

## **The Effect of Principal Instructional Leadership, Work Climate, and Achievement Motivation on Work Productivity of Vocational School Teachers in Palangkaraya**



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**ABSTRACT:** This study aims to analyze the effect of Instructional leadership, work climate and achievement motivation on work productivity. This research utilized a quantitative approach with a path analysis model. The population of this study was 380 teachers with a sample of 196 people using proportional random sampling techniques. The researchers used a questionnaire as the instrument consisting of principal instructional leadership variable (26 items), work climate variable (25 items), achievement motivation variable (28 items) and teacher work productivity variable (21 items). The instrument was tested for validity using item analysis with product moment correlation while reliability with Cronbach alpha. The data were analyzed using path analysis. The results showed that there is a direct effect of the principal's instructional leadership on teacher work productivity, work climate on teacher work productivity and achievement motivation on teacher work productivity, principal instructional leadership on achievement motivation, work climate on achievement motivation. The indirect effect of the principal's instructional leadership on teacher work productivity through the motivation to excel, and work climate towards teacher work productivity through motivation to excel.

**KEYWORDS:** leadership, work climate, motivation to excel

### **INTRODUCTION**

Along with the development of the times and technology that is increasingly undergoing changes, organizations are required to always change and compensate for it in increasing work productivity. Productivity in the field of education is largely determined by the activities of the teacher in the classroom with the principal in the school is part of the factor that determines the success of the school organization. Teacher is the most important workforce and asset in an educational organization because the teacher is one of the factors that think, plan, run, improve the process and everything related to the success of the process in the entire school organization. Human resources in schools, including principals, teachers, staff, and school committees, teachers are one of the very important elements in an educational organization where teachers are the driving force to form and produce potential human resources in the field of development.

According to Hasibuan (2016), work productivity is a comparison between output and input where the output must have added value and better workmanship techniques. Meanwhile according to Sutrisno (2018), productivity is very important for employees in the company in this case productivity for teachers. Factors that affect work productivity include exercise exercise, mental and physical ability of employees, the correlation between superiors and subordinates. The leadership applied by a school principal greatly affects the work productivity of teachers which can be understood through the modeling process or *vicarious learning* carried out by superiors which then inspires employees to increase work productivity.

Instructional leadership is defined as leadership that emphasizes learning as an activity in schools (Suaharsaputra, 2016). A conducive work climate can be a tool for leaders to motivate employees. Motivated employees will certainly be more productive and ultimately have an effect on employee and organizational productivity. Robbin and Judge (2015) stated that work climate is a term used to contain a series of behavioral variables that refer to values, beliefs, and basic principles that act as a basis for an organization's management system.

In addition to instructional leadership, which plays a significant role in developing a good work climate in schools, a good work climate will promote positive motivation, which can boost teacher work productivity. According to McClelland's thesis (Wirawan, 2017), motivation encompassed three needs: the need for achievement, the need for belonging, and the need for power.

According to the results of preliminary observations of the productivity of vocational school teachers in Palangkaraya in terms of ability, improving the results achieved, morale, self-development, quality, and efficiency, some teachers still have the ability as expected by the world of education. However, there are still teachers who are unable to plan and input grades in the students'

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reports. In terms of self-development and teacher quality, there are still teachers who are unwilling to learn how to improve their absorption rate. In some vocational institutions, the efficacy is not commensurate with the comparison between the produced results and the total resources employed.

In line with the preceding description, teacher work productivity is a crucial factor because it determines the implementation of work efficiently and effectively, which is influenced by instructional leadership, work climate, and drive to achieve. However, preliminary investigations in the field indicate that there are still many teachers who have not carried out their duties efficiently and effectively, resulting in a low level of teacher productivity.

## RESEARCH METHOD

This study utilized a quantitative methodology with a path analysis model. This study's population consisted of 380 teachers, and a sample of 196 individuals was drawn using proportional random sampling techniques. Data was collected through the principal's instructional leadership variable instruments (setting learning goals clearly, being a resource person for staff and teachers, creating a school culture and climate that is conducive to learning, communicating the vision and mission of the school, conditioning teachers and staff to achieve high professional goals, in developing the professional ability of teachers includes (26 items), work climate instruments (21 items). The path analysis was used to assess the validity and reliability of instruments. Instruments consisting of instructional leadership of the principal (26 items), work climate instruments (25 items), achievement motivation instruments (28 items), and teacher work productivity instruments (ability, improving the results achieved, morale, self-development, quality, efficiency consisting of 21 items) were used to collect data. Validity of the instruments was determined using item analysis with product moment correlation, and reliability was determined using Cronbach's alpha.

