

The Influence Of Leadership Style, Spiritual Leadership, Altruistic Behavior, Through The Climate Of Teacher Independence, Against The Teacher Performance In Catholic Private Primary School In Pontianak

Florentina
Universitas Negeri Semarang
flotina999@gmail.com

Abstract---The topic of this research is the Effect of Leadership Style, Spiritual Leadership, Altruistic Behavior, Through the Climate of Teacher Independence, on the Performance of Private Primary School Teachers in Pontianak. The background of the problems in this study is (1) the weakness of the principal's leadership style in leading the school organization so that it influences teacher performance in teaching, (2) The influence of leadership style, spiritual leadership, altruistic behavior, through the climate of teacher independence, on teacher performance. The purpose of this study is (1) Determine the influence of leadership factors on teacher performance, (2) Analyze the influence of leadership style, spiritual leadership, altruistic behavior, through the climate of teacher independence, on teacher performance.

The problem in this study First is the individual factors: ability, skills, family background, work experience, social level, and demographic of a person. The second is psychological factors: perception, role, attitude, personality, motivation, and job satisfaction. Whereas the three organizational factors: organizational structure, job design, leadership, and reward systems. Therefore through this paper, I try to find and find the root of the problem and try to offer a solution.

In this study, the approach to be used to obtain data is to use descriptive quantitative research with limited samples. The hope of this research is. (1) becomes an inspiration for principals and prospective principals in leading school organizations, (2) becomes an inspiration for teachers and prospective teachers in carrying out their duties and services as teachers, educators, leaders, and mentors, (3) Motivating teachers and teacher candidates in teaching.

Keywords: leadership style, spiritual leadership, altruistic behavior, climate of teacher independence, teacher performance

I. INTRODUCTION

This study seeks to assess the quality of Catholic educational institutions in Indonesia. This is done in an effort to determine the influence of

leadership style, spiritual leadership, altruistic behavior, through the climate of teacher independence, on the performance of private elementary school teachers in Pontianak. If this condition is allowed to continue, it will have an impact on the relationship between transformational leadership and teacher performance, the relationship between transactional leadership and teacher performance, the relationship between organizational commitment and teacher performance, and the relationship between organizational culture and teacher performance does not go well, especially on work quality. Therefore, this study is an effort to describe the root of the problem and offer solutions in the form of mediating the relationship of transformational leadership, the relationship between organizational culture, and the relationship between achievement motivation and the performance of Elementary School Religion teachers and to obtain empirical information related to research to support this study, then the selected Catholic school will participate in it.

1.1 How is the influence of transformational leadership, achievement motivation, organizational commitment, organizational culture, on job involvement?

Transformational leadership has the ability to generate greater commitment, sacrifice and energy, has great potential to renew degenerate organizations, helps individuals find meaning and joy in work (A.F. Stoner James, 1996: 180).

In the educational environment, the leadership of the principal is very important. This is in line with the opinion of Martono (2013:34). The success of an organization in achieving higher performance depends on the effectiveness of the leader in managing the resources owned by the organization. Similar opinion was also expressed by Joko Widodo (2008: 124) that the leadership behavior of school principals greatly affects the

quality of schools.

Transformational leadership in this study is a leadership style of a principal in carrying out its main duties and functions by implementing the characteristics of a transformational, creating a vision and fostering pride and a sense of belonging to the organization, in an effort to influence teachers with charisma, extraordinary influence on followers and being able to inspire., motivating his followers to prioritize interests, the good of the organization to achieve school goals.

Wahjosumidjo, (2005:83) explains that principal leadership is the ability of a school principal to mobilize, mobilize, guide, protect, set an example, provide encouragement, and provide assistance to human resources in a school so that it can be maximally utilized for achieve the goals that have been set. Furthermore, Maria Eliophotou Menon, (2014: 515) explains the relationship between transformational leadership and the outcomes associated with teachers generally leads to positive effects. Likewise, Luthans (2006:653) argues that transformational leadership leads to high performance in organizations that face the demands of renewal and change. With transformational leadership applied by the principal, it will increase teacher performance. Through transactional leadership, a principal is able to provide an explanation of what responsibilities or duties of subordinates and the rewards they can expect if the specified standards are achieved. With a description of the duties and responsibilities given supported by high awards by the principal, the teacher will try to work more optimally.

1.2 What are the effects of transformational leadership, achievement motivation, organizational commitment, organizational culture, direct or indirect job involvement on performance?

1.2.1 The concept of transformational leadership relationship with performance framework

The success of an organization is marked by the ability of a leader to lead, develop leadership and direct the people he leads to achieve organizational goals. To achieve the success of an organization requires a leader who is able to inspire, be able to motivate, have a strong influence and have a far-reaching vision for organizational excellence. Likewise in educational organizations, in this case schools, teacher performance will be optimal if the principal leadership is able to motivate teachers and teachers have trust, loyalty, respect and are able to direct and motivate teachers to work. Ivancevich et al (2006: 213) explain that transformational leaders are able to motivate their followers to work towards a goal, not for short-term personal gain, and to

achieve achievement and self-actualization, not for the sake of feeling safe.

