

The Effect of Principal Instructional Leadership, Work Climate and Work Motivation on Teachers' Organizational Citizenship Behavior in MTsN throughout Hulu Sungai Selatan Regency



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ABSTRACT: This study aims to determine and analyze the direct and indirect effects of instructional leadership, work climate and work motivation on commitment to organizational citizenship behavior on teachers at MTsN in Hulu Sungai Selatan Regency. This research study is correlational research with path analysis. The population of this study was 350 teachers from 12 MTsN with a sample technique of 187 people. It used a proportional random sampling. Data was collected using instruments consisting of principals' instructional leadership instrument (28 items), work climate instrument (24 items), work motivation instrument (28 items) and Organizational Citizenship Behavior instrument (18 items). The instruments were tested for validity and reliability and analyzed using path analysis. The results showed that there were direct and indirect effects of instructional leadership, work climate and work motivation on teacher organizational citizenship behavior.

KEYWORDS: Instructional Leadership, Work Climate, Motivation, Organizational Citizenship Behavior

INTRODUCTION

School as an organizational unit of formal education is a forum for collaboration between teachers, staff, principals and students and parents. To achieve school goals, both quantity and quality are largely determined by the role of the teacher. The success of teachers is greatly influenced by the principal through leadership that is able to create work motivation, shapes the work climate and finally gives an impact in the Organizational Citizenship Behavior (OCB).

The leadership applied by a leader greatly influences the emergence of OCB which can be understood through the modeling process or vicarious learning carried out by leaders which then inspires employees to also do OCB, so that leaders can become OCB model agents. However, this must also be supported by a good quality of interaction between leaders and employees. That way, leaders will have a positive view of their employees; on the other hand, leaders will feel that their employees provide support and motivation so that they will show respect and try to do more for the organization. One of the leadership styles applied by the principal is instructional leadership. Instructional Leadership is leadership that focuses on determining the vision, mission and goals of the school, managing, organizing, coordinating the curriculum, improving quality learning, as well as matters relating to learning and coordinating the learning climate so that it becomes conducive that it can strengthen the school culture. This leadership method emphasizes learning as an activity at school (Suharsaputra, 2019). Samsiah et al., (2019) stated that Instructional Leadership plays an important role and must be applied by principals and teachers because it can have an impact on the emergence of teachers' Organizational Citizenship Behavior which can be useful in improving school achievement. Suriansyah (2015) stated that principal's leadership style is very important to achieve school goals.

Organizational Citizenship Behavior is a manifestation of the intrinsic motivation that exists within a person, for example personality and certain interests. Hasibuan (2019) explains that motivation is the provision of a driving force that creates enthusiasm for one's work, so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction. The performance of human resources is influenced by various things, both arising from within the workforce itself (such as job satisfaction, compensation, skills) and the overall work environment as well as outside the work environment. In addition to leadership and motivation, a factor that also determines organizational citizenship behavior is the work climate. According to (Gobel et al., 2014), work climate is the perception of organizational members (individually and in groups) and those who are in constant contact with the organization about what is or is happening in the organization's internal environment on a regular basis, which affects organizational members' attitudes, behavior and performance which then achieved organizational performance. Robbins & Judge (2016) said that work climate is a term used to contain a series of behavioral variables that refer to values, beliefs, and basic principles that serve as a basis for the organization's management system. In addition, according to

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(Davis & Newstorm, 2017), work climate is the personality of an organization that distinguishes it from other organizations which leads to the perception of each member in viewing the organization. Therefore, the effects of instructional leadership, work climate and work motivation on commitment to organizational citizenship behavior on teachers is important to study and this research study will reveal whether there is any direct and indirect effects of instructional leadership, work climate and work motivation on commitment to organizational citizenship behavior on teachers.

