

The Influence of Democratic Leadership and Organizational Climate on The Performance of Teachers

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ABSTRACT

The purpose of this study is to determine the influence of democratic leadership and organizational climate on teacher performance. This research used survey methods, while the research hypothesis testing utilized multiple regression tests. The research samples were 67 teachers in Aisyiyah Bustanul Atfal Kindergarten in Probolinggo. The results of this study indicate that there is a significant influence between democratic leadership and organizational climate on teacher performance. The coefficient of determination shows that 20.5% of teacher performance is determined by democratic leadership and organizational climate.

Keywords: *Leadership, Democratic, Organizational Climate, Teacher Performance*

ABSTRAK

Tujuan dalam penelitian ini untuk mengetahui pengaruh kepemimpinan demokratis dan iklim organisasi terhadap kinerja guru. Metode penelitian menggunakan metode survey. sedangkan pengujian hipotesis penelitian menggunakan Uji regresi berganda. Sampel penelitian sebanyak 67 yang terdiri dari guru di lingkungan TK ABA se Kota Probolinggo. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan antara kepemimpinan demokratis dan iklim organisasi terhadap kinerja guru. Besaran koefisien determinasi menunjukkan bahwa 20,5 % kinerja guru ditentukan oleh kepemimpinan demokratis dan iklim organisasi.

Kata Kunci: *Kepemimpinan, Demokratis, Iklim Organisasi, Kinerja Guru*

A. INTRODUCTION

Improving the quality of human resources in the educational environment demonstrates significant association with enhancing teacher performance. There are many factors in improving teacher performance, which include the leadership style of the principal and the work motives of the teacher. The ideal circumstance is that a good principal leadership may increase the teacher's achievement motives; in other words, it will be able to improve teacher performance.

The principal has a fairly important role, one of which is to act as a supervisor (Latief & Masruroh, 2017; Hadromi, 2017; Rahawarin & Arikunto, 2015). Some studies explaining that leadership has a very significant role in improving the quality of educational institutions (Aguswara & Rachmadtullah, 2017; Andriani et al., 2018; Farah, 2016; Fitria et al., 2017; Halmuniati; Siti, 2019; Kartini, 2019; Purwanto et al., 2020; Rukmana, 2019; Sauri et al., 2018).

The success of the principal's leadership in the implementation of education will be able to improve teacher performance. The writers believe that the better the teacher's performance, the more open the achievement of educational goals in school. Conversely, the lower the teacher's performance, the more difficult it will be to achieve quality educational goals in that school (Rukmana, 2019; Kahar et al., 2019 (Abid, Hussain; Saghir, Ahmad; Ayesha, 2017; Ansar, Marzuki, & Tolla, 2019; Aunga & Masare, 2017; Diyah, 2017; Mediarita, Agustina; Muhammad, 2021; Mehdinezhad & Mansouri, 2016; Prestiadi, Zulkarnain, & Bambang Sumarsono, 2019).

Teacher performance is one of the determinants of the high and low quality of education. Education can be declared high quality if teachers work professionally. A professional teacher is a teacher who has special skills and expertise in the teaching sector; so that he is able to perform tasks and functions of planning, learning, implementation of learning, curriculum management, student services, school relations to the community, school climate management, and evaluation of school programs (Jakaria, 2014). Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to her/him based on skills, experiences, dedication, and time management. Teacher performance will be exceptional if the teacher has carried out elements consisting of loyalty and high commitment to teaching, mastering and developing lesson materials, continuous and consistent teaching, creativity in the implementation of teaching, cooperation with all residents at school, leadership as a role model for students, as well as responsibility for their duties (Wahyudi, 2012).

There are three main sources that may affect performance: internal factors from the person incorporating intellectual weaknesses, psychological weaknesses, physiological weaknesses, de-motivation, personality factors, obsolescence/aging, position preparation, and value orientation; external factors of the individual including the family, economic conditions, political conditions, social values, the job market, technological changes, and associations; and organizational factors which include the organizational system, the role of the organization, groups in the organization, behavior related to insight, and climate organization (inclusive communication organization). (Suwatno, 2009).

The high performance of teachers is presented by the professionalism of teachers consisting of mastery of professional, pedagogical, personality, and social competencies. Therefore, performance plays an important role in ultimate achievement of teaching objectives (Handayani & Rasyid, 2015; Ratini, 2019; Andhini et al., 2019; Dariyanto et al., 2020; Heissenberger & Heilbronner, 2017; Ismail et al., 2018; Jakubowski, 2013; Kristiawan et al., 2016; Salahuddin, 2011).