1.2.2 The concept of transactional leadership relationship with performance framework

Basically, every human being wants the attention of a leader in working in an organization. Likewise, teachers in carrying out their main duties and functions as educators and learners need attention from their leaders, in this case the principal. The form of award given is of course related to the duties and responsibilities it carries. Therefore, in improving its performance, a principal's leadership style is needed that is able to motivate teachers to work with high performance. Robbins (2010: 159) explains that transactional leadership styles lead by using social exchange. A transactional leader is able to direct or motivate his subordinates to work optimally in achieving goals by rewarding their productivity. With a transactional leadership style, a leader will motivate and influence subordinates in work by exchanging rewards with their performance. This implies that a leader in conducting a transaction with a subordinate is promised to be rewarded if the subordinate is able to complete his duties in accordance with the provisions, agreements that have been made and mutually agreed upon.

1.2.3 The conceptual framework for the relationship between organizational commitment and performance

In general, people define organizational commitment as a combination of attitudes and feelings of loyalty or loyalty to the organization. Organizations really need support, strong commitment from employees, this is because employees who have a strong commitment to the organization where they work have a sense of loyalty and even a high sense of belonging to the organization. Meanwhile, the growing sense of belonging will have an impact on a high sense of responsibility for their work and high dedication. Thus the level of loyalty, sense of belonging, responsibility, belonging to the organization will reflect the extent to which an employee's commitment to the organization. An organization that is supported by employees with high loyalty and dedication will encourage involvement and performance that is full of enthusiasm and partisanship for the organization. The degree to which an employee sides with an organization and its goals and desires to maintain membership in the organization (Robbins and Timothy A. Judge, 2008: 100). Mowday (1982) in Sopiah (2008: 155) explains that organizational commitment is a dimension of behavior that has an important degree so that it can be used to assess the tendency of employees to stay as members of the organization.

There is a strong relationship between organizational commitment and employee performance (Robbins and Judge, 2013: 543). This means that employees who have a high commitment to the organization and are supported by high self-confidence can do well or not for their abilities and competencies with regard to the performance of the tasks they are carrying will have high performance and loyalty to the company. Likewise, vice versa, that employees who tend to have low commitment, then their performance is low and loyalty to the company is also low.

1.2.4 The concept of a framework for the relationship between organizational culture and performance

Organizational culture is generally defined as a value system that is shared by members of the organization, and tends to shape group behavior into a social strength and glue for organizational members, their existence grows and develops and becomes a guide in attitudes and directions in achieving organizational goals. Organizational culture becomes a set of values, principles, traditions, and ways of working that are shared by members of the organization and influence the way they act (Robbins (2010: 63)). The existence of an organizational culture becomes a social glue that remembers members of the organization. Meanwhile, according to Kreitner, (1995: 532) states that various characteristics or different personalities between one person and another can be united into an organizational strength, so there is a need for social glue. can color and influence a positive work climate for the implementation of quality education, this is because teachers or employees will feel happy, feel satisfied with their organization so that it will encourage people to work to be better or to have higher performance.

Organizational culture has a strong role in shaping organizational life and provides a relationship with an extraordinary level of organizational performance. Dennison, (1984) in Sinha (2011: 32) if organizational culture wants to contribute to improving performance, it must be "strong" and have different characteristics: certain values, beliefs, and shared behavior patterns. Some scholars have claimed that positive cultural traits enhance performance in proportion to the power of their manifestation. Furthermore, Stephen Swensen (2016: 564) explains that organizational success, in large part, comes from the performance of the leader. Reciprocally, the success of leaders is due in large part to the culture and design of the organization.

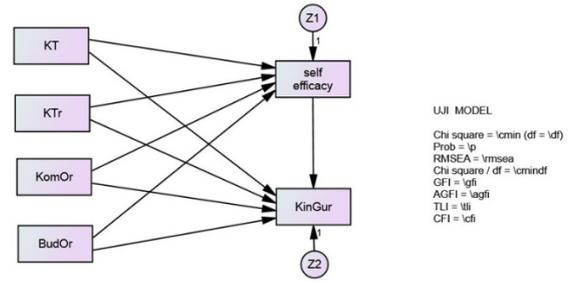


Figure 1. Research Framework

II. METHODS

This research approach will be used to obtain data is to use descriptive quantitative research with a limited sample. The sample was chosen because of its convenience. All schools agreed to participate in this study. Information was collected from study participants using semi-structured interviews.

III. RESULTS AND DISCUSSION

The following are some of the responses to the questions that show to the respondent. The answers that have been given are considered representative of all participants.

Q1: According to your knowledge, what is the influence of transformational leadership, achievement motivation, organizational commitment, organizational culture, on job involvement?

I think the effect of transformational leadership has a negative or no effect on job involvement. This means that the worse the application of transformational leadership values shown by the leadership (leader), the lower one's performance is, while organizational commitment has a positive and significant effect on one's performance. This is because the better the organizational commitment values are applied, the greater the work involvement.