METHOD

This research study aims to analyze the direct and indirect relationship between the variables of principal's instructional leadership and work motivation, work climate with work motivation, instructional leadership with organizational citizenship behavior, work climate with organizational citizenship behavior, and work motivation on organizational citizenship behavior, principal's instructional leadership. schools through work motivation on organizational citizenship behavior, and work climate through work motivation on organizational citizenship behavior. The population of this study was all MTsN teachers in Hulu Sungai Selatan Regency as many as 350 teachers with a sample of 187 teachers. The researchers used proportional random sampling. The number of samples was determined based on the Sloven formula. Data were collected through questionnaires using a Likert scale measurement scale that had been tested for validity and reliability by choosing one of the five answers provided according to the actual situation. The answers were then analyzed descriptively and inferentially through SPSS 26.

A total of four questionnaires were used in this study. The first one was the principal's instructional leadership questionnaire (setting clear learning goals, being a resource person for teachers and staff, creating a conducive school culture and climate for learning, communicating the school's vision and mission to teachers and staff, conditioning teachers and staff to achieve high professional goals, develop teacher professional abilities, and have a positive attitude towards students, teachers, staff, and parents of students). The second was the work climate questionnaire (organizational policies and regulations, level of effectiveness of communication, level of relationships between employees, and leadership participation level). The third instrument was the work motivation questionnaire (internal motivation, external motivation). The last instrument was the organizational citizenship behavior questionnaire (helping behavior/ altruism courtesy, sportman ship, organizational obidience, organizational loyalty/ spreading goodwill, civic virtue/ organizational participating, individual initiative/ conscientiousness).

This study used quantitative research which was intended to determine the effect of the principal's instructional leadership, work climate and work motivation on Organizational Citizenship Behavior at MTsN teachers in Hulu Sungai Selatan Regency. The effect among the principal's instructional leadership variable (X1), work climate variable (X2), work motivation variable (Z) Organizational Citizenship Behavior (Y) variable. The data were collected to reveal the direct and indirect relationship by first conducting a normality, linearity and homogeneity tests.

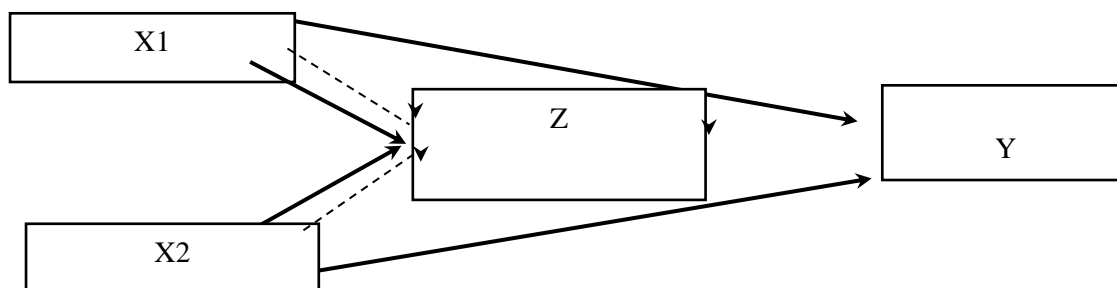


Figure 1. Model of Influence Relationship Between Research Variables

Correlational research with path analysis to answer the research hypothesis, namely: H1 there is a positive and significant relationship between the principal's instructional leadership and work motivation; H2 there is a positive and significant relationship between work climate and work motivation; H3 there is a positive and significant relationship between the principal's instructional leadership and organizational citizenship behavior; H4 there is a positive and significant relationship between work climate and organizational citizenship behavior; H5 there is a positive and significant relationship between work motivation and organizational citizenship behavior; H6 there is a positive and significant relationship between the principal's instructional leadership through work motivation on organizational citizenship behavior; and H7 there is a positive and significant relationship between work climate through work motivation on organizational citizenship behavior.