Another variable that has a very important role in building teacher performance is the organizational climate in an educational institution. The more conducive an educational institution management is, the improved performance will be better (Alam et al., 2019; Andriani et al., 2018; Aunga & Masare, 2017; Hartinah et al., 2020; Mediarita, Agustina; Muhammad, 2021; Shrestha, 2019; Taştan et al., 2018). This condition reinforces that the role of teachers is very important in orchestrating the manager of the teaching and learning process, acting as a facilitator who consistently attempts to create a class organization, also using teaching methods, attitudes and characteristics of teachers in managing the teaching and learning process. (Imah, 2018; Sulfemi, 2020; Andriani et al., 2018).

This study has not been administered much to discover a meaningful contribution of both democratic leadership of school principals and organizational climate toward teacher performance. Recent numerous topics of the study are theoretical-based research which employs a qualitative model towards the role of the school principal in improving the quality of Education (Handarini, 2019; Hidayah et al., 2015; Diyah, 2017, Cecilia, 2020; Ekosiswoyo, 2007; Tri & Rokhani, 2020) and the importance of organizational climate in improving teacher performance. (Janah, Akbar, & Yetti, 2019; N & Prihatsanti, 2017; Rahawarin & Arikunto, 2015).

B. THEORETICAL FRAMEWORK

1. The Nature of Democratic Leadership

Democratic leadership is a leadership in which decision-making is decentralized and shared by all subordinates. In a democratic leadership style, the potential for weak execution and poor decision making is very high. Nevertheless, democratic leadership is notoriously to motivate employees to conduct higher performances, as their views and opinions are valued (Tri & Rokhani, 2020; Ekosiswoyo, 2007). Democratic principal leadership will form a democratic school and learning atmosphere as well. Educators will develop a democratic process, especially in terms of teaching and learning as well as sharing knowledge with each other (Ahmad Yusuf Sobri, 2013).

2. The Nature of the Organizational Climate

Organizational climate is the quality of the organization's internal environment that is relatively ongoing, experienced by members of the organization, affects their behavior, and can be described in terms of a set of characteristics or properties of the organization (Prihatsanti, 2017; Aguswara dan Rachmadtullah, 2017).

According to Litwin and R.A. Stringer (Wirawan, 2007), organizational climate is the quality of the internal environment of the organization that is relatively ongoing, experienced by members of the organization, affect their behavior and can be described in terms of a set of characteristics or properties of the organization.

According to Leong & Mohd Nordin (2021) Organizational climate is the quality of the organization's internal environment that is relatively ongoing, experienced by members of the organization, affects their behavior and can be described in terms of one characteristic or nature of the organization.

Based on all these definitions, the definition of organizational climate is the assessment of organizational members, both individuals and groups and other parties, who deal with the organization regularly about the internal environment of the organization that will affect the attitudes and behavior of organizational members, as well as determine the performance of organizational climate.

3. The Nature of Teacher Performance

Teacher performance is a condition that shows the ability of a teacher in carrying out their duties at school and describes the existence of an act displayed by the teacher during learning activities. Teacher performance is measured by three indicators: 1) Planning learning activities program, 2) Implementation of learning activities, and 3) Learning Evaluation.(Chrisvianty, Arafat, & Mulyadi, 2020).

Teacher performance is the ability of a teacher in carrying out learning tasks in school and responsible for the students under his or her guidance by improving the learning achievement of students. Thus essentially, the performance of the teacher is a behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the classroom, in accordance with specific criteria. (Sujadi, Odha Meditamar, Wahab, & Putri Utama, 2019).

C. RESEARCH METHODOLOGY

This research is a type of quantitative research. It aims to examine theories, establish facts, convey the relationship among variables, provide statistical descriptions, estimate and predict the results. As aforementioned in previous statements Suryana (2010) that quantitative research method is a method in which the data is in the form of numbers and analysis using statistics.

Quantitative research consists of experimental and non-experimental studies. Researchers use the non-experimental quantitative research method which specifically derives several methods such as descriptive, comparative, associative, survey, action-based methodologies.

