

Research Article

## The Situational Leadership Relations of Madrasah Heads, Organizational Citizenship Behavior (OCB) and Sustainable Professional Development with MTsN Teacher Performance in Banjarmasin

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### ABSTRACT

This study aims to describe and analyze: Situational Leadership, OCB, PKB, and Teacher Performance; Situational Leadership Relationship with PKB; OCB's relationship with PKB; Situational Leadership Relationship with Teacher Performance; Ocb's Relationship with Teacher Performance; PKB's Relationship with Teacher Performance; Indirect Relationship of Situational Leadership with Teacher Performance through PKB; Ocb's indirect relationship with Teacher Performance through PKB. This research is a correlational study with path analysis. The research sample was 128 people. Data collection instruments are questionnaires that have qualified for validity and reliability tests. Analyze data to test hypotheses using path analysis with multiple regression methods. The results showed that: Situational Leadership, OCB, and Teacher Performance fall into the high category, while PKB falls into the moderate category; There is a direct relationship of situational leadership with teacher performance. (0,995); There is a direct relationship of OCB with teacher performance. (0,995); There is a direct relationship between PKB and teacher performance. (0,991); There is a direct relationship of situational leadership with the PKB. (0,994); There is a direct connection of OCB with PKB. (0,995); There is an indirect relationship of situational leadership of madrasah heads with teacher performance through PKB. (0,986); There is an indirect relationship of OCB with teacher performance through PKB. (0,986).

*Keywords:* Situational leadership, Organizational Citizenship Behavior (OCB), sustainable professional development, teacher performance.

### Introduction

Education is an effort to build and improve the quality of learners towards an era of globalization that is fraught with challenges, so it is necessary to realize that education is something very fundamental for every individual because the existence of education

can not be ignored, especially in entering the era of increasingly tight, sharp, heavy competition in the current century. It is an essential tool for the social and economic growth of a country (Madani, 2019) which has been predicted that there is the relationship between

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education and employment which is governed by both an income and substitution effect (Chatterjee, Desai, & Vanneman, 2019). These days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of education (Underwood, 2018) especially in the era of globalization which information technology overrides time and spatial gaps across continents and time zones, increasing world connectedness (Mir, 2019) that is not a singular condition, a linear process, or final point of socio-economic change (Martin et al., 2018). Hence, a clearer understanding of the complexities of the contexts affecting teacher leadership (Klein et al., 2018).

Law of the Republic of Indonesia, Number 14 of 2005 concerning Teachers and Lecturers chapter IV article 10, affirmed that to be able to carry out their professional duties properly, a teacher must have four core competencies, namely: pedagogic competence, personality competency, social competence, and professional competence. Teachers generally need knowledge of pedagogical concepts, principles, and techniques that are not necessarily bound by topic or subject matter (Konig et al., 2021). While, a teacher's personality may have a relation with teacher effectiveness and burnout (Kim, Jorg, & Klassen, 2019). For social competence, it can be seen as the ability to handle social interactions competently (Pakarinen, Lerkkanen, & Suchodoletz, 2020). Hence, teachers' social-emotional competence is considered important to master the social and emotional challenges inherent in the profession and to build positive teacher-student relationships (Aldrup et al., 2020). Besides, the development of professional competencies is important, but on the other hand, it is known that professionals who feel competent have a more intrinsic motivation in their jobs (Asún, Chivite, & Romero, 2020).

According to Rusman (2012), teachers are a very dominant determining factor in education in general. Effective implementation of novel pedagogies requires understanding teachers' roles and responsibilities in the

transformed classroom (Keiler, 2018). It is because teachers play a role in the learning process, where the learning process is at the core of the educational process as a whole. The learning process is connected with achievement which influencing the life satisfaction of children (students) as well as humans (Sirin & Sahin, 2020). This pedagogy alters many assumptions about the most effective way to support the educational environment (Dziuban et al., 2018). The progress and retreat of an educational institution are strongly influenced by the role of individual teachers who serve in the institution. Similarly, the quality of education is inseparable from the role of the individual performance of teachers in improving the quality of education.

