

The Effect of Situational Leadership on Teacher Professional Competence Through Work Culture and Work Communication State Elementary School Teacher, Rantau Badauh District, Barito Kuala Regency



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ABSTRACT: Teacher Professional Competence is effected by individual factors, and outside the individual such as high and low culture in work so that it will have a good impact on the achievement of the teacher, work discipline and quality of work so that it makes the teacher's Professional Competence better. Factors from outside the industry such as situational leadership from the principal who can communicate and empower teachers to create good teacher professional competencies as well as the school's own work culture that is able to improve the quality of their own work as well as the habits of teachers in relationships with co-workers. This research is correlational descriptive research with path analysis. The research sample was 103 teachers. Data collection was carried out using instruments consisting of Situational leadership (26 items), Professional competence (23 items), work culture (22 items) and work communication (9 items) which have been tested for validity and reliability. This research instrument was tested for validity and reliability using the product moment person correlation test. The research data was analyzed using path analysis to see the direct and indirect effect between variables, by first conducting normality, linearity, and homogeneity tests. The results showed that there is a direct and indirect effect between situational leadership on professional competence, through work culture and work communication. The data analysis of this study used jalur analysis (Path Analysis). The results showed that there is an effect of situational leadership on teachers' professional competence through work culture and work communication, either directly or indirectly.

KEYWORDS: Situational Leadership, Teacher Professional Competence, Work Culture, Work Communication

I. INTRODUCTION

Leadership is the means used by a leader in influencing his followers. The leadership style in the organization which includes the functions of conveying information (telling), guiding (selling), participating (participation) and delegation (delegating) will determine the organizational goals to be achieved, in this case the work performance of his subordinates. Work performance is the result of work achieved by a teacher in carrying out the tasks assigned to him. The better the leadership style in an organization, the work performance of teachers in the organization is estimated to increase. a leader must be able to choose a leadership style that is suitable for the level of readiness of his subordinates, level of education and skills, experience, confidence and work attitude of subordinates (Iskandar, 2013).

Situational leadership is a leadership behavior (style) that is based or adapted to various possible organizational situations (Wahjosumidjo, 2013). The situation in question is the readiness or maturity shown by subordinates in carrying out certain tasks and goals. To be able to apply leadership style or behavior, the leader must know the situation, for example how mature his subordinates are. Therefore, a leader has the ability to diagnose and assess situations. From these abilities, a leader will be able to decide on a leadership style that suits the organizational situation.

Work culture is a very important component in improving one's professional competence. With the existence of a work culture will make it easier for members to adjust to the work environment and help them to know what actions should be taken in accordance with the values that exist in the organization (Hidayati, Risna, Ahmad Suriansyah, 2022; Laila Hajidah, Ahmad Suriansyah, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Rudiansyah, Wahyu, 2022; Supiansyah, Ahmad Suriansyah, 2022).

According to Robbins and Judge (Sutrisno, 2014), one of the effects of a strong organizational culture is the decline in the rate of member movement or low turnover in an organization. The harmony of goals achieved between members and the organization through culture will build an organizational commitment in a person. A strong culture in the organization is very helpful to improve the professional competence of members leading to the achievement of goals and in itself will improve the professional competence of the organization as a whole.

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Afdalita, E and Purwanto (2015), stated that the achievement of the goals of an organization is not only determined by success in implementing management principles alone. The level of excellence of an organization is determined by the organizational culture it has. The principal's leadership in developing organizational culture is an effort to synergize all components of the organization to commit to a strong school culture (good school culture). Junaidi (2017) the principal's leadership in developing organizational culture includes two main elements, namely: (1) culture building, including vision, mission, goals, values and beliefs, reward system, emotional and social connection and organizational design. (2) Personal building in the form of role modeling, including personal behavior, leader behavior and administrative actions.

The principal plays a very important role in providing encouragement to teachers, so that with good motivation from the principal, the teacher's professional competence is expected to increase for the better. Given the weight of the tasks that must be done by a teacher, it is appropriate for teachers to get many things that can raise enthusiasm at work. This is important, because a teacher will produce good professional competence if he has good competence and has good work motivation as well.