The design of this study consists of three variables: two independent variables (not bound) and one dependent variable (bound). The independent variable consists of the supervision of the head of the madrasah as well as the organizational climate, while the dependent variable comprises the performance of teachers. In this study, the examined influence is one of Madrasah head supervision as X^1 , organizational climate as X^2 , and teacher performance as Y by analyzing the data.

Research was carried out when independent variables had been intermingled in predicted scenarios with the observation of dependent variables in a study; hence, the act of collecting data determined whether there was a relationship between two or more variables. In this study, the authors discerned the influence of the supervision of the head of the madrasah and the organizational climate on teacher performance in Aisyiyah Bustanul Atfal Kindergarten in Probolinggo.

The population comprises of 67 teachers/educators of Aisyiyah Bustanul Atfal Kindergarten in Probolinggo consisting.

According Suharsimi Arikunto in (Afifah, 2019), if the subjects are less than 100, a population study is suggested to gather data from the participants as a population. However, if the number of subjects is large, the authors could merely include around 10-

15% or 20-25% or more for samples. This technique is called the random sample technique or random sample. This research invited 100% teachers/educators (equal to 67 people) to share their perspectives randomly in the two places as respondents (Aisiyah Bustanul Atfal Kindergarten in Probolinggo).

D. RESEARCH RESULTS AND DISCUSSION

1. Analysis of Prerequisite Test

Analysis of prerequisite testing is performed before conducting multiple linear regression analysis. The prerequisites used in this study included normality test, linearity test, multicollinearity test and heteroskedasticity test conducted using the help of computer programs *SPSS 21.00 for Windows*. The results of the prerequisites test analysis are presented in the following:

a. Normality Test

This test, which applied the Kolmogorov-Smirnov formula, is to examine whether the observations are distributed normally or not. Normality test results can be overviewed in Table 1

		Kepemimpin an Demokratis	Iklim Organisasi	Kinerja Guru
N		67	67	67
Normal Parameters ^{a,b}	Mean	70,6119	68,9851	73,1642
	Std. Deviation	6,92373	7,70182	8,75525
Most Extreme Differences	Absolute	,095	,073	,075
	Positive	,058	,073	,060
	Negative	-,095	-,054	-,075
Test Statistic		,095	,073	,075
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

According to the data, the value of asymmetric.sig of the three variables (democratic leadership, organizational climate, and teacher performance) is equal to $0.2 > 0.05$. Hence, it can be concluded that the data is distributed normally.

b. Linearity Test

Linearity test is to determine the relationship between independent variables and linear dependent variables or not. This test is usually used as a prerequisite in correlation analysis or linear regression. Testing on SPSS by using *a test of*

linearity with significance level at 0.05. Two variables are explained to retain a linear relationship when the significance is more than 0.05

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Kepemimpinan Demokratis	Between Groups	(Combined)	2818,661	25	112,746	2,063	,019
		Linearity	863,898	1	863,898	15,809	,000
		Deviation from Linearity	1954,762	24	81,448	1,490	,128
	Within Groups	2240,533	41	54,647			
	Total	5059,194	66				

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Iklim Organisasi	Between Groups	(Combined)	2193,394	28	78,336	1,039	,450
		Linearity	180,301	1	180,301	2,391	,130
		Deviation from Linearity	2013,093	27	74,559	,989	,505
	Within Groups	2865,800	38	75,416			
	Total	5059,194	66				

Based on Table 10, the value of deviation from linearity of democratic leadership and organizational climate on teacher performance is 0.128 and 0.5 > 0.05; hence, the data is linear.

c. Multicollinearity Test

Multicollinearity test aims to determine whether the regression model found a correlation between independent variables. A sound regression model should not materialize correlation among independent variables. To determine the presence or absence of multicollinearity, it can be seen from the score of *Variance Inflation Factor* (VIF) and *tolerance* (α).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,846	13,228		1,652	,104		
	Kepemimpinan Demokratis	,521	,141	,412	3,695	,000	1,000	1,000
	Iklim Organisasi	,211	,127	,186	1,665	,101	1,000	1,000

a. Dependent Variable: Kinerja Guru

Based on Table 11, it can be seen that if the *tolerance value* > 1 or value *VIF* < 10 then there is no multicollinearity.