## RESEARCH FINDINGS

Based on the results of data analysis using path analysis as described above from the effect, it was found that the coefficients of direct and indirect effects as described in Figure 1.

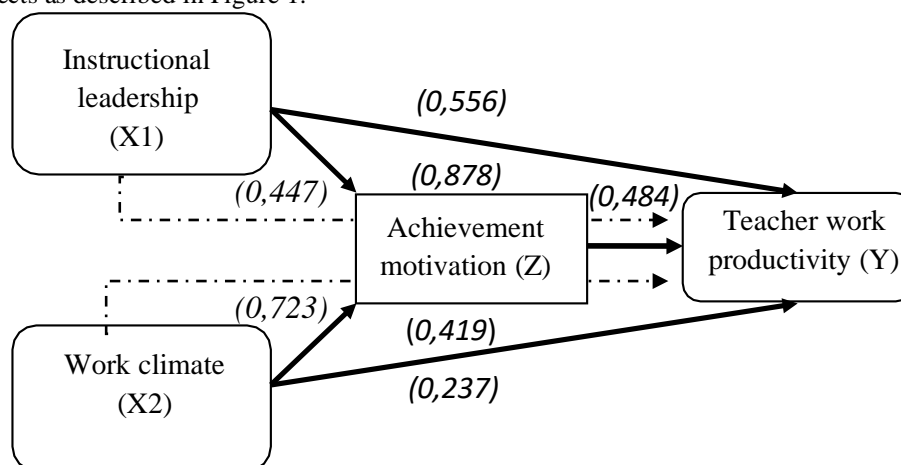


Figure 1. Path Analysis Model X<sub>1</sub>, X<sub>2</sub>, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, & H<sub>5</sub>

	Hypothesis	p.s	Decision
H <sub>1</sub>	There is a positive and significant effect of instructional leadership on achievement motivation	0.001	Accepted
H <sub>2</sub>	There is a positive and significant effect of work climate on achievement motivation.	0.004	Accepted
H <sub>3</sub>	There is a positive and significant effect of instructional leadership on teacher work productivity.	0.001	Accepted
H <sub>4</sub>	There is a positive and significant effect of work climate on teacher work productivity.	0.000	Accepted
H <sub>5</sub>	There is a positive and significant effect of achievement motivation on teacher work productivity.	0.014	Accepted

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**Table 2. Summary of Hypothesis Testing Decisions of H<sub>6</sub> and H<sub>7</sub>**

Hypothesis		Decision		
		Direct	Indirect	Decision
H <sub>6</sub>	There is an indirect positive effect of instructional leadership on teacher work productivity through achievement motivation. Live.	0.309	0.104	Accepted
H <sub>7</sub>	There is an indirect positive effect of work climate on work productivity through direct achievement motivation.	0.288	0.162	Accepted

Table 1 is a summary of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> hypotheses testing decisions with criteria for significant values less than 0.05, hence the hypotheses are all accepted. Table 2 is a summary of the H<sub>6</sub> and H<sub>7</sub> hypothesis testing decisions for indirect correlations between variables. Based on the results of the analysis in Tables 1 and 2, in this study a correlation between variables was found that can be explained as follows.

## DISCUSSION

### A. The Direct Effect of Principal Instructional Leadership on Achievement Motivation

The results of the path analysis show that directly the instructional leadership of the principal has a positive and significant effect on the motivation of teacher achievement at vocational school in Palangkaraya of 0.447. This indicates that to be able to increase teacher achievement motivation, what can be done is to improve the quality of instructional leadership of the principal. The results of this study are in line with the results of research by Rusdiana, et al., (2022); Mahdiyana, et al.,(2022); Silvia, et al., (2022); Birhasani, et al., (2022) stated that instructional leadership plays an important role and must be implemented by principals because it has a positive effect on teacher achievement motivation.

