

# THE INFLUENCE OF SCHOOL PRINCIPALS' SITUATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON TEACHER WORK MOTIVATION

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## ABSTRACT

The purpose of this research is to analyze and test: (1) The influence of the principal's situational leadership on teacher work motivation. (2) The influence of organizational culture on teacher work motivation, (3) The influence of the principal's situational leadership on organizational culture. This research is a quantitative survey type research. The population in this study were all teachers in Pancoran District Public Elementary Schools, South Jakarta, with a sample of 124 teachers taken at random (random sampling). The analysis technique used is the path analysis technique. The results of this research show that (1) There is no significant influence of the Principal's Situational Leadership on the Work Motivation of Public Elementary School Teachers in Pancoran District, South Jakarta. (2) There is a direct positive and significant influence of Organizational Culture on the Work Motivation of Public Elementary School Teachers in Pancoran District, South Jakarta. (3) There is a direct positive and significant influence of the Principal's Situational Leadership on the Organizational Culture of Public Elementary Schools in Pancoran District, South Jakarta. The conclusion in this research is that to create teacher work motivation, the principal should understand follower behavior and the situation before using certain leadership behavior. The organizational culture in the school should be able to identify the characteristics of each teacher to create harmonious relationships between members of the school environment and provide mutual motivation between teachers.

**Keywords:** *Situational Leadership, Organizational Culture, Teacher Work Motivation*

## INTRODUCTION

In this era of globalization, education is one of the things that is very important for achieving success in the future. Apart from that, education can also be used as the main capital to face increasingly fierce competition with other nations in the world. This education can be obtained in various ways and

one of them is through providing quality education in schools.

A school is an institution or formal educational institution which includes teachers, students and administrative staff. According to Law Number 14 of 2005 concerning Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal early childhood education, primary and secondary education" . Dewi (2018) stated that there are five factors that influence the educational process, including: (1) teachers and personnel, (2) learning materials, (3) teaching methods and evaluation systems, (4) supporting facilities, and (5) administration system. Teachers are one of the keys to determining the achievement of the goals of educational institutions. Therefore, to achieve this goal requires teachers who excel in carrying out their duties, one of which is motivating teachers to work optimally to achieve satisfaction in carrying out their duties. A job that is not based on work motivation will cause satisfaction

work that is not optimal because it is carried out forcedly and not based on desire or encouragement.

In general, Koniswara (2019) explains that every human being essentially has a number of needs that demand to be satisfied. According to Sutoro (2020) motivation is a condition that encourages or causes someone to carry out an action or activity that occurs consciously. Furthermore, Ardiana (2017) stated that motivation is a condition in a person's personality that encourages the individual's desire to carry out certain activities in an effort to achieve a goal. Apart from that, Hakim (2020) believes that motivation is needed for activities related to improving performance. Then Amalda (2018) defines motivation as a fundamental psychological process and is an element that can explain a person's behavior. Thus, the higher a person's motivation, the higher their performance and vice versa, the lower a person's motivation, the lower their performance. If teachers have high work motivation, they will be encouraged and try to improve their abilities in planning, implementing and evaluating the curriculum that applies at school so as to obtain maximum work results.

Based on the description above, the issue of teacher work motivation is very important to research. Based on field observations, information was obtained that teachers' work motivation was low, both from the school regarding the welfare of teachers' salaries which were still low. Apart from that, the level of welfare is still low, there is a need for job security such as promotion or career advancement and so on. Another problem faced by teachers in schools is the lack of infrastructure to carry out their duties such as projectors, laptops and others. This will directly or indirectly affect teachers' low work motivation. As found in the field, teacher work motivation has an impact on schools, such as being lazy at work, lots of complaints, low work performance and low quality of teaching. Rewards, salaries, attention and infrastructure requirements for teachers are the key drivers of teacher morale, discipline and work performance in supporting the realization of educational goals. Thus, high teacher work motivation can provide a force that encourages, generates and directs behavior based on teacher expectations with rewards provided by the school.

To increase teacher work motivation, the role of school principals as leaders is to be able to consider how their behavior influences teacher motivation so that they can potentially increase teacher motivation through various efforts to improve performance. According to Koniswara (2019), it is difficult to imagine a leader who does not motivate other people. Every leader needs to have a leadership style that can build work motivation so as to produce high levels of productivity. Providing the right motivation can increase work enthusiasm so that subordinates can interpret their duties and carry them out well. One step that can be taken to increase work motivation is to apply situational leadership, because situational leadership is intensive in providing instructions, directing, providing socio-emotional support, paying attention to the readiness and maturity of teachers and education staff (Walean, 2022). Situational leadership can be interpreted as a leader who emphasizes the conditions of his subordinates or followers and is able to adapt to the maturity of his subordinates and the work

environment (Noviani, 2018). Leaders who apply situational leadership will provide direction to their members according to their conditions and level of maturity so that work motivation can increase. Therefore, situational leadership has an important influence on members and the organization because it can create conditions where all members can be motivated so as to maximize all existing potential.