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RESULTS

The results of path analysis in this study produce two substructural equations as follows:

Table 1. Summary of path analysis results

Structural 1				
Instructional Leadership, Work Climate on Work Motivation				
Variable	Path Coefficient	T	p	R2 -
Instructional Leadership	0.718	14,415	0.000	0.543
Working Climate	0.154	3.085	0.002	
Structural 2				
Instructional Leadership, Work Climate, and Work Motivation on OCB				
Variable	Path Coefficient	T	P	R2 -
Instructional leadership	0.748	20,257	0.000	0.883
Work Climate	0.221	8,515	0.000	
Work motivation	0.199	5,323	0.000	

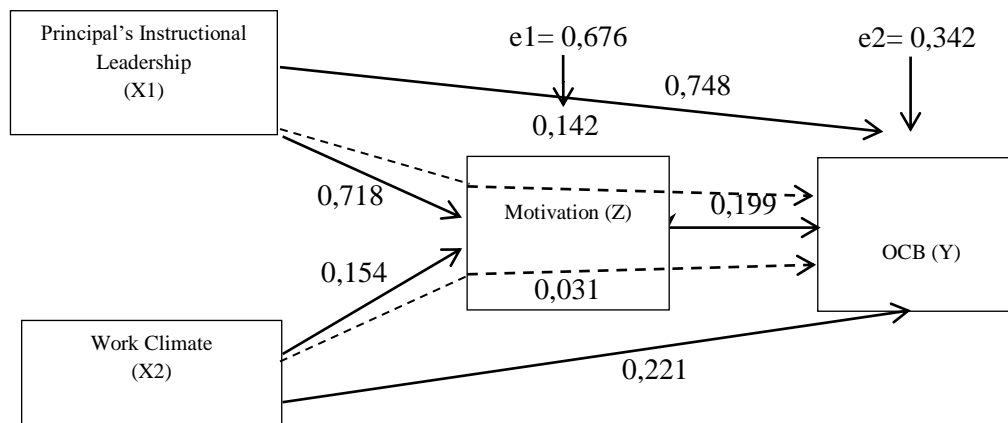


Figure 2. Results of the analysis of the relationship among variables.

Keterangan:

- > : Direct Relationship
- - - - -> : Indirect Relationship

Based on Table 1 and Figure 2, the acceptance and rejection of this research hypothesis can be presented in Tables 2 and 3:

Table 2. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is a direct influence of the principal's instructional leadership on work motivation	0.000	Accept
H ₂ There is a direct influence of work climate on work motivation	0.002	Accept
H ₃ There is a direct influence of the principal's instructional leadership on Organizational Citizenship Behavior	0.000	Accept
H ₄ There is a direct influence of work climate on Organizational Citizenship Behavior	0.000	Accept
H ₅ There is a direct influence of work motivation on Organizational Citizenship Behavior	0.000	Accept

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Table 3. Summary of H₆ and Hypothesis Testing Decisions H₇

Hypothesis			
	Direct	Indirect	Decision
H ₆ There is an indirect influence of the principal's instructional leadership through work motivation on Organizational Citizenship Behavior	0.748	0.142	Accept
H ₇ There is an indirect influence of work climate through work motivation on Organizational Citizenship Behavior	0.221	0.031	Accept

DISCUSSION

A. The effect of instructional leadership on work motivation

The results of this study indicate that the principal's leadership directly has an effect on work motivation of 0.718. This indicates that in order to increase the work motivation of teachers, it can be done by increasing the quality of the principal's instructional leadership. In leadership there is aspirational strength, creative spirit and moral strength, all of which can have a major influence on changes in employee attitudes and behavior and their presence is needed to coordinate all organizational group activities and direct employees in carrying out their activities. A leader who applies instructional leadership expects the amount of motivation in his employees. For this reason, instructional leadership must be able to provide enthusiasm and understanding of the right situation in raising the enthusiasm and encouragement of the teacher. The results of this study strengthen the theory of (Hallinger & Murphy, 1985) which states that Instructional Leadership has three important leadership dimensions, namely defining the school's mission, managing learning programs, and creating a learning climate in schools. The results of this study are in line with (Samsiah et al., 2019) who found that instructional leadership plays an important role and has a positive impact on teacher motivation. The results of research from (Murti & Sulasmi, 2021) suggest that the principal's leadership has a positive and significant effect on teacher work motivation. This positive influence indicates that effective principal leadership will further increase teacher work motivation. The role of the principal's instructional leadership is highly dominant in improving the teaching performance of teachers because essentially instructional leadership or learning leadership is leadership that is directly related to the learning process. If the principal's instructional leadership has less role, it can be assumed that the teaching performance of teachers which has a positive impact on the quality of education will be difficult to realize, on the contrary if the principal's instructional leadership role is dominant it will be easy to improve the teaching performance of teachers (Aslam, Wahab et al., 2022).