The role of individual teacher performance is indispensable in advancing the quality of education. It is as classroom instructional quality and also its relation to the learning outcomes can serve as a critical level for educational change (Kim, Raza, & Seidman, 2019). Without good performance, the goal of improving the quality of education is impossible to achieve. Rachmawati and Daryanto (2013) explained that performance is the level of success of individuals or groups in carrying out their duties and responsibilities, as well as the ability to achieve the goals and standards that have been set. Accordingly, teachers can be very different in their perceptions of themselves as professionals and of the tasks for which they feel responsible, but their core tasks performed competently remains constant which are design, enactment, and reflection (McKenney & Visscher, 2019). In addition, work engagement and job crafting fully mediated the relationship between meaningful work and teacher's resilience (Van Wingerden & Poell, 2019). In line with this, Supardi (2014) also explained that performance is an activity carried out by a person/individual in an organization to carry out, complete, and be responsible for the task following the expectations and objectives that have been set.

Campbell on 1990 (Burhanudin, 2007) explained that the factors that affect the teacher's performance are: (1) personal/individual

factors, including knowledge, skills, abilities, confidence, motivation, and commitment possessed by each individual; (2) leadership factors, including quality in providing encouragement, encouragement, direction, and support that provide managers and Team Leaders; (3) team factors, including the quality of support and spirit provided by teammates, trust in fellow team members, the cohesiveness and tightness of team members; (4) system factors, including work systems, work facilities, or infrastructure provided by organizations, organizational processes, and performance cultures within the organization; (5) contextual (situational) factors, including pressures and changes in the external and internal environment. Besides, teachers' health or wellbeing is also a key factor that being associated with additional benefits improving teachers' professional performance (Rahm & Heise, 2019). On the other hand, directive supervision is positively and significantly related to teachers' performance and attitude (Hoque et al., 2020).

Teacher performance is one form of performance-oriented teacher behavior that appears in teaching activities in planning, implementing, and evaluating learning. Planning lessons is a core task for professional teachers, and many initial teacher-education programs worldwide provide pedagogical, subject-specific, and practical learning opportunities to support pre-service teachers' learning to prepare to teach a single lesson or a unit of lessons (Konig et al., 2020). While implementing, teachers will focus on practice in the classroom which is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers or learners to make decisions about the next steps (Andersson & Palm, 2018). Therefore, the performance of the teacher in question requires standardization to provide satisfactory results in the learning process of students (Suhaimi, 2018).

The form of behavior that is an individual choice and initiative to improve the efficiency of organizational performance by helping the objectives of individual employee productiv-

ity is also one form of behavior of Organizational Citizenship Behavior (OCB) (Syarwani, Saleh, & Suhaimi, 2018). Organizational Citizenship Behavior (OCB) is a form of behavior that is an individual choice and initiative to improve the efficiency of organizational performance by helping the goals of individual employee productivity. According to Organ, Organizational Citizenship Behavior (OCB) is the behavior of free individuals, not directly or explicitly recognized in the awarding system, and in promoting the effective functioning of the organization (Djati, 2009). Besides, OCB also refers to the behavior of a discretionary nature that is not part of the employee's formal role requirements but promotes the effective functioning of the organization (Ingrams, 2018). It can be seen as voluntary activities, go beyond the formal obligations of employees, and significantly affect the efficiency of the entire organization (Grego-Planer, 2019).

Based on that, teachers need to be improved periodically through the Sustainable Professional Development program, in Law No. 14 of 2005 on Teachers and Lecturers, that teachers should be fostered and developed. Article 32 describes coaching and teacher development, including coaching and professional and career development. PKB is a form of continuous defense for teachers to bring about the desired changes related to student success. It is because success will depend on effective professional development in sustainability education to teachers currently in service (Redman, Wiek, & Redman, 2018). Through Sustainable Professional Development, teachers can nurture, improve and expand their knowledge and skills and build the personal qualities needed in their professional lives; in variables that affect the performance of one of them is the leadership of the principal is also an important factor in the process of achievement, the success of the school in achieving its goals.