Apart from situational leadership factors, there are other factors that can influence teacher work motivation, namely organizational culture. Organizational culture is a characteristic of an organization. Organizations that have a positive culture will also show a positive image, and vice versa, if the organizational culture does not work well it will give a negative image for the organization (Rosvita et al., 2017). In relation to work motivation, Azizah (2017) believes that organizational culture encourages employees to interact with other people and help carry out tasks to satisfy employees' needs for growth and development. What is meant here are those related to achieving goals, namely: self-actualization, humane respect, and unity. This opinion is supported by other researchers who link organizational culture with work motivation. Sutoro (2020) states that the better the organizational culture, the higher the level of work motivation that employees have. Therefore, organizational culture is very important because a good organizational culture can increase work motivation, which can have an effect on improving teacher performance. A school organizational culture that is less conducive because it does not support each other and communication between the principal and teachers or fellow teachers that is not optimal can also make teachers' work motivation low.

The results of previous research have also been carried out in various schools. For example, the results of research conducted by Murni (2021) show that situational leadership has a positive and significant influence on teacher work motivation. Because teacher work motivation has an impact on the success of the teacher himself in particular and on the success of the school and the school community within it, this research remains important to carry out. Based on a literature review, existing problems at the research location and the results of previous research regarding the impact of leadership and organizational culture on teacher work motivation, this research will focus on the situational leadership style of the principal and school organizational culture and their influence on motivation. working as a teacher at SDN Pancoran District, South Jakarta. The research is expected to make a practical contribution to the study of teacher work motivation and add to the study of previous research results regarding principal leadership and school organizational culture.

## **METHOD**

The approach used in research is a quantitative approach. A quantitative approach is an approach that in research proposals, processes, hypotheses, going into the field, data analysis and data conclusions up to writing uses aspects of measurement, calculation, formulas and certainty of numerical data (Suharso, 2009) . In this research, researchers conducted a causal survey, where this survey was carried out to determine the causal relationship between the variables studied.

In this research, the population chosen were elementary school teachers in Pancoran District, South Jakarta, who could be reached by researchers. With a population of 180 teachers with an error rate of 5% using the Slovin formula, the sample size was 124 teachers and 30 people were tested who were not included in the sample using Propositional Random Sampling.

The data collection method in this research used a questionnaire. A questionnaire is a data collection method that is carried out by giving a set of questions or written statements to respondents to be answered on a Likert scale.

## **FINDINGS AND DISCUSSION**

The characteristics of the respondents in this study were teachers at twelve public elementary

schools in the Pancoran District, South Jakarta, namely SDN Duren Tiga 01, SDN Duren Tiga 05, SDN Duren Tiga 13, SDN Pancoran 01, SDN Pancoran 07, SDN Pancoran 08, SDN Kalibata 01, SDN Kalibata 04, SDN Kalibata 07, SDN Kalibata 11, SDN Rawajati 01 and SDN Rawajati 06 with a total sample of 124 respondents.

#### 1. The Influence of the Principal's Situational Leadership (X1) on Teacher Work Motivation (Y)

Based on the results of the research analysis, it can be seen that the influence of the Principal's situational leadership (X1) on teacher work motivation (Y) shows a t count of 0.648, a P value of 0.518 and a coefficient (beta) of 0.059. The t test results illustrate that the calculated t is smaller than the t table ( $0.648 < 1.979$ ). Based on P-Value, the calculation results show that the P value is greater than significant ( $0.518 > 0.05$ ). This result can be explained that the calculated t value is smaller than the t table and the P value is greater than the significant value, so the results have no effect. This shows that the teacher work motivation variable (Y) cannot be explained directly by the Principal's Situational Leadership (X1) or the Principal's Situational Leadership variable (X1) has no effect on teacher work motivation (Y).

According to Nuradhawati (2021) situational leadership is an approach to leadership that encourages leaders to understand follower behavior and situations before using certain leadership behaviors. This approach requires leaders to have diagnostic abilities in relationships between people. The existence of effective leadership can increase teacher work motivation. According to Walean (2022), effective leadership with adaptive and flexible skills is considered as one way to lead an organization that can be done with situational leadership.