B. The influence of work climate on work motivation

Motivation and work climate are a unit that functions to realize the goals of an organization or institution. Motivation acts more as a personal factor of employees at work, while the organizational climate acts as a situational and external factor. Everyone who works needs a sense of security, comfort and fun. This can be obtained in a work environment that has a healthy and conducive work climate. The existence of a healthy work climate allows everyone to work better so that the smooth running of their duties can be achieved with maximum results. The results show that the work climate directly has a positive and significant effect on the work motivation of teachers at MTsN throughout Hulu Sungai Selatan Regency, which is 0.154 with a significance value of 0.002. This finding of this research study indicates that the work motivation of teachers is determined by the quality of the work climate. This means that the better the work climate, the better and higher the work motivation of teachers. The results of this study supports the opinion of (Mangkunegara, 2019) that motivation is formed from the attitude of employees in dealing with situations (situation). Motivation is a condition or energy that moves employees who are directed or directed to achieve the company's organizational goals. The mental attitude of employees who are pro and positive towards the work situation is what strengthens the motivation to achieve maximum performance.

Work motivation is caused or formed due to various factors, where research will look at work climate factors. Work climate is a concept that reflects the content and strength of general values, norms, attitudes, behavior and feelings of employees towards a social system such as policy programs, working conditions, tools and materials, workplace, leadership wisdom, enthusiasm, cooperation. in groups, willingness to help each other. Presentation and productivity of employees. (Luthan, 2017) reveals that if the working conditions are good (eg clean, attractive environment, a sense of security at work, good relations with superiors and subordinates) then the employee's work motivation will be high, whereas if the working conditions (eg hot air, noisy environment) , inadequate facilities and infrastructure) then the employee's motivation to work will be low. Someone who views a positive work climate will have a good impact on his performance, and vice versa someone who views a negative work climate will have a bad impact on his performance results. The same thing was conveyed by Susanti & Sijabat (2015) if the work climate is good, it will also have a good impact on employee motivation. The establishment of a conducive work climate in the workplace can be a supporting factor for improving performance because comfort at work makes employees think calmly and concentrate only on the

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task being carried out. Research from (Leliana & Latief, A, 2016) states from the processed data it can be seen that the work climate has a very strong influence on employee work motivation.

Work climate has a positive and significant effect on employee work motivation. This means that employees' work motivation is influenced by the work climate in which they work, the better the work climate in which they work, the higher the motivation of the employees (Budianto, 2017).

C. The effect of principal's instructional leadership on Organizational Citizenship Behavior

The results of the path analysis show that the principal's instructional leadership directly has a positive and significant influence on the Organizational Citizenship Behavior of teachers at MTsN throughout Hulu Sungai Selatan Regency, which is 0.748 with a significance value of 0.000. This indicates that in order to improve the Organizational Citizenship Behavior of teachers, efforts can be made to improve the principal's instructional leadership. The findings of this study corroborates the research of (Maftuhah et al., 2018) which states that instructional leadership directly has a positive and significant influence on teacher citizenship behavior. The leadership style of superiors greatly influences the emergence of OCB in employees, this can be understood through the modeling process or vicarious learning carried out by superiors which then inspires employees to do OCB as well, so that superiors can become OCB model agents. However, this must also be supported by a good quality of interaction between superiors and subordinates. That way, superiors will have a positive view of their subordinates, on the other hand, subordinates will feel that their superiors provide support and motivation so that they will show respect and try to do more for the organization. Likewise, research from (Hermendi et al., 2021) states that the principal's leadership has an influence on teacher performance in carrying out duties and responsibilities, self-confidence, competence, supportive school conditions, and communication between leaders and subordinates. The principal's instructional leadership affects the quality of teacher teaching performance, due to the principal's activities that really focus on improving student learning processes and outcomes through teachers. This means that instructional leadership empowers all teachers' abilities in teaching so that the quality of teacher teaching performance increases. Quality teacher teaching performance in turn will improve student learning processes and outcomes because student learning outcomes are not directly from the principal's instructional leadership, but through the teaching process carried out by the teacher (Sukmawati & Herawan, 2016).

