

# THE INFLUENCE OF SITUATIONAL LEADERSHIP AND WORK CLIMATE ON THE QUALITY OF ACADEMIC SERVICES IN KINDERGARTENS

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## ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of situational leadership and work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 200 teachers from a population of 250 kindergarten teachers in Larangan District, Tangerang City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive influence of situational leadership on the quality of academic services in kindergartens throughout Larangan District, Tangerang City. (2) There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. (3) There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City.

**Keywords:** *Situational Leadership, Work Climate, Quality of Academic Services.*

## INTRODUCTION

The education sector is an example of a service industry, where offering services is non-physical and does not end with owning something. Service quality must be of high quality, meaning that satisfaction is created between customer expectations regarding service and perceptions of service performance. Especially currently, the development of education in the era of industrial revolution 4.0 has a direct impact on education, namely with several changes in learning methods. Changes in learning methods require educators and education staff to follow these changes. Directly, existing educators and educational staff must be able to demonstrate skills or abilities in their fields. Thus, changes in the 21st century require educational staff to follow these changes.

Quality or the quality of education is the main thing for school administrators to continue to

improve from time to time. So that by improving the quality of education, the school will survive and be able to continue to compete with other schools. Etymologically, quality is the level, good or bad of something, quality, level/degree, intelligence or intelligence. In general, quality is a comprehensive description and characteristics of goods or services that demonstrate the ability to satisfy expected or implied needs (Adisucipto et al., 2022).

Academic quality is a set of knowledge possessed by students which is formed through human educational processes and the tools they use, the curriculum, the quality possessed by instructors, teachers/lecturers, the quality of the learning materials used and the quality of learning outcomes. Services are invisible activities where there are benefits that can be provided by a particular person or institution (Rozak et al., 2021)

The same opinion was also expressed by Kango et al., (2019, p. 324), that "service quality is all forms of activities carried out by institutions to meet consumer expectations". In the Ayuni and Mulyana journals, to date, both the SERVQUAL and SERVPERF dimensions are the main media for measuring service quality from various service marketing literature. However, along with the increasing growth and development of the service industry, these two models are no longer relevant to various existing services (Ayuni & Mulyana, 2019, p. 148). To measure the quality of educational services, 24 indicators were developed which were classified into 4 dimensions, including the dimensions of teaching, administrative services, support services and systems. (Martinez–Arguelles et al., 2013)

In the education sector, the quality of academic services can be influenced by several factors, one of which is situational leadership, where the leader's role in empowering his subordinates is expected to provide an opportunity for the organization to exist and win in every competition. According to Harsono et al., (2021), leadership is very important in determining the direction of success of an organization, where leadership can be defined as "a process of social influence in which leaders seek voluntary participation from subordinates in efforts to achieve organizational goals. According to Hidayat et al., (2020), situational leadership is "a leadership model that integrates directive and supportive dimensions, each of which is applied correctly in appropriate situations". It emphasizes the follower's readiness, willingness, and ability to perform certain tasks.

Principal leadership is the method used by the principal to influence subordinates to voluntarily and responsibly carry out the tasks that must be carried out to achieve organizational goals (Dwiyani & Sarino, 2018, p. 87). School principals have quite heavy duties and responsibilities, and to be able to carry out their functions optimally, school principals need to apply the right leadership style. However, it doesn't just stop at the right leadership style, the leadership style applied must also be effective. Effective leadership depends on the interaction between the situation and the leader's behavior. (Dwiyani & Sarino, 2018)

In improving the principal's situational leadership style, it is as follows: Telling. This is indicated by leader behavior that is high in direction and low in support, this style is characterized by one-way communication. Leaders define the roles of their followers and tell them what, how, when and where to carry out various tasks. The initiative to solve problems and make decisions is carried out solely by the leader. Problem solutions and decisions are announced and their implementation is closely monitored by the leader. Selling (hawking) This is shown by leader behavior that is high in direction and high in support, in using this style the leader still gives a lot of direction and still makes almost the same decisions, but this is followed by increasing two-way communication and supportive behavior, by trying to listen to feelings followers about the decisions made, as well as their ideas and suggestions. Even though support is increased, control over decision making remains with the leader. Participation (involving) This is shown by leader behavior that is high in support and low in direction. Positions of control over problem solving and decision making are held alternately. By using this 3 style, leaders and followers exchange ideas in solving problems and making decisions. Two-way communication is enhanced, and the leader's role is to actively listen. The responsibility for problem solving and decision

making rests largely with the follower. This is natural because followers have the ability to carry out the task. Delegation (delegating) This is shown by leader behavior that is low in support and low in direction. The leader discusses the problem together with the subordinates until an agreement is reached regarding the definition of the problem and then the overall decision-making process is delegated to the subordinates. Now subordinates have control over how to carry out tasks. Leaders provide ample opportunities for subordinates to carry out their own performances because they have the ability and confidence to assume responsibility for directing their own behavior. (Aisyafarda & Sarino, 2019)

Another factor that plays a role in improving the quality of academic services is the work climate. Work climate is an employee's perception of the social climate in the workplace, which is relevant to its policies, practices and procedures. The term climate is like human personality, meaning that each environment has characteristics (personality) that are not the same between one university and other universities, even though the university was built with the same physical and shape or architecture (Damanik, 2019, p. 104). According to Chernyak-Hai & Tziner, (2016, p. 3), organizational climate concerns "employees' perceptions of the social climate in the workplace, as relevant to its policies, practices and procedures". Meanwhile, according to Gaviria-Rivera & López-Zapata, (2019, p. 72), work climate is defined as "the global impression of the organization and the personal impact of the work environment".