### B. The Direct Effect of Work Climate on Achievement Motivation.

Achievement motivation and work climate are a unit that functions to realize the goals of an organization or institution. Motivation plays more of a role as a personal factor of the worker at work, while the organizational climate plays a role as a situational and external factor. The results showed that directly the work climate had a positive and significant effect on the motivation for teacher achievement at vocational schools in Palangkaraya, which was 0.723. This research is in line with the results of the study by Mahdiyana, et al., (2022) stating that there is a significant contribution to the work climate climate to the motivation to achieve, meaning that the higher the work climate variable will increase motivation. This result is also in line with the research study conducted by Abidin, et al., (2022) & Karyadi, et al., (2022)

### C. The Direct Effect of Instructional Leadership on Teacher Work Productivity.

The results of the path analysis showed that the instructional leadership of the principal directly had a positive and significant effect on the work productivity of vocational school teachers in Palangkaraya, which was 0.556. This indicates that to be able to increase the work productivity of vocational school teachers in Palangkaraya can be pursued by improving the instructional leadership of the principal. The findings of this study are in line with the research studies by Diyanto, et al., (2022) & Patria, et al., (2022) showing that leadership affects teacher performance.

### D. The Direct Effect of Work Climate on Teacher Work Productivity.

The results of the path analysis indicate that the work environment has a direct and beneficial influence on the job productivity of teachers in Palangkaraya, which is 0.237%. This implies that the work productivity of vocational school instructors in Palangkaraya can be increased by enhancing the quality of the workplace environment. This research is bolstered by the study by Patria et al., (2022) & Mahdiyana et al., (2022) claimed that the work atmosphere has an effect on teacher performance, such that the better the work climate, the better the teacher performance.

### E. The Direct Effect of Achievement Motivation on Teacher Work Productivity.

The results of the path analysis show that the achievement motivation directly have a positive and significant effect on the work productivity of vocational school teachers in Palangkaraya, which is 0.419. This indicates that to be able to increase the work productivity of vocational school teachers in Palangkaraya can be pursued by increasing the motivation to excel. Hamali (2013) stated that work motivation affects employee work productivity. This research is in line with the research by Ariningtyas (2016) stating that achievement motivation has a significant direct effect, and there is a positive correlation to work productivity.

### F. There is an Indirect Positive Effect of Instructional Leadership on Teacher Work Productivity through Achievement Motivation

The results indicated that the instructional leadership of the principal indirectly had a positive and statistically significant influence on the work productivity of vocational school instructors through achievement motivation by 0.142. According to Nomme in Sutrisno (2018), to enhance or improve productivity, a change in the company's mental system, in this case schools, is

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required. Therefore, if a principal establish and implement a culture that combines productivity and human growth, success and productivity will increase.

Instructional leaders are also attentive to the self-development requirements of their followers, able to alter their followers' understanding and viewpoint of difficulties, and able to encourage and motivate their followers to work hard to attain common goals (Robbins, 2014). According to studies by Wardani et al., (2022) & Rusdiana et al., (2022), the instructional leadership of the principal has a significant impact on teacher performance through work discipline.

**G. There is an Indirect Positive Effect of Work Climate on Work Productivity Through Direct Achievement Motivation**  
**The results showed that indirectly the work climate had a positive and significant effect on teacher work productivity through achievement motivation of 0.031. Teacher work productivity is a work effort that is carried out so that it is carried out efficiently and effectively and achieves the goals that have been set.**

Sutrisno (2018) stated that a methanonic organization generates productivity and personal motivation tremendously. This means that the more individuals work to achieve their own goals and missions, the more they increase their work to achieve the common interest of the school's goals and missions. A climate that supports a person to have the motivation to excel will be able to increase the work productivity of teachers. In line with the research study by Yusaini & utama (2020), their findings stated that the work environment can affect the work motivation of individuals in carrying out their tasks. The work climate is an atmosphere contained in the organization, the work climate through work motivation can affect the work productivity of lecturers who work at private universities in Aceh.

### CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a direct effect of the principal's instructional leadership on teacher work productivity, the work climate on teacher productivity; achievement motivation on teacher work productivity; principal instructional leadership on motivation of teacher achievement; and work climate on the achievement motivation of vocational school teachers in Palangkaraya. In addition, there is an indirect effect of the instructional leadership of the principal through the motivation of achievement on the work productivity of teachers and work climate through the achievement motivation in the work productivity of vocational school teachers in Palangkaraya.

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