

The Effect of Principal's Situational Leadership, Communication, and Work Culture on Professional Attitudes of Public High School Teachers in Balangan Regency



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ABSTRACT: Teacher professional attitude, particularly at the State High Schools in the Balangan Regency, is relatively average. Moreover, the teaching and learning activities have not fully reflected the 21st-century learning. In addition to the teachers' individual responsibilities, the principal is the main driving force of instructional activities in the school. Thus, this research study aims to investigate the direct and indirect effects of the principal's situational leadership, communication, and work culture on the professional attitudes of state high school teachers in the Balangan Regency. The population of this study consists of as many as 189 teachers from State High Schools in Balangan Regency, with a sample size of 128 using Simple Random Sampling technique. The researchers used descriptive techniques and path analysis to analyze the data. Utilizing the principal's situational leadership instruments (17 items), communication (30 items), work culture (35 items), and teacher professional attitudes, the data was collected (25 items). The results indicated that there is an effect of principal situational leadership on teacher professional attitudes, communication, and work culture, communication on teacher professional attitudes, work culture towards the professional attitude of the teacher, communication towards the work culture, and the indirect effect of situational principal leadership on the professional attitude of the teacher through communication and work culture. Situational leadership, communication, work culture, and the professional attitude of teachers are relevant.

KEYWORDS: situational leadership, communication, work culture, professional attitude of teachers

I. INTRODUCTION

Teacher professionalism is a matter of debate these days. Improving the professionalism of teachers is perceived as one of the efforts that can improve the quality of education. Teachers' attitude toward their career is one of the teacher's defining characteristics that is directly associated with their occupation. This is evidenced by the fact that high school teachers in the Balangan Regency appear ordinary, and teaching and learning activities have not fully reflected 21st-century learning. In addition to the responsibilities of the teacher, the principal is the driving force behind the school's educational activities.

Attitude has an effect on a person's performance. If there is a desire to improve teacher performance, teacher professionalism also needs to be improved. The improvement of teachers' professionalism in education and instruction is largely driven by their attitude toward the profession. Without a positive outlook on their career, it is impossible for individuals to conduct themselves professionally. Educators with a professional attitude are required in the community, particularly in school settings because teachers are the student's second parents (Ambarita, 2011). With teachers, children will obtain lessons, knowledge, role models, role models of attitudes and actions, and direction that assists them in navigating their life. The professional attitude of the teachers will be able to bring students motivated, excited, interested and even provide inspiration for students with bright ideas in participating in the learning process activities at school.

The success of education in schools is primarily determined on the principal's ability to manage the available educational professionals and personnel. Principals have a significant effect on enhancing the performance and professionalism of teachers. They are responsible for the implementation of educational activities, the administration of the school, the coaching of educational professionals, and the utilization and maintenance of resources and infrastructure. Each principal carries out his/her tasks through a distinct leadership style (Mulyasa, 2018). Harsey and Blancard's situational leadership style is one of the leadership styles utilized by assessing the readiness or maturity of teachers to carry out their responsibilities and duties in school.

Communication with fellow colleagues, with superiors and with subordinates, coworkers, bosses, and subordinates is an integral part of a teacher's job. Effective communication can be the key to enhancing the professionalism of instructors. Through communication, the teacher can request directions for the execution of tasks from the supervisor. Through communication, educators can also collaborate with one another (Pace & Faules, 2005).

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Work culture is a philosophy based on a perspective of life values that become traits, habits, and also motivators that are cultivated in a group and embodied in attitudes, becoming behaviors, ideals, opinions, and viewpoints that present themselves as work. Implementing a work culture in an institution or organization has profound significance, as it will alter the attitudes and actions of human resources in order to attain high levels of work productivity (Ndraha, 2012).

Currently, the existence of professional teachers is a very far from what is aspired to. The proliferation of low-quality schools in Indonesia indicates that professional instructors are merely a concept that has not been fully fulfilled in all areas of education. This raises a concern not just among academics but also among the general public on the decline in education and teaching staff. Academics were alarmed by this reality, so they devised a plan to strengthen teacher qualifications by empowering and enhancing teacher professionalism attitudes from training through instructing, so that all teachers have an undergraduate level qualification (S1). Therefore, the improvement of the teacher's professional attitude is determined on the principal's leadership, communication, and work culture.