According to Litwin and Meyer in Sumantri (2004, p. 137). The dimensions for measuring work climate are as follows: Clarity. Related to employees' feelings that they know what is expected of them regarding their work, role and organizational goals. Standards. Employees' feelings about the condition of the organization where management pays attention to the proper implementation of tasks, predetermined goals and tolerance for mistakes or things that are not appropriate or not good. Responsibility. This relates to employees' feelings regarding the implementation of organizational tasks with a sense of responsibility for the results achieved, because they are involved in the ongoing process. Flexibility conformity. Flexibility and comfort are organizational conditions that provide freedom of action for employees and adapt themselves to the tasks given. This relates to the rules set by the organization, existing policies and procedures. Acceptance of new ideas is a supporting value in developing an organizational climate that is conducive to achieving organizational goals. Rewards. This relates to employees' feelings of appreciation and recognition for good work. Commitment Theme. Relates to employees' feelings regarding their sense of pride in having an organization and willingness to try more when needed.

From the explanation above, it can be synthesized that work climate is the atmosphere that prevails in the workplace, the relationship between school members such as: principal and teacher, teacher and teacher, teacher and parent, teacher and student and other relationships that can influence teaching and learning process at school

## **METHOD**

The research carried out by researchers uses quantitative methods of descriptive analysis, namely research into problems in the form of current facts from a population, research aimed at studying large and small populations by selecting and studying samples selected from that population to find the incidence, distribution, and the relative interrelation of variables

The population in this study were 250 teachers in Kindergartens in Larangan District, Tangerang City. This research determines the research sample using non-probability sampling. The non-probability sampling used is purposive sampling. The determination of this sample was based on the research objectives using the Slovin formula, so the sample for this research was 200 respondents.

The constellation of research problem models shows a model of the relationship between the independent (exogenous) variables, namely: the school principal's situational leadership (X1), and work

climate (X2) with the dependent (endogenous) variable, namely the quality of academic services (X3). In the context of this research, survey research is used to determine the relationship between variables.

Based on the theoretical description and thinking framework above, the following research hypothesis can be proposed: (1) There is a positive direct influence of the principal's situational leadership on the quality of academic services. (2) There is a direct positive influence of work climate on the quality of academic services. (3) There is a positive direct influence of the principal's situational leadership on the work climate

To capture data, a scale was used for the variables of work discipline, transformational leadership and support for facilities and infrastructure. The scale is designed with a Likert scale. In this scale, the statements submitted are accompanied by five alternative answers. For positive items the answer scores are: Always (SL) score 5, Often (SR) score 4, Sometimes (KD) score 3, Rarely (JR) score 2, Never (TP) score 1

Data obtained from research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to determine the minimum score, maximum score, range, mean, median, mode, standard deviation and variance of each variable. Meanwhile, inferential statistical analysis is needed for hypothesis testing and research generalization with path analysis ( Path Analysis) using the SPSS application.

## **FINDINGS AND DISCUSSION**

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that increasing situational leadership carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the quality of teachers' academic services, the better the principal's situational leadership, the better the quality of academic services in kindergartens in Larangan District, Tangerang City.

Based on the results of hypothesis testing that has been carried out, it is concluded that work climate has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that improving the work climate carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that the work climate has a direct positive effect on the quality of academic services, the more conducive the work climate in schools is, the more the quality of academic services will increase in kindergartens throughout Larangan District, Tangerang City.

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the work climate. These findings provide empirical evidence that increasing situational leadership carried out by kindergarten principals in Larangan District, Tangerang City will have an impact on the conducive working climate in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the work climate, the better the situational leadership, the more conducive the work climate will be in kindergartens throughout Larangan District, Tangerang City.

## CONCLUSION

Based on the findings and analysis presented in the previous chapters, the following conclusions can be drawn:

There is a direct positive influence of situational leadership on the quality of academic services in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where  $t_{count} > t_{table}$  ( $16.547 > 1.972$ ). And based on the results of the product moment formula calculation at  $\alpha = 0.05$ , that  $r_{count} > r_{table}$  ( $0.762 > 0.138$ ) means that it can be seen that there is a positive direct influence of situational leadership on the quality of academic services. And the coefficient of determination is  $r_{x1} = 0.580$ . This means that 58% of the quality of academic services (X3) is influenced by situational leadership (X1). This means that if situational leadership is good, the quality of academic services will increase.

There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where  $t_{count} > t_{table}$  ( $18.258 > 1.972$ ). And based on the results of the product moment formula calculation at  $\alpha = 0.05$ , that  $r_{count} > r_{table}$  ( $0.792 > 0.138$ ) means that it can be seen that there is a positive and significant direct influence of work climate on the quality of academic services. And the coefficient of determination is  $r_{x2} = 0.627$ . This means that 62.7% of the quality of academic services (X3) is influenced by the work climate (X2). This means that if the work climate is conducive, the quality of academic services will increase.

There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where  $t_{count} > t_{table}$  ( $14.255 > 1.972$ ). And based on the results of the product moment formula calculation at  $\alpha = 0.05$ , that  $r_{count} > r_{table}$  ( $0.712 > 0.138$ ) means that it can be seen that there is a positive and significant direct influence of situational leadership on the work climate (X2). And the coefficient of determination is  $r_{21} = 0.506$ . This means that 50.6% of the work climate (X2) is influenced by situational leadership (X1). This means that if situational leadership is good, the work climate will be more conducive in kindergartens throughout Larangan District, Tangerang City.

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