Principal educators' and policy makers' predominant expectation from school principals to serve as instructional leaders, who engage primarily in a wide range of activities that clearly focus on improving teaching and

learning for all students, has scarcely been applied in practice by principals in today's schools (Shaked, 2018). As a designer of school schedules and professional development sessions, classroom observers, allocators of resources, shapers of school culture, and evaluators, principals are uniquely positioned to support the implementation of rigorous instructional standards in their schools (Rigby, Forman, & Lewis, 2019). Thus, the headmaster is expected to influence to control the education following the expectations of all parties in carrying out their leadership.

According to Yukl (1998) argues that leadership is essential: (1) the process of influencing or examples leadership to its subordinates to achieve organizational goals; (2) the art of influencing and directing people utilizing obedience, trust, honor, and passionate cooperation in achieving common goals; (3) the ability to influence, inspire and direct one's actions to achieve the expected goals; (4) involves three things: leaders, followers and certain situations. The principal's leadership process relates to the leadership style he uses (Suhaimi, 2018).

Leadership style is how people are directed and motivated by a leader to achieve organizational goals (Al Khajeh, 2018) that a leader's realization of his potentials following a particular style brings influential consequences in performances (Khuwaja et al., 2020). For instance, transformational leadership style has a significant positive relationship with employees' work engagement and innovative work behavior, while transactional leadership style has a significant positive relationship with employees' task performance (Gemeda & Lee, 2020). On the other hand, there is a situational leadership style that is based on two behavioral categories which are task behavior and relationship behavior by providing an avenue to learn and develop different types of leadership styles and choose the most appropriate one based on employees or a team's readiness to perform the specific task or project under contemplation (Henkel & Bourdeau, 2018).

From the various leadership styles of the principal, the situational leadership style

tends to be more flexible in the operational conditions of the school. The situational leadership style departs from the assumption that there is no best headmaster's leadership style but rather depends on the situation and condition of the school. Such situations and conditions include the level of maturity of teachers and staff, which can be seen from two dimensions, namely the dimension of ability (awareness and understanding) and the dimension of willingness (responsibility, care, and commitment) (Mulyasa, 2013).

### Material and Methods

This type of research is *field research* that is research conducted by plunging directly into the field to examine the relationship of situational leadership of madrasah heads, organizational citizenship behavior (OCB), and Sustainable professional development to the performance of MTsN teachers in Banjarmasin. To achieve the purpose of the research, this study uses a descriptive research method – quantitative.

The descriptive method means that this method is used at the time of research and can make a proper interpretation. Descriptive methods can provide an overview of phenomena, show relationships, test hypotheses and gain the meaning of the implications of a problem that wants to be solved (Nazir, 2005). Quantitative research approach can be interpreted as research based on, used to examine certain populations or samples, sampling techniques are generally done randomly, data collection using research instruments, data analysis is quantitative or statistical to test predetermined hypotheses (Sugiyono, 2013).

The technique used in this study is the correlational technique. Correlational research aims to investigate the extent to which variations in a variable relate to variations on one or more other variables, based on correlation coefficients. From this study can obtain information about the level of relationships that occur, not about the effect of one variable on another variable (Azwar, 2010). Correlational research is research that is intended to determine whether or not there is a relation-

ship between two variables or several variables. Research with the quantitative approach is research using numerical data approach and processed using statistical method (Arikunto, 2005).

This study intends to know the relationship between four variables, namely situational leadership variables of madrasah head (X1), organizational citizenship behavior (OCB) (X2) and sustainable professional development (Z), and performance of MTsN teachers in Banjarmasin (Y). The samples used in this study were MTsN teachers in Banjarmasin as many as 128 teachers. The data obtained from the cohesion was then analyzed using SPSS version 23.