II. METHOD

This research employed a quantitative approach. The population of this study was all state high school teachers in Balangan Regency as many as 189 people, and a sample of 128 people with simple propositional sampling technique. The data were collected through the principal's situational leadership instruments (telling, selling, participating, delegating), communication (downward, upward, horizontal, vertical, verbal, non-verbal communication), work culture (attitude towards work, behavior at work time), and teacher professional attitudes (attitudes towards invitation-kick regulations, professional organizations, peers, learners, workplace, leaders, jobs). The data was compiled with a Likert scale that has been tested for validity and reliability using correlation. The data collected in the analysis used path analysis to see direct and indirect effects between variables. The hypothesis testing in this study used path analysis.

III. RESULTS AND DISCUSSION

Based on the results of the data analysis using path analysis, the coefficients of direct and indirect effect were found as illustrated in Figure 1.

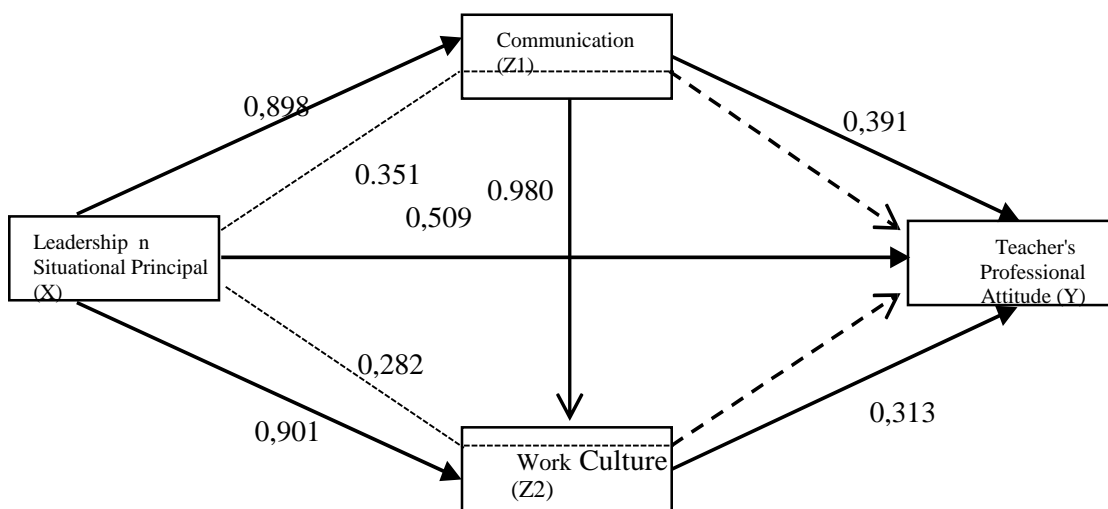


Figure 1. Summary of X, Z1, Z2, and Y Effect Trajectory Model

Based on Figure 1, the hypothesis in this study can be seen in Tables 1 and 2

Table 1. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, H₅, & H₆

Hypothesis	Description	Coefficient	Decision
H1	There is a significant positive effect of principal situational leadership on teacher professional attitude.	0,509	Accepted
H2	There is a significant positive effect of communication on teacher professional attitude.	0,391	Accepted
H3	There is a significant positive effect of work culture on teacher professional attitude.	0,313	Accepted

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H4	There is a significant positive effect of principal situational leadership on communication.	0,898	Accepted
H5	There is a significance positive effect of principal situational leadership on work culture. <u>There is a significant positive effect of work culture on communication.</u>	0,901	Accepted
<u>H6</u>	Table 2. Summary of H 7 and H8 Hypothesis Testing Decisions	<u>0,980</u>	<u>Accepted</u>

Hypothesis		P	Decision	
Hypothesis	Immediately	Indirect	Decision	
H7	There is a significant positive indirect effect of principal situational leadership and teacher professional attitude through communication	0,509	0,351	Accepted
H8	There is a significant positive indirect effect of principal situational leadership and teacher professional attitude through work culture	0,509	0,282	Accepted

IV. DISCUSSION

A. The Effect of Principal's Situational Leadership on the Professional Attitude of Public High School Teachers in Balangan Regency

Based on the results of the path analysis, the value of the path coefficient of 0.509 was obtained with a count of t 14.725 and a significance of 0.000 so that the significance value was less than 0.05. This shows that the principal situational leadership has a positive and significant effect on the professional attitude of state high school teachers in Balangan Regency. According to Suhaimi, et al., (2021), the factors that effect teacher performance including work experience, leadership, social conditions, interpersonal correlations, motivation and work discipline. Principal situational leadership views people, organizational performance and growth as interconnected. Burns posited that "situational leadership as a leader's or superior's correlation to employees." Employees feel trust, pride, loyalty and respect for superiors. They are motivated to do beyond what is expected. This research study is in line with Suhaimi & Effendi (2018) research study suggesting that there is a significant correlation between the role of the principal and attitudes towards the teacher profession. These findings support previous research study conducted by Supiansyah et al., (2022); Silfiati et al., (2022); Norlatipah, et al., (2022); Rusdiana et al., (2022); Suhaimi et al., (2021) on principal leadership. As well as previous research on the professionalism of teachers by Asgaruddin (2021); Hadijah, et al., (2022); & Martini et al., (2022).

