standards, conflict, and identity. At the same time, the third instrument consisted of 8 items that measure the perception of organizational climate, divided into 2 dimensions, internal and external.

Descriptive statistics used the average score to describe the level of respondents' perceptions on leadership, organizational climate, and work motivation. The correlation and coefficient technique, Pearson product-moment, was used to test the hypotheses of leadership variables on work motivation and organizational climate variables on work motivation.

FINDINGS AND DISCUSSION

Due to the result of reliability, it can be concluded that the variable of the leadership, organizational climate, and work motivation used in this research was reliable. The result can be seen in the following table that showed the research instrument was reliable with an alpha score is higher than 0,60.

Tabel 1. Reliabilitas Variabel Penelitian (Alpha)

No	Variable	Variable items	Alpha Value	Reliable
1.	Leadership	30	0,98	Very Good
2.	Organizational Climate	40	0,94	Very Good
3.	Work Motivation	8	0,92	Very Good

The reliability analysis showed that the alpha score for each variable. Leadership variable (X_1) is 0,98%, organizational climate is 0,94 %, and work motivation variable is (Y) was 0,92 %. In short, the reliability of the research variable is significant with the credibility of Cronbach's alpha, which the alpha score was higher than 0,60 %.

Furthermore, the result of the normality test by using the Kolmogorov-Smirnov Test is presented in the table below:

Tabel 2.
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		50
Normal Parameters (a, b)	Mean	277,06
	Std. Deviation	28,115
Most Extreme Differences	Absolute	,129
	Positive	,053
	Negative	-,129
Kolmogorov-Smirnov Z		,129
Asymp. Sig. (2-tailed)		,038 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the normality test, the Kolmogorov-Smirnov test is obtained 0,129 at the level significant Asymp. Sig. (2-tailed) is 0,038. This research showed that the level significance is lower than 0,5. It means that the data is not normally distributed.

In addition, an associative or relation test was used to determine whether there is a relationship between two or more variables. According to Erwin (2018:124) "Associative or relation test was used to determine if there is a relationship between two or more variables, the test used the Pearson correlation (quantitative data)." If the data in the interval or ratio scale used correlation product to test the hypothesis of the relationship between an independent variable and a dependent variable.

The result analysis of hypothesis relationship between the leadership and the work motivation on the teachers at SMKN 1 Banda Aceh is presented in the table below:

Tabel 3. The correlation of the leadership and the teachers' work motivation at SMKN 1 Banda Aceh

CORRELATIONS			Variabel Kepemimpinan	Variabel Motivasi Kerja
Spearman's rho	Variabel Kepemimpinan	Correlation Coefficient	1,000	,539**
		Sig. (2-tailed)	.	,000
		N	50	50
	Variabel Motivasi Kerja	Correlation Coefficient	,539**	1,000
		Sig. (2-tailed)	,000	.
		N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation above, it showed that the result of spearman correlation, $P = 0,000$, it means ($P < 0,05$), so, the correlation coefficient = 0,539 is very significant or very valuable. So, H_0 is rejected and H_a is accepted. It implies a relationship between leadership and the teachers' work motivation at SMKN 1 Banda Aceh. The correlation of the two variables is positive.

These results are in line with what was expressed by Jusmin, et.al (2016) which said that high work motivation has not been able to increase teacher job satisfaction because the low quality of working relationships in the academic environment results in low teacher awareness to be responsible for everything regarding the completion of workthem as teachers. Nurut & Aisyah (2016) is research also revealed that organizational culture cannot moderate motivation to work as teacher.