Q2: What do you know about transformational leadership?

I think transformational leadership is concerned with improving follower performance and developing followers to their maximum potential. In addition, it motivates followers to act in favor of interests that are greater than theirs. This is because it has the underlying factors as a transformational leader.

Q3: What is the role of teachers in education in schools?

Teachers are an important factor that can determine the level of quality of education in schools, because through quality teachers in the teaching and learning process quality students will be produced. Without the presence and performance of teachers in the teaching and learning process it is impossible to

transfer knowledge, skills and instill norms, as well as values for students. Every school expects to have high-performing teachers, because with high performance the teaching and learning process will be of high quality. With the quality of the learning process, high teaching output is expected to be high.

Q4: How do you think about the current Catholic school teaching and learning process?

The existing phenomenon is based on preliminary research conducted by researchers by distributing questionnaires to teachers conducted pre-research that the syllabus and teaching preparation plans are not in accordance with the standard of the process, not even a few copy and paste from others. Likewise, in compiling KKM, it is not in accordance with the principles for preparing KKM as stipulated in the assessment standard. This fact shows that the principle of students having to be thorough in learning has not been owned by the teacher. The KKM which serves as a reference for educators in assessing the competence of students according to the core competencies and basic competencies of the subjects that are being followed and serves as a reference for students in preparing themselves for subject assessment has not yet been understood by the teacher.

Q5: How is the planning of the preparation of learning tools when teaching?

In addition to these findings, the existing phenomena indicate that in the planning of teaching programs, especially in designing evaluations, they should include techniques, forms and assessment instruments in the realm of spiritual attitudes, social attitudes, knowledge and skills, including techniques, forms and assessment instruments that are in accordance with the indicators, compiling an assessment instrument according to the principles of instrument development, developing scoring guidelines including a rubric in accordance with the instrument, however, many of the evaluation designs are still incomplete. This means that there are still teachers who have not been able to compile their syllabus and teaching preparation plans, so they must be improved. Likewise, the teacher in the learning steps, methods, media, indicators planned in the syllabus and the lesson plan have not been maximized. This condition indicates that the teacher's performance in opening activities, core learning activities and closing lessons has not met the standard process.

Q6: What are the factors that influence teacher performance in teaching in schools?

The first is individual factors: abilities, skills, family background, work experience, social and demographic level of a person. The second is psychological factors: perceptions, roles, attitudes, personality, motivation, and job satisfaction, while the three organizational factors are: organizational structure, job design, leadership, and reward systems.

Q7: What are the underlying problems in leadership style, spiritual leadership, altruistic behavior, through the climate of teacher independence, on teacher performance?

1. The weakness of the principal's leadership style in leading the school organization so that it affects teacher performance in teaching.
2. The influence of leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance.

Q8: What impact will arise if leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance does not work optimally?

To improve teacher performance, the leadership factor plays a very important role, this is because through good leadership, a principal is able to direct, guide and mobilize teachers in working to achieve school goals. Conversely, if it does not go well, the teacher's performance will be not good, so that the quality will decrease or decrease.

Q9: What are your suggestions for improving your leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance?

In my opinion, transformational leadership strategies, transactional leadership, organizational commitment, organizational culture with work involvement are mediating variables in increasing their relationship with teacher performance. This study was conducted to determine the role of work involvement in mediating the relationship of transformational leadership, the relationship between organizational culture, and the relationship between achievement motivation and the performance of elementary school religion teachers and to obtain empirical information.

Furthermore, it was emphasized that this moment is the right moment to renew itself towards a better change so that the existence of Catholic institutions can improve quality and survive in the era of globalization. Therefore, efforts of leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance are steps right.

IV. CONCLUSION

Talking about the influence of leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance means a real effort made on purpose to improve the overall or total institutional structure. The influence of leadership style, spiritual leadership, altruistic behavior, through the climate of teacher independence, on teacher performance in the context of changes that mean totally or comprehensively about the governance of Catholic

educational institutions.

Looking at the responses given by the respondents in this study, the steps that can be taken include:

1. To restore leadership style, spiritual leadership, altruistic behavior, through a climate of teacher independence, on teacher performance that is always shared by all elements of the Catholic school (school).
2. Catholic institutions must have the courage to do a total revitalization of the vision, strategy, management, and learning practices by promoting a sense of change for all those involved in it.
3. Leaders should always maintain good communication and network with fellow Catholic educational institutions and other private institutions.
4. The influence of leadership relationships to improve teacher performance in transformational leadership, achievement motivation, organizational commitment, organizational culture, through work involvement in religious teachers must leave exclusive attitudes and start building good relationships with others.
5. Leaders must be an inspiration for teachers and prospective school principals in leading organizations in schools.
6. Leaders must be an inspiration to teachers and prospective teachers in carrying out their duties and services as teachers, educators, leaders and mentors.
7. Leaders must motivate teachers and prospective teachers in teaching.

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