## Results and Discussion

### *Characteristics of respondents*

The characteristics of respondents from this study are the employment status of respondents (civil servants as many as 99 people or 77% and non-civil servants as many as 29 people or 23%); the gender of respondents (male as many as 60 teachers or 47% and women as many as 68 teachers or 53%); working period based on the teaching experience of respondents (<5 years as many as 35 people or 27% and 15 years as many as 93 people or 73%); the last education of respondents (S1/D4 as many as 125 people or 98.7% and S2 as many as three people or 2.3%); the status of respondent certification (certification as many as 86 people or 67% and not yet certified as many as 42 people or 33%).

### *Variable description result*

The data obtained from this study are data in the form of Situational Leadership variables, *Organizational Citizenship Behavior (OCB)*

*variables*, Sustainable Professional Development variables, and teacher performance variables. Situational Leadership variables and *Organizational Citizenship Behavior (OCB)* variables are described in the form of scores with a high score of 5 (five) and the lowest value of 1 (one), while the Sustainable Professional Development variable and the teacher's performance variable is described in the form of a score with the highest score of 4 (four) and the lowest value of 1 (one). The result of the situational leadership variable score distribution (X1) is a total average score of 4.01 with a high category. *Organizational Citizenship Behavior (OCB)* (X2) variable score distribution results are a total average score of 4.08 with a high category. The distribution result of the Sustainable Professional Development (Z) variable score is a total average score of 2.86 with sufficient categories. The distribution result of teacher performance variable score (Y) is a total average score of 3.15 with a high category. Of all the results of the distribution of variable scores can be concluded that the highest average score result is the variable *Organizational Citizenship Behavior (OCB)* with a high category.

### *Test results of the requirements test*

#### *Normality test results*

Normality tests are conducted to determine whether the data is normally distributed or not. The normality test used in this study was the kolmogorov-smirnov test (Sugiyono, 2013). The data is said to be normally distributed when the value is significantly greater than 0.05. Conversely, if the significant value is less than 0.05, then it can be said that the data is not normally distributed.

Table 1. Test of normality

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>Df</i>	<i>That's it, that's</i>
Organizational Citizenship Behavior (X2)	,048	128	,200*
Sustainable Professional Development (Z)	,051	128	,200*
<i>To be continued</i>			

<i>Kolmogorov-Smirnov</i>			
	<i>Statistic</i>	<i>Df</i>	<i>That's it, that's</i>
Situational Leadership (X1)	,069	128	,200*
Teacher Performance (Y)	,061	128	,200*

Source: SPSS Output 23, 2020

From table 1, it can be seen that the significance value (Kolmogorov-Smirnova) for the Situational Leadership variable (X1), the Organizational Citizenship Behavior (OCB) variable (X2), the Sustainable Professional Development variable (Z), and the teacher performance variable (Y) of the sig value of more than 0.05 can deduce normal distribution data.

#### *Linearity test results*

Linearity tests are used to determine if there is a linear association between research variables. The linearity test in this study on SPSS using the Test for Linearity at a significance level of 0.05. Two variables are said to have a linear association when the significance of linearity (Priyatno, 2014).

Table 2. Linearity test

<b>No.</b>	<b>Variable</b>	<b>Linearity</b>	<b>Information</b>
1.	X1 and Z	0,000	Linear
2.	X2 and Z	0,000	Linear
3.	X1 dan Y	0,000	Linear
4.	X2 dan Y	0,000	Linear
5.	Z dan Y	0,000	Linear

Source: SPSS Output 23, 2020

From table 2, it can be known from the output of ANOVA Table that the significant value in linearity is  $<0.05$ , it can be concluded that between the Situational Leadership variable (X1), organizational citizenship behavior (OCB) variable (X2), Sustainable Professional Development variable (Z) and Teacher performance variable (Y) there is a linear relationship.