B. The Effect of Work Communication on the Professional Attitude of State High School Teachers in Balangan Regency

Based on the results of the path analysis, the value of the path coefficient of 0.391 was obtained with a calculated t of 5.151 and a significance of 0.000 so that the significance value was less than 0.05. This shows the results that teacher work communication has a positive and significant effect on communication with the professional attitude of state high school teachers in Balangan Regency. Sartika & Muchtar (2012) stated that teacher professional attitude is a daily task that is the responsibility of the teachers. It includes managing learning programs, managing classes, managing student learning interactions, assessing student achievement, and providing guidance services to students. Teachers can develop their professional attitudes in formal and non-formal ways, in a formal way they can be taken through attending seminars and other scientific activities, while the informal way can be done by becoming a teacher who is not left out of information, easily can be done through mass media or social media. This research is in line with the previous research studies stating that there is a positive effect of teacher professional competence on work communication (Hadijah, et al., 2022). It also supports previous research study on communication (Suhaimi et al., 2021) as well as about the professionalism of teachers (Asgaruddin, 2021; Martini et al., 2022; Rusdiana et al., 2022; Supiansyah et al., 2022).

C. The Effect of Work Culture on the Professional Attitude of State High School Teachers in Balangan Regency

Based on the results of the path analysis, the value of the path coefficient is 0.313 with a t -count of 4.474 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that the teacher's work culture has a positive and significant effect on work culture with the professional attitude of state high school teachers in Balangan Regency in carrying out official duties as well as attitudes and behaviors.

According to Asgaruddin (2021), work culture is a set of behavior patterns that are inherent as a whole in each individual in an organization. Building a culture means improving and maintaining the positive sides as well as trying to get used to certain patterns of behavior in order to create a new and better form. Teachers who are able to build a good work culture in working in schools or in their organizations will have an effect on the professional attitude of teachers. The application and habituation of a

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good work culture will result in a good professional attitude of teachers, so this will also have an effect globally, especially on student learning outcomes to improve the quality of education.

This results of this research study is in line with (Hadijah, et al., 2022) research stating that there is an effect of teacher professional competence with work culture. And supports previous research on work culture (Hidayati et al., 2022; Supiansyah et al., 2022), as well as on the professionalism of teachers (Martini et al., 2022; Rusdiana et al., 2022).

D. The Effect of Principal's Situational Leadership on The Work Communication of State High School Teachers in Balangan Regency

Based on the results of the path analysis, the value of the path coefficient of 0.898 was obtained with a count of t 22.932 and a significance of 0.000 so that the significance value was less than 0.05. This shows the result that the situational leadership of the principal has a positive and significant effect on the working communication of state high school teachers in Balangan Regency.

According to Aisyah & Destiny (2017), leadership is an interpersonal effect, which is carried out in a particular situation, which is directed through the process of communication in the direction of one or another specific goal. Well-established work communication in an institution makes it easy for leaders to effect, coordinate, mobilize individuals without being forced from any party to cooperate regularly in an effort to achieve common goals that have been set or formulated. Thus, it is suspected that there is a positive effect of the leadership situational principal with the communication of the work of the teacher in the school. It can be said that the better the situational leadership of the principal, the better the work communication will be.

This research is in line with Fauzia et al., (2018) research study showing that there is a correlation between the principal's situational leadership and interpersonal communication. And support previous findings on principal leadership (Norlatipah et al., 2022; Rusdiana et al., 2022; Silfiati et al., 2022; Suhaimi et al., 2021; Supiansyah et al., 2022).

E. The Effect of Situational Leadership with the Work Culture of State High School Teachers in Balangan Regency

The results of the path analysis showed that the value of the path coefficient is 0.901 with a calculated t of 23.318 and a significance of 0.000. Thus, the significance value is less than 0.05. This shows the result that the situational leadership of the principal has a positive and significant effect on the work culture of state high school teachers in Balangan Regency.

Metroyadi (2015) stated that in improving the quality of education, the principal performs three functions, namely: helping teachers understand, choose, and formulate educational goals to be achieved; mobilize teachers, employees, students, and community members to succeed educational programs in schools. and creating a school as a harmonious, healthy, dynamic, comfortable work environment so that all members can work with full productivity and obtain high job satisfaction. As the school manager, the principal is responsible for the management of the school. The principal, in this context, has the task of planning, organizing, implementing, leading, and controlling all efforts to achieve educational goals.