D. Influence of work climate on Organizational Citizenship Behavior

The results of path analysis show that the work climate directly has a positive and significant influence on the Organizational Citizenship Behavior of teachers at MTsN throughout Hulu Sungai Selatan Regency, which is 0.221 with a significance value of 0.000. This indicates that in order to improve the Organizational Citizenship Behavior of teachers at MTsN in Hulu Sungai Selatan Regency, efforts can be made to improve the quality of the work climate.

The results of this study are in accordance with the results of previous research conducted by (Mahendra & Surya, 2017) which states that organizational climate has a positive and significant effect on organizational citizenship behavior.

Organizational Citizenship Behavior (OCB) is behavior that is voluntary and is not moved by something that is beneficial for employees but is due to individual initiative behavior carrying out roles that are more than their responsibilities only for the benefit of the organization in achieving its goals (Mahendra & Surya, 2017).

Organizational climate is defined as an employee's opinion of the overall social environment within the company which is considered capable of providing a supportive atmosphere for employees in doing their work. This term is also used to describe how a number of subsystems within the organization interact with members of the organization and its external environment. The concept of organizational climate is often based on individual perceptions. If employees feel comfortable at work, of course they will try their best with all their abilities to give their best performance to the organization where they work by completing their work tasks as well as possible. Satisfied employees will have the willingness to do more things outside their formal responsibilities, this willingness is then known as OCB.

Employee OCB behavior can be influenced by several factors including organizational climate factors, Mahendra's research (2017) shows a strong relationship between organizational climate and OCB. Companies must prioritize a conducive organizational climate, if the organizational climate in the company is good then it can foster employee morale as well as have an impact on employee OCB, therefore a conducive organizational climate is needed to improve employee OCB. So that all tasks assigned by the organization to employees are achieved properly, if employees feel the organizational climate in their company is conducive, it means that the organizational climate is in accordance with the needs of employees in general which makes employees feel comfortable at work, a good organizational climate within the organization is developed. a climate that suits the needs of employees this will later lead to employee confidence in the organization and make employees motivated to make a positive contribution in achieving organizational goals. The climate within the company will determine how employees carry out their duties and responsibilities according to procedures or not (Mahendra & Surya, 2017).

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E. The Influence of Work Motivation on Organizational Citizenship Behavior

The results of the path analysis show that work motivation directly has a positive and significant influence on the Organizational Citizenship Behavior of teachers at MTsN throughout Hulu Sungai Selatan Regency, which is 0.199 with a significance value of 0.000. This indicates that to be able to improve the Organizational Citizenship Behavior of teachers can be pursued by increasing work motivation. Motivation is the cause, the basic reason for a person's impetus to act or the main idea that always plays a role in human behavior. The reason for being more active in work than employees in general is because of economic motivation other than worship motivation.

The existence of certain high individual work motivation, greatly affects the performance of the individual concerned. A person's performance will have a significant impact on the progress of an organization. This is very beneficial for the organization where the members of the organization work. Because by having maximum performance, it will lead to Organizational Citizenship Behavior (OCB) in that person (Simon, 2015).