Teacher professional competence is the ability to master learning materials broadly and deeply that allows guiding students to meet the competency standards set in national standards (Achmad and Catharina, 2009: 9-10). Teachers play an important role in efforts to improve student learning outcomes, because if the teacher is able to master the class and understand the situation of students, students will give a good response to the teacher and the learning outcomes obtained will certainly also increase. The flow of communication between teachers and students will run smoothly. Therefore, teacher professional competence must be possessed by every teacher in order to be able to improve student learning outcomes. Professional teachers within the scope of the organization are still under leadership control with the supervision of the Principal, in other words the teacher is a working mechanism in the school whose position is under the leadership of the principal. In order to achieve the goals of national education, professional educators are needed. In accordance with Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 32 paragraph (2), the position of teacher as an educator is a professional position. Therefore, teachers are required to continue to develop themselves in accordance with the demands of the times, science and technology.

Communication helps members of the organization achieve individual goals, respond to and implement organizational change, coordinate organizational activities and play a role in almost all relevant organizational actions. With communication, leaders can provide intensive employee coaching in order to keep pace with the demands of a rapidly changing society. Communication is what binds the unity of the organization, helping members achieve individual and organizational goals. Likewise Handoko & T. Hani (2014) suggests communication is the process of transferring understanding in the form of ideas or information from one person to another. Suriansyah (2014) in his research School Culture Relations, Communication, and Work Commitment to the Performance of State Elementary School Teachers stated that communication has a relationship with teacher performance. Darmawan (2013) stated that there is a relationship between school culture and teacher professional competence. This shows that to improve the quality of education it is very necessary to understand school culture, because in the process of education cannot be separated from cultural effects. This statement is supported by Aslamiah (2019) which explains that teacher performance is effected by culture which consists of elements of core values, beliefs and attitudes.

II. METHOD

This research includes correlational descriptive research, which is research aimed at describing and analyzing direct and indirect relationships. The population in this study is all public elementary school teachers in Rantau Badauh District, Barito Kuala Regency, as many as 221 people. A sample of 142 people was taken using the Proportional Random Sampling technique. Data were collected through the teacher's professional competence instrument, situational leadership instruction measured through telling, selling, participation and delegating. Work culture instruments are measured through the effectiveness of the work environment, day-to-day activities, principal's leadership, school environment management, teachers' work communication instruments are measured through the work itself, supervision, and colleagues. The instrument is analyzed through a test of validity and reliability of the description of the collected data using path analysis to see direct and indirect relationships, by first performing tests of normality, linearity, homogeneity.

A total of four questionnaires used in this study were situational leadership questionnaires on teachers' professional competencies through work culture and work communication. Data collection is carried out using instruments consisting of teacher Professional Competence, mastery of the material, ability to open lessons, ability to ask questions, ability to hold learning variations, clarity of material presentation, ability to manage classes, ability to close lessons (24 items), Leaders are able to give work orders clearly, leaders always give direction in completing work, leaders are able to make decisions appropriately in solving problems. Leaders ask for input from subordinates in decision making, leaders participate in solving work problems, leaders provide opportunities for subordinates to argue, leaders always provide motivational encouragement to subordinates in completing work, leaders do not interfere with subordinates' work, leaders give full responsibility to subordinates in completing situational leadership work (15 items), Fondness for work compared to other activities, Feeling forced towards his work, Getting satisfaction When working, Working only to keep himself busy, Diligent, dedicated, Responsible, careful, conscientious, Meticulous, Strong will to learn his

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duties and obligations, Likes to Help Others work culture (31 items) Superiors communicate information about tasks, policies related to the organization, superiors communicate the results of subordinate performance, Employees can easily communicate with superiors, Every work obstacle that occurs employees communicate to superiors, Employees trust their coworkers in doing work, With colleagues, coordination and cooperation on work can be easily formed, Differences in division and position are not becomes a barrier to obtaining Information, the Employee trusts the information personally provided to him (9 Items) that has been tested for validity and. This study uses quantitative research intended to determine the relationship between transformational leadership of school principals, quality culture and job satisfaction on teacher performance in North Labuan Amas District, Hulu Sungai Tengah Regency.

RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

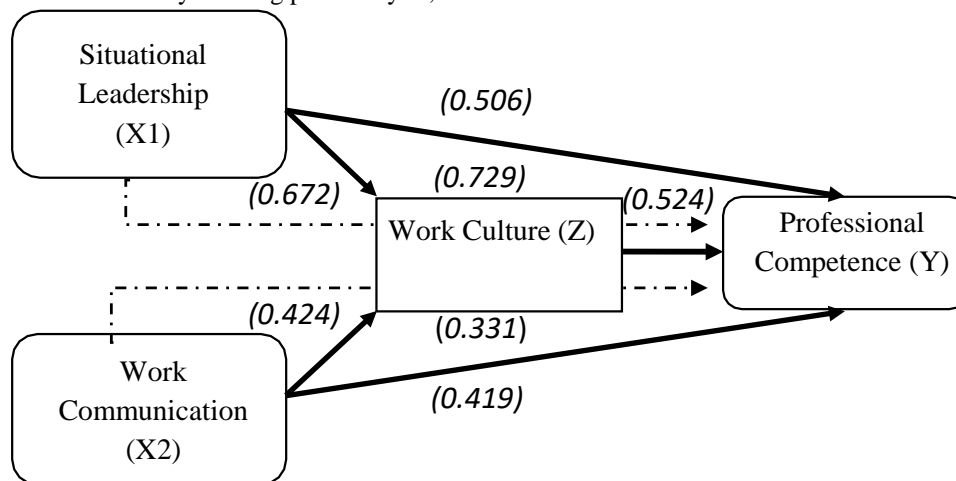


Figure 1. Path Analysis Model X₁, X₂, Z and Y

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

Hypothesis	P. S	Decision
H ₁ There is a significant positive relationship of situational leadership with Work Culture.	0.000	Accepted
H ₂ There is a significant positive relationship between Communication and Work Culture.	0.000	Accepted
H ₃ There is a significant positive relationship of situational leadership with professional competence	0.000	Accepted
H ₄ There is a significant positive relationship of work communication to Professional Competence	0.000	Accepted
H ₅ There is a significant positive relationship between work culture and professional competence	0.000	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

Hypothesis	Direct	Indirect
H ₆ There is an indirect positive relationship of situational leadership with professional competence through work culture	0.756	0.593
H ₇ There is an indirect positive relationship between work communication and Professional Competence through Work Culture	0.766	0.571

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H₆ and H₇ provided that if the coefficient of direct relationship is smaller than the coefficient of indirect relationship, then the hypothesis is accepted. Based on the results of the analysis in Table 1, and 2 above, in this study managed to find relationships between variables that can be explained as follows.

DISCUSSION

A. The Effect of Situational Leadership on the Professional Competence of Teachers with Public Elementary Schools in Rantau Badauh District, Barito Kuala Regency

Based on the results of the path analysis between Situational Leadership and Teacher Professional Competence, a path coefficient value of 0.506 was obtained with t count of 4.600 and significance of 0.000 so that the significance value was less than 0.05. This

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shows the results that the professional competence of teachers has a positive and significant effect directly with elementary school teachers in Rantau Badauh sub-district in planning, implementing and assessing learning. This means that if the teacher's professional competence is better, the better the Situational Leadership. Based on the results of research on the perception of elementary school teachers in Rantau Badauh sub-district on the principal's situational leadership, especially the dimension of high relationship behavior that has the effectiveness of the principal, realizing the suggestions of teachers in carrying out work tasks to achieve school goals. This can be seen in the behavior of the principal must be able to create high relationship behavior towards teachers to work innovatively and professionally in order to create maximum results.

In addition to creating high relationship behavior, the principal must also develop a shared vision of the school with duty behavior and support to teachers. This means that the principal is able to apply the type of situational leadership that is able to make teachers have an attitude, namely one that encourages the creation of mutual trust and care among teachers.

In line with Perdana's research, Suriansyah and Ngadimun (2020) that the application of a good leadership style and following school conditions will provide more conducive school management, where school residents consciously and responsibly carry out their duties so that what the school aspires to be realized. Organizations with a strong and positive culture will allow teachers to feel motivated or changed to further develop, learn, and improve.