2. Hypothesis Test

The hypothesis in this study is to prove that there is an Influence of Democratic Leadership and Organizational Climate towards Teacher Performance in TK ABA in

Probolinggo. Further examination will be conducted to discover a regression model for this study. After testing using SPSS version 25, the following results are obtained:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,453 ^a	,205	,180	7,92654

a. Predictors: (Constant), Iklim Organisasi, Kepemimpinan Demokratis
b. Dependent Variable: Kinerja Guru

Based on the aforementioned table, the coefficient of determination could be seen in this regression equation. The coefficient score is a number that shows how much the democratic leadership variable (X1) and organizational climate (X2) have an influence on the teacher performance variable (Y). The value of R 0.453 presents the connection between the values of 0.4-0.599, between independent and dependent variables. The coefficient of determination is 0.205. This score displays that 20.5% of teacher performance is largely determined by democratic leadership and organizational climate. Meanwhile, the remaining 79.5 % is influenced by other elements that have not been observed.

Although the results of this study reached the category of medium indicators, they exhibited a direct influence among the variables. In order to have a direct influence with a high category, the abilities as a principal can be improved in the aspect of guiding, mobilizing, and influencing the mindset of teachers in order to be the independent influencer as well as encouraging teachers, staff, students, parents of students, as well as other parties to participate in pedagogic activities in order to achieve the designated goals.

This study confirms previous studies regarding democratic leadership which correlated significantly with teacher performance (Saputra, Rusdinal, & Gistituati, 2021; Suhrah, Razak, & Daud, 2021; Togi, Febrian Sitanggang; Toni, 2021). The leadership style of the principal compellingly determines the performance of the teacher. The better the leadership style of the principal is, the higher the performance of teachers would be in the process of learning to teach (Cecilia, 2020; Darmaji, Hayudiyani, Maisyaroh, & Sumarsono, 2018; Halmuniati; Siti, 2019; Titik Handayani & Rasyid, 2015; Haq, Tholkhah, & Primarni, 2019; Muslimin & Rambat, 2019; Nisa, 2018; Susanty & Baskoro, 2012). Leadership style affects a lot of the leader's success in influencing the behavior of his or her subordinates. The leadership of an organization requires the development of staff

and establishing a motivational climate that results in high levels of productivity. The way the principal approaches his or her subordinates in this case the teacher is the key to the performance of a teacher.(Priyono et al., 2018; Hadromi, 2017).

School as a form of organization has its own culture that forms the pattern of a whole and distinctive system. The distinctiveness of school culture cannot be separated from the vision and the educational process that takes place demanding the existence of elements or components of the school in an organization, especially teachers. The success of setting organizational goals in school, building excellence, uniting the interests of multiple educational stakeholders, and various cultural manifestations above is the aggregate of conducive circumstances and consequently inspires preeminent performance of people.

The dimension of organizational climate also determines the performance of teachers (Janah et al., 2019; Leong & Mohd Nordin, 2021; Rahawarin & Arikunto, 2015). In the implementation of the teaching and learning process, teachers must be able to develop a class organizational culture; and a meaningful, creative, dynamic, passionate, dialogical teaching organizational climate; so that it provides joyful learning for learners in accordance with the demands of the law (Halal, Kaki, & Broiler, 2010). A conducive school climate reflects a safe and orderly school environment, optimism, and high expectations from school residents. School health systems and student-centered learning activities are examples of the culture of school management that may improve teacher performance (Titik; Handayani & Rasyid, 2015).

An organization does its job on time because effective leadership could implement and utilize the strong managerial role and function of the ABA Kindergarten including implementing work program planning. If the leadership of a school principal could be vigorously applied in a professional manner and is supported by a conducive school organizational climate, then teacher performance would be incremental. The characteristics of a task-oriented leadership style are to conduct one-way communication, draw up work plans, design tasks, establish work procedures and emphasize the achievement of organizational goals.

The principal's leadership style and organizational climate are decisive for the success or retreat of the school he or she leads. For the leadership function of the principal to successfully empower all school resources to achieve the objectives according to the situation, professional abilities are required; such as personality, basic skills, professional experience and skills, professional training and knowledge, as well as administrative and supervisory competencies.

E. CONCLUSION

Simultaneously, the research conveyed that democratic leadership of the principal (X1) and organizational climate (X2) positively and significantly affect the performance of teachers (Y) in ABA Kindergarten of Probolinggo. This means that the improvement of democratic leadership of school principals as well as organizational climate affect teacher performance by 20.5% while 79.5% is influenced by other variables that are not included in this research model.

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