The results of this study are in line with previous research conducted by (Simon, 2015) which states that work motivation affects Organizational Citizenship Behavior. Similarly, research by (Mahendra & Surya, 2017) which states that work motivation has a positive and significant effect on organizational citizenship behavior. (Hendrawan et al., 2020) which states that motivation has a very close relationship with work motivation and has a positive and significant effect on organizational citizenship behavior. Likewise, the results of research from (Hendrawan et al., 2020) motivation is very closely related to Organizational citizenship behavior (OCB). To improve OCB behavior, leadership motivation is very important because the existence of Organizational citizenship behavior (OCB) is very supportive and determines the performance of the organization or team. Research results from (Hermendi et al., 2021) show that work motivation has a positive and significant effect on teacher performance. If the teacher has a high work motivation, the teacher will give the best for the progress of the organization. Other research suggests that work motivation has a positive and significant effect on organizational citizenship behavior (Alieb, 2015); (Danendra & Mujiati, 2016)

F. Indirect influence of principal's instructional leadership on Organizational Citizenship Behavior

The results of the study indicate that the principal's instructional leadership indirectly has a positive and significant influence on the Organizational Citizenship Behavior of teachers through work motivation of 0.142. The results of this study are in agreement with the opinion of (Avin et al., 2016) defines OCB as individual behavior that is free, and does not directly receive rewards from the formal reward system, but overall can increase the efficiency and effectiveness of organizational functions. Such behavior is free and voluntary, because such behavior is not required by role requirements or job descriptions that are clearly required by contract with the organization, but as a personal choice. In today's dynamic world of work, where tasks are increasingly being done in teams and require flexibility, organizations need employees who have OCB behaviors, such as helping other individuals on the team, volunteering to do extra work, avoiding conflicts with coworkers, obeying regulations, and tolerating work-related losses and disturbances (Robbins, 2014).

Organizational commitment according to (Luthan, 2017) is an attitude of employee loyalty and an ongoing process of an organization member expressing their concern for the success and goodness of the organization. This loyalty attitude is indicated by three things, namely: (1) a person's strong desire to remain a member of his organization; (2) willingness to put forth his efforts for his organization; (3) a strong belief in and acceptance of the values and goals of the organization. Organizational commitment will make employees give their best to their organization. Workers who have a high commitment will be more work-oriented, will tend to be happy to help and be able to work together.

In order for the OCB behavior and organizational commitment of teachers to be shown properly, the effectiveness of the role of a leader, in this case the principal, is very necessary. To be an effective leader, a school principal must be able to influence all school members he leads in positive ways to achieve educational goals at school. Instructional leadership is very suitable to be applied in a dynamic school environment and has teachers who are professional, educated and have a high intellectual level. Instructional leaders are leaders who inspire their followers to put aside their personal interests for the good of the organization and are able to have tremendous influence on their followers. Instructional leaders are able to pay attention to the self-development needs of their followers, change their awareness and perspective on the problems that occur, and are able to please and inspire their followers to work hard to achieve common goals (Robbins, 2014).

G. Indirect influence of work climate on Organizational Citizenship Behavior

The results of the study indicate that the work climate indirectly has a positive and significant influence on the Organizational Citizenship Behavior of teachers through work motivation of 0.031. Organizational Citizenship Behavior (OCB) is a form of voluntary activity from organizational members that supports organizational functions so that this behavior is more helpful which is expressed in the form of actions that show selflessness and concern for the welfare of others and the organization. OCB is behavior that arises at the discretion of an employee which is carried out voluntarily and without coercion (Obidzinski et al., 2012). OCB can also be defined as a helpful attitude shown by members of the organization, which is constructive, appreciated by

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the company but the action is not formally required in work procedures and is not directly related to individual productivity in the payroll system.

CONCLUSIONS

In a nutshell, this research study conducted in MTsN in Hulu Sungai Selatan Regency revealed that principal's instructional leadership directly has a significant influence on teacher work motivation. The work climate directly has a significant influence on the work motivation of teachers. The principal's instructional leadership directly has a significant influence on the teacher's Organizational Citizenship Behavior. The work climate directly has a significant influence on the teacher's Organizational Citizenship Behavior. Work motivation directly has a significant influence on the teacher's Organizational Citizenship Behavior. The principal's instructional leadership indirectly has a significant influence on the teacher's Organizational Citizenship Behavior through the teacher's work motivation, and the work climate indirectly has a significant influence on the teacher's Organizational Citizenship Behavior through the teacher's work motivation.

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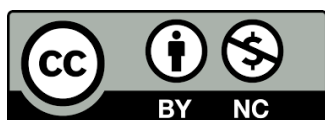
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