Situational leadership is an effort to motivate employees to work to achieve organizational goals, supervising teachers so that their work is coordinated and satisfies their needs at a higher level. Situational leadership, according to Burns, is a process in which leaders and followers raise themselves to each other (Komariah, 2005: 77). Aslamiah (2019) explained that what is considered influential on teacher performance is the principal's leadership, communication between fellow teachers and principals can be said to be poorly executed, principals do not provide full motivation to teachers so sometimes teachers are still reluctant to develop their professional level. Suriansyah (2015) stated that there are 4 indicators that must be met so that school principals are successful in carrying out their duties, namely: (1) Openness, (2) Attention to teachers and school staff, (3) Interaction and (4) Decision Making. Principals can increase teacher motivation by: (1) Implementing open management, (2) Implementing job descriptions with clear tasks and functions, (3) Implementing downward relationship verticals, (4) Mapping programs and activities to increase work motivation, (5) Sustainable and comprehensive supervision, (6) Evaluation. Suriansyah (2015) said motivation is a drive that grows from oneself, both from within and from outside himself to do a job with high enthusiasm using the abilities and skills possessed. To motivate employees, leaders of institutions or organizations must know the motives and motivations desired by employees. One thing must be understood that people want to work because they want to meet their needs, both conscious and unconscious needs, material or non-material, physical and spiritual needs. In addition, meeting the needs of employees for service and appreciation by superiors for the work achievements they produce in accordance with the principle of justice can motivate their work.

B. The effect of situational leadership on the work culture of elementary school teachers in Rantau Badauh sub-district, Barito Kuala Regency

Based on the results of the path analysis between teacher Situational Leadership and teacher work culture, a path coefficient value of 0.729 was obtained with t count of 8.745 and significance of 0.000 so that the significance value was less than 0.05. This shows the results that teacher situational leadership has a positive and significant effect directly with the work culture of elementary school teachers in Rantau Badauh sub-district. This means that if the teacher's situational leadership is better, the better the teacher's work culture. Based on the results of respondent distribution data in the diagram, it shows that respondents' answers regarding teacher work culture statements are in a high position.

The results of this study are in accordance with Hariyanto (2016) states that work culture is built and maintained based on the philosophy of the founder or leader. Culture is strongly effected by the criteria used in employing its followers. The actions of the leader will be closely related to acceptable or unacceptable behavior by his followers. Furthermore, this study also strengthens Sitepu (2013) saying the formation of work culture occurs because it is initiated by founders or top management or appointed officials, where the amount of relationship they have will determine a separate way of being carried out in the work unit or organization they lead. Furthermore, Sitepu (2013) suggest how the start of work culture is: 1) Someone himself (founder) has an idea for a new company; 2) Then the founder brings in one or more other key people and creates a core group that shares the founder's common vision; 3) The core group of founders began to act harmoniously to create an organization by means of fundraising, patent acquisition, concordance, room placement, construction and so on; 4) At that point, other people are brought into the organization and publicly known history begins to be documented.

C. The Effect of Situational Leadership on Primary School Work Communication in Rantau Badauh District, Barito Kuala Regency

Based on the results of the path analysis between teacher Situational Leadership and Work Communication, a path coefficient value of 0.124 was obtained with t count of 1.379 and significance of 0.031 so that the significance value was less than 0.05. This shows the results that teacher work communication has a positive and significant effect directly with the Situational Leadership of

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Elementary Schools in Rantau Badauh District in the implementation of official duties. This means that the higher the teacher's work communication, the better the Situational Leadership.

Amirullah (2015) define communication as a process of transferring information and understanding (intent) from one person to another. Information and understanding can be transferred in various forms (such as written or spoken), and the methods used to transfer information and understanding can be, face-to-face, telephone, memo, or report. In organizations, communication is a way for members of the organization to understand each other and understand each other. According to Jamilah (2021) organizational communication is the process of creating and exchanging messages in a network of relationships that are interdependent on each other to cope with an uncertain or ever-changing environment. Organizational communication takes place in a complex open system that is effected by its environment, both internal and external. Organizational communication also involves messages and channels, goals, directions and media. Provide understanding that directly leads to organizational change and development that can only occur through the development of human resources in their respective environments. To achieve organizational goals, good communication is needed, where there is a relationship of understanding in the communication so that it can be understood and implemented between one party and another. This communication is very instrumental in an organization to achieve its goals (Luthans, 2011). Jamilah (2021) suggests that If there is no communication, the supervisors cannot know what their colleagues are doing, the leader cannot receive informational input, and the supervisors cannot give instructions. According to Jamilah (2021) Communication in organizations is very important. Effective communication is one of the keys to a person's success in organization. Romli (2011) said in the context of leadership a manager communicates effectively if he is able to make employees perform certain activities with awareness, excitement and excitement. (Arifin, 2011) said in general, communication systems can be meaningful as orders, ways, methods, patterns or work mechanisms and parts or elements that form a totality in human interaction.