These findings are in line with the implementation of a good leadership style Prime et al., (2020), so school members consciously and responsibly carry out their duties and that states there is a correlation between situational leadership and work culture (Supiansyah et al., (2022) as well as supporting research on the leadership of the principal (Norlatipah et al., 2022; Rusdiana et al., 2022; Silfiati et al., 2022; Suhaimi et al., 2021; Aslamiah, 2011) and on work culture (Hadijah et al., 2022; Hidayati et al., 2022).

F. The Effect of Work Culture on Work Communication of State High School Teachers in Balangan Regency

The value of the path coefficient of 0.980 was obtained with a t count of 55.681 and a significance of 0.000 so that the significance value was less than 0.05. This shows the result that teacher work communication has a positive and significant effect on the work culture of state high school teachers in Balangan Regency. The fundamental function of work culture is to build full human resources so that everyone is aware that they are in a correlation with the role of supplier customers in communicating with others effectively and efficiently and encouragingly. Therefore, the work culture seeks to change the traditional communication culture into modern management behavior, so that trust and the spirit of cooperation are embedded and disciplined (Triguno, 2014). This means that well-established work communication is one way to improve the teacher's work culture, because with communication, leaders can provide direction, information or guidance so that employees can work better. On the other hand, employees can also consult with leaders about obstacles or work problems encountered so that they can be resolved quickly and precisely.

This research is in line with research study conducted by Hadijah et al., (2022) to find the effect between work culture and teacher work communication. And support previous research on communication (Suhaimi et al., 2021) as well as about work culture (Hidayati et al., 2022; Supiansyah et al., 2022).

G. The Indirect Effect of Situational Leadership of Principals with Teacher Professional Attitudes through Work Communication of State High School Teachers in Balangan Regency

The value of the path coefficient is 0.351 and the significance is 0.000. The significance value is less than 0.05. The results showed that there is a positive and significant indirect effect of the principal's situational leadership with the professional attitude

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of teachers through the communication of the work of state high school teachers in Balangan Regency in trust and involvement in school development.

Leaders who can apply the right leadership style and according to the situation that occurs within the school will reflect the effectiveness of the leadership. According to Fauzia et al., (2018), situational leadership is "leadership that focuses on the readiness of followers". The factors that effect it are: telling, selling, participating, delegating and the level of follower readiness which includes: the ability and willingness of followers. The situational leadership of the principal is very colorful in working conditions, policies, social effects, communication with teachers and students, and also their actions in making various policies. These conditions also have an effect on the professional attitudes of teachers. This research study is in line with Suhaimi & Effendi (2018) suggesting that there is a significant correlation between the role of the principal and attitudes towards the teacher profession.

H. The Indirect Effect of Situational Leadership of Principals and Professional Attitudes of Teachers through the Work Culture of State High School Teachers in Balangan Regency

Based on the results of the path analysis, the value of the path coefficient of 0.282 and the significance of 0.000 was obtained so that the significance value was less than 0.05. This shows that there is a positive and significant indirect effect of the principal's situational leadership on teacher professional attitude through work communication of the state high school teachers in Balangan Regency.

Situational leadership model identifies four types of development by determining the situation of the follower and appropriate leadership style will emerge, namely: informing, hawking, engaging, and delegating (Harsey & Blancard, 1998). This affects a person's work culture. Situational leadership when applied appropriately and appropriately in the work environment can improve one's work culture. Work culture is an attitude towards work that can activate, empower and direct behavior to carry out tasks properly within the scope of work. The realization of an optimal professional teacher attitude cannot be separated from the support of a work culture and situational leadership style that is well implemented in an institution. Situational leadership is believed to be a leadership style that is able to create a positive work culture in employees.

These findings support previous research studies conducted by Supiansyah et al., (2022); Silfiati et al., (2022); Norlatipah et al., (2022); Rusdiana et al., 2022; Suhaimi et al., 2021). And about the leadership of the principal. And about the professionalism of the teacher (Asgaruddin, 2021; Hadijah. et al., 2022; Martini et al., 2022). As well as about work culture (Hidayati et al., 2022).

IV. CONCLUSION

Based on the results of the analysis and discussion of the research results as described in the previous parts, it can be concluded that the principal situational leadership, communication, work culture, and teacher professional attitudes on state high schools in Balangan Regency are in a high category. In addition, principal situational leadership, communication, and work culture exert a direct and indirect effect on the professional attitude of state high school teachers in Balangan Regency.

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