The result analysis of hypothesis correlation between the organizational climate and the work motivation on the teachers at SMKN 1 Banda Aceh is displayed in the following table:

Tabel 4. The correlation between the organizational climate and the teachers work motivation at SMKN 1 Banda Aceh

CORRELATIONS			Variabel Iklim Organisasi	Variabel Motivasi Kerja
Spearman's rho	Variabel Iklim Organisasi	Correlation Coefficient	1,000	,466**
		Sig. (2-tailed)	.	,001
		N	50	50
	Variabel Motivasi Kerja	Correlation Coefficient	,466**	1,000
		Sig. (2-tailed)	,001	.
		N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the Spearman correlation test, it showed that $P = 0,001$, it means ($P < 0,05$), so, the correlation coefficient is $0,466$ it is very significant or valuable. Thus, H_0 is rejected and H_a is accepted. It means there is a correlation between the organizational climate and the work motivation of the teachers at SMKN 1 Banda Aceh, and the correlation between the two variables is positive.

This is in line with the results of research by Rivai et. (2019), which says that a teacher needs motivation as an encouragement for himself and as a teacher. Motivator for their students. The success of the students shows the performance of a teacher. This was also expressed by Ghavifekr & Pillai, who said that it was necessary to provide a positive organizational climate and maintain teacher job satisfaction by policymakers and school principals in the hope of improving school quality.

The result of the hypothesis on the correlation between leadership and organizational climate with the teachers' work motivation at SMKN 1 Banda Aceh can be seen in the table below:

Tabel 5. The correlation between the organizational climate and the teachers' work motivation at SMKN 1 Banda Aceh

CORRELATIONS			Variabel Kepemimpinan	Variabel Iklim Organisasi	Variabel Motivasi Kerja
Spearman's rho	Variabel Kepemimpinan	Correlation Coefficient	1,000	,521**	,539**
		Sig. (2-tailed)	.	,000	,000
		N	50	50	50
	Variabel Iklim Organisasi	Correlation Coefficient	,521**	1,000	,466**
		Sig. (2-tailed)	,000	.	,001
		N	50	50	50
	Variabel Motivasi Kerja	Correlation Coefficient	,539**	,466**	1,000
		Sig. (2-tailed)	,000	,001	.
		N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation above by using the Spearman correlation test, the value of $P = 0.000$, ($P < 0.05$) and $P = 0.001$, ($P < 0.05$), the leadership correlation coefficient is 0.539 , it is very significant and the organizational climate correlation coefficient is 0.466 that means very significant or very valuable. Hence, H_0 is rejected, and H_a is accepted. It can be concluded that there is a relationship between leadership and organizational climate and teachers' work motivation at SMKN 1 Banda Aceh and the relationship between the two variables is positive.

These results are in line with the research of Hoy et.al (1990), who found that the principal's influence was not directly on school achievement but directly on school commitment. Meanwhile, Kartini, et.al (2017) revealed that, to improve teacher work performance, organizational climate, transformational leadership, and work motivation must be considered to be improved.

CONCLUSION

There is a significant relationship between leadership and the teachers' work motivation at SMKN 1 Banda Aceh, with a correlation coefficient is $0,539$. The result proved that the first research hypothesis (H_1) is accepted. There is a significant relationship between the organizational

climate and the teachers' work motivation at SMKN 1 Banda Aceh with a correlation coefficient is 0,466. The result proved that the second research hypothesis (H_2) is accepted. There is a significant relationship between the leadership and the organizational climate on the teachers' work motivation at SMKN 1 Banda Aceh, which $P = 0,000$ it means ($P < 0,05$) and $P = 0,00$, that is ($P < 0,05$). The correlation coefficient of the leadership is 0,539, and the correlation coefficient of the organizational climate is 0,466. The result proved that the third research hypothesis (H_3) is accepted.

The role of the principal is to provide incentives such as material and spiritual and also participate actively to the teachers so that education can be realized, increasing harmonious relationships with the school teachers and other staff. Principals need to pay attention to the comfort, safety, and physical health of the teachers on duty. With high welfare, teachers can also get physical and spiritual needs. Therefore, the teachers' prosperity is one thing that can motivate teachers in carrying out their duties. The role of teachers at school is very influential for the education system, with support, cooperation, and warmth. It can increase high work motivation for the teachers so that they can educate Indonesian students. Further researchers can continue this research with the principal's leadership variable, which is influenced by other factors. It can use different methods from subsequent researchers to increase readers' knowledge and insight.

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