Situational Leadership is the Principal's perception of responsibility, confidence, competence, communication skills and school conditions that enable a teacher's achievement in carrying out duties and responsibilities in accordance with their authority and abilities. One component of a teacher's Professional Competence is his ability to communicate with colleagues and students in class. Because the teacher's communication skills have a big effect on his success in the learning process carried out in his class. Research conducted by Syarif (2011) showed that together the principal's interpersonal communication and the principal's supervision have a positive effect on teacher performance, that is, if the principal's interpersonal communication and supervision affect Situational Leadership, then Situational Leadership will naturally increase.

D. The Effect of Teacher Work Culture with Professional Competence of Elementary School Teachers in Rantau Badauh District, Barito Kuala Regency

Based on the results of the path analysis between teacher work culture and teacher Professional Competence, a path coefficient value of 0.245 was obtained with t count of 2.936 and significance of 0.004 so that the significance value was less than 0.05. This shows the results that teacher work culture has a positive and significant effect directly with the Professional Competence of elementary school teachers in Rantau Badauh District. This means that the higher the teacher's work culture, the better the Professional Competence and vice versa, the lower the teacher's work culture, the worse the Professional Competence.

Work culture is an organization's broad commitment in an effort to build better human resources, work processes and work outcomes. To achieve a better level of quality, it is expected to come from the behavior of each individual involved in the work organization itself. Each function or work process has a different way of working, which results in different values that are suitable to be taken within the framework of the organization. Wirawan (2016) suggests that organizational culture effects the attitudes and behaviors of organizational members which then determine the performance of organizational members. Suhardan (2015) stated that the organizational culture of the school fosters how quality and performance are carried out by its members. How the habit of working to improve himself is perceived as part of his life.

The fundamental function of work culture is to build human resources as a whole so that everyone is aware that they are in a relationship, the nature of the role as a supplier customer in communicating with others effectively and efficiently and encouragingly. Therefore, work culture seeks to change traditional communication culture into modern management behavior, so that trust and a high spirit of cooperation and discipline are embedded (Triguno, 2014). Sahara (2020) in the results of his research explained that organizational culture forms several functions in an organization, namely: (1) culture plays a role in shaping boundaries, meaning that culture creates clear differences between one organization and another, (2) culture brings a sense of identity to organizational members. organization, (3) culture facilitates commitment to a wider area of one-person interest, (4) culture can increase system stability, (5) culture serves as a mechanism of meaning creation and control that guides and shapes employee attitudes and behavior.

E. The Effect of Teacher Work Communication on the Professional Competence of Primary School Teachers in Rantau Badauh District, Barito Kuala Regency

Based on the results of the path analysis between teacher work communication and teacher performance, a path coefficient value of 0.349 was obtained with t count of 2.982 and significance of 0.004 so that the significance value was less than 0.05. This shows the results that teacher work communication has a positive and significant effect directly with Elementary School Situational Leadership

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in Rantau Badauh District. This means that the better the perceived teacher work communication, the better the performance and vice versa, the lower the perceived teacher work communication, the worse the performance. Luthans (2011) provides an understanding that directly leads to organizational change and development that can only occur through the development of human resources in their respective environments. To achieve organizational goals, good communication is needed, where there is a relationship of understanding in the communication so that it can be understood and implemented between one party and another. This communication is very instrumental in an organization to achieve its goals.

Jamilah (2021) suggests that If there is no communication, the supervisors cannot know what their colleagues are doing, the leader cannot receive informational input, and the supervisors cannot give instructions. Communication within the organization is very important. Effective communication is one of the keys to a person's success in organization. Romli (2011) said in the context of leadership a manager communicates effectively if he is able to make employees perform certain activities with awareness, excitement and excitement. (Arifin, 2011) said in general, communication systems can be meaningful as orders, ways, methods, patterns or work mechanisms and parts or elements that make up a totality in human interaction. Teacher performance is the teacher's perception of responsibility, confidence, competence, communication skills and school conditions that enable a teacher's achievement to carry out duties and responsibilities in accordance with their authority and abilities. One component of a teacher's performance is his ability to communicate with colleagues and students in class. Because the teacher's communication skills have a big effect on his success in the learning process carried out in his class. Aslamiah (2015) states that job satisfaction affects performance. Hutagaol (2018) revealed that performance is effected by job satisfaction. Suriansyah (2020) stated that work power can have an effect on performance

F. The Effect of Situational Leadership Through Work Culture on the Professional Competence of Elementary School Teachers in Rantau Badauh District

Based on the results of the path analysis between Situational Leadership Through Work Culture and Teacher Professional Competence, a path coefficient value of 0.254 was obtained. This shows the results that there is a positive and significant effect directly on Situational Leadership with teacher Professional Competence through the work culture of elementary school teachers in Rantau Badauh District. The effect of Situational Leadership with teacher Professional Competence through teacher work culture has gained more value less than the value of acquiring the direct effect of Situational Leadership with the Professional Competence of the Teacher.