The research results show that the hypothesis of the influence of the Principal's Situational Leadership variable (X1) on Teacher Work Motivation (Y) is rejected. The results of this research are supported by several research results conducted by Fitria Nur Azizah, Armanu Thoyib, Dodi W Irawanto (2017) which stated that the situational leadership of the Principal does not have a significant effect on Teacher Work Motivation. Meanwhile, research conducted by Tati Murni (2021) states that principally the leadership of school principals influences teacher work motivation. Koniswara (2019) also stated that there is an influence of situational leadership on employee work motivation. Silaloho (2021) states that there is a significant influence of school principals on the work motivation of honorary teachers. Busairi (2022) states that there is an influence of the principal's leadership on teacher work motivation.

#### 2. Influence of Organizational Culture (X2) on Work Motivation Teacher (Y)

Based on the results of the research analysis, it can be seen that the influence of organizational culture (X2) on teacher work motivation (Y) shows a t count of 3,467, a P value of 0.001 and a coefficient (beta) of 0.299. The t test results illustrate that the calculated t is greater than the t table ( $3,467 > 1.979$ ). Based on P-Value, the calculation results show that the P value is smaller than significant ( $0.001 < 0.05$ ). This result can be explained that the calculated t value is greater than the t table and the p value is smaller than the significant value, so the result is influential. This shows that the teacher work motivation variable (Y) can be explained directly by Organizational Culture (X2) or the Organizational Culture variable (X2) influences teacher work motivation (Y).

According to Solehatin (2022) organizational culture is a social force that is invisible but moves people in an organization to carry out work activities. Unconsciously, each person in an organization learns the culture that applies within their organization. The existence of a good organizational culture can determine the character of members in the organization. According to Fonda (2015), organizational culture is defined as a cognitive framework that contains the

attitudes, values, behavior and expectations shared by all members of the organization.

The research results show that the hypothesis of the influence of the Organizational Culture variable (X2) on Teacher Work Motivation (Y) is accepted. The results of this research are supported by several previous research results conducted by Ruhban Masykur, Septuri and Yeni Setiawati (2019) which stated that organizational culture has a significant effect on teacher work motivation. Murni (2021) stated that partially there is a school culture regarding teacher work motivation. Azizah (2017) stated that organizational culture has a significant influence on employee work motivation. Wicaksono (2022) states that there is an influence of organizational culture on work motivation. Liwan (2019) states that organizational culture has a significant effect on work motivation.

### 3. The Influence of the Principal's Situational Leadership on Organizational Culture

Based on the results of the research analysis, it can be seen that the influence of the Principal's Situational Leadership (X1) on Organizational Culture (X2) shows a t count of 2.247, a P value of 0.026 and a coefficient (beta) of 0.199. The t test results illustrate that the calculated t is greater than the t table ( $2,247 > 1.979$ ). Based on P-Value, the calculation results show that the P value is smaller than significant ( $0.026 < 0.05$ ). This result can be explained that the calculated t value is greater than the t table and the P value is smaller than the significant value, so the result is influential. This shows that the Organizational Culture variable (X2) can be explained directly by the Principal's Situational Leadership (X1) or the Principal's Situational Leadership variable (X1) influences Organizational Culture (X2).

According to Su'ud (2017), Situational Leadership emphasizes that leadership consists of the dimensions of command and providing support. And each of these dimensions is applied appropriately in certain situations. To determine what is required in a particular situation, a leader must evaluate his employees and judge how capable and loyal they are, to carry out the assigned tasks. The Essence of Situational leadership requires the leader to match the skill and commitment style of followers. Effective leaders are those who can identify what employees need, and adapt their style to meet those needs. According to Edy Sutrisno (2018) explains the use of the term organizational culture by referring to the culture that applies within the company, because generally companies are in the form of an organization, namely cooperation between several who form their own group or cooperative unit. Edy Sutrisno believes that organizational culture is a set of values or norms that have been in effect for a relatively long time and are shared by members of the organization.

The research results show that the hypothesis of the influence of the Principal's Situational Leadership variable (X1) on Organizational Culture (X2) is accepted. The results of this research are supported by several previous research results conducted by Tati Murni (2021) which stated that the school principal's situational leadership has a significant effect on organizational culture. Evicasari (2021) stated that the principal's leadership has a significant influence on organizational culture. Fonda (2015) stated that situational leadership has a significant influence on organizational culture. Prasada (2020) stated that there is a significant influence of leadership style on organizational culture. Munawir (2020) stated that there is a significant influence of situational leadership on organizational culture.

## CONCLUSION

Based on the results of data analysis on the Influence of Principal Situational Leadership and Organizational Culture on Teacher Work Motivation in Survey Studies at Elementary Schools in Pancoran District, South Jakarta, the following conclusions were obtained:

1. The principal's situational leadership does not have a significant influence on teacher work motivation.
2. Organizational culture has a significant influence on teacher work motivation.
3. The school principal's situational leadership has a significant influence on organizational culture.

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