Based on facts in the field, according to respondents' perceptions of the relationship of situational leadership to work culture in elementary school teachers in Rantau Badauh District, it can be seen from the average score of the sub-variable The delegating dimension is still at a very high criterion. This means that the principal of SDN in Rantau Badauh sub-district is able to give subordinates flexibility in carrying out duties, control over the implementation of duties is handed over, give full trust and be involved in the decision-making process to subordinates. It also illustrates that the principal of SDN in Rantau Badauh sub-district has implemented the dimensions of situational leadership optimally. The delegated leaders support increasing the satisfaction of teachers to do their duties optimally, so that they can complete their duties the principal encourages teachers to improve their abilities by means of opportunities for teachers to attend various trainings. Leaders with sincerity, teacher satisfaction in work, at least reinforcement and praise fairly and equitably, and most importantly, a leader is always open in every criticism and suggestion or in facing every existing problem. With this attitude and leadership trait, it will definitely make satisfaction with teachers high.

According to Wahjosumidjo (2018: 122), one of the important competencies that must be possessed by a situational leader is the ability to be able to satisfy his subordinates. The principal acts as a motivator both to subordinates and the surrounding environment. Situational leadership has a huge effect in improving performance, because leaders are role models and spotlight from subordinates. Thus, if in an organization wants to have high performance, leadership is needed that is able to move subordinates so that they feel encouraged to do work with high enough performance.

Basically, situational leadership will always provide satisfaction to teachers to improve performance to the maximum so that learning objectives can be achieved as expected. Things that the principal does satisfy teachers with concern for individual principal teachers such as the role of the principal as a supervisor or trainer in directing teachers to work better, generating satisfaction by involving teachers in solving every problem faced and also showing the intensity of continuous concern for the needs of teachers in work. This is in accordance with Wibowo (2014: 322), satisfaction is an encouragement to a series of human behavior processes in achieving goals. While the elements contained in satisfaction include; The elements of arousing, directing, maintaining, and showing intensity, are continuous, and have a purpose.

The professional competence of teachers should be based on strong satisfaction to practice their knowledge. Teacher work culture is very necessary in order to realize strong professional competence towards achieving learning objectives. Associated with the professional competence of elementary school teachers in Rantau Badauh sub-district from the average score of 2.88, this figure shows a medium category score. Teacher professional competence is a set of abilities that must be possessed by teachers so that

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they can carry out teaching tasks. The professional competence of teaching that must be possessed by a person includes the ability to plan, implement, and evaluate learning systems, as well as the ability to develop learning systems.

G. The Effect of Work Communication through Work Culture on the Professional Competence of Elementary School Teachers in Rantau Badauh District, Barito Kuala Regency

Based on the results of the path analysis between Work Communication through Work Culture and Teacher Professional Competence, teachers obtained a path coefficient value of 0.086 and a significance of 0.000 so that the significance value was less than 0.05. The effect of work communication through teacher work culture on professional competence is less than the value of obtaining the direct effect of teacher work communication with teacher professional competence so that it is better the direct effect of teacher work communication with teacher professional competence.

Amirullah (2015) define communication as a process of transferring information and understanding (intent) from one person to another. Information and understanding can be transferred in various forms (such as written or spoken), and the methods used to transfer information and understanding can be, face-to-face, telephone, memo, or report.

CONCLUSIONS

There is a direct and indirect relationship between situational leadership and teachers' professional competence through work culture and work communication. Teachers should further improve their mastery of the basic competencies of the subjects they have, namely by first learning the basic competencies of each subject so as to be able to realize the objectives of learning. It is the end to approach teachers more closely with teachers personally. This is in order to increase the effect of the principal to the teachers who are his subordinates so that in the future the principal can more easily move the teachers.

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