#### *Homogeneity test results*

Research variables are said to be homogeneous when they have a significant value greater than 0.05. Conversely, if the significant value is less than 0.05, then the research variable is said to be not homogeneity.

Table 3. Test of homogeneity of variances

	<i>Levene statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig</i>
Organizational Citizenship Behavior (X2)	,549	1	126	,460
Sustainable Professional Development(Z)	,075	1	126	,784
Situational Leadership (X1)	,252	1	126	,617
Teacher Performance (Y)	,754	1	126	,387

Source: SPSS Output 23, 2020

In table 3, it is known that all research variables have a significant value of more than

0.05, so it can be concluded that all research variables are homogeneity.

## Path analysis

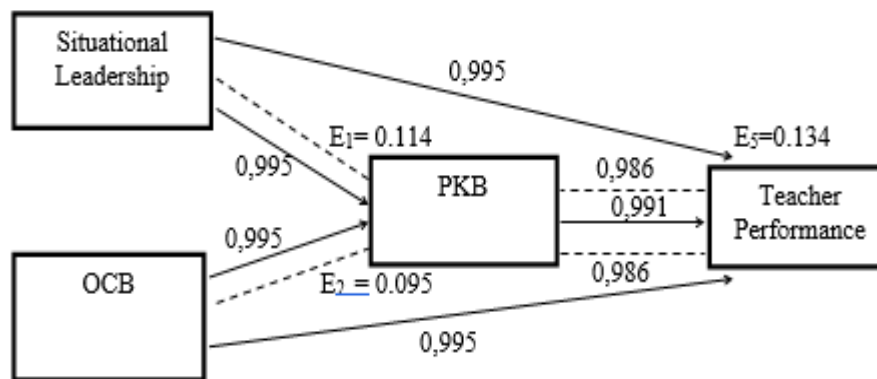


Figure.1 Results of analysis of the relationship between situational leadership (X1), Organizational Citizenship Behavior (OCB) (X2), Sustainable Professional Development (PKB) (Z), and Teacher Performance (Y)

#### ***Situational leadership relationship with teacher performance***

The t-count value on situational leadership variables with teacher performance based on the results of the SPSS 23 calculation is 108,453. The value is greater than the t-table, and since the sig value = 0.000 < 0.05, it can be concluded that there is a direct relationship between situational leadership and teacher performance.

In figure 1 of the known situational leadership relationship with teacher performance of 0.995 shows that the relationship falls into a very strong category.

#### ***Relationship of Organizational Citizenship Behavior (OCB) with Teacher Performance***

The t-count value in the *Organizational Citizenship Behavior* (OCB) variable with teacher performance based on the results of SPSS 23 calculation is 110,036. The value is greater than the t-table, and since the sig value = 0.000 < 0.05, it can be concluded that there is a direct relationship between Organizational Citizenship Behavior (OCB) and teacher performance.

In figure 1 of *organizational citizenship behavior* (OCB) with teacher performance of 0.995 shows that the relationship falls into a very strong category.

#### ***Situational leadership relationship with sustainable professional development***

The t-count value on situational leadership variables with Sustainable Professional Development based on the calculation result of SPSS 23 is 99,408. The value is greater than the t-table, and because the sig value = 0.000 < 0.05 it can be concluded that there is a direct relationship between situational leadership and Sustainable Professional Development.

In figure 1 of the known situational leadership relationship with Sustainable Professional Development of 0.994, shows that the relationship falls into a very strong category.

#### ***Relationship of Organizational Citizenship Behavior (OCB) with Sustainable Professional Development***

The t-count value in the *Organizational Citizenship Behavior* (OCB) variable with Sustainable Professional Development based on the calculation result of SPSS 23 is 117,663. The value is greater than the t-table, and because the sig value = 0.000 < 0.05, it can be concluded that there is a direct relationship between Organizational Citizenship Behavior (OCB) and Sustainable Professional Development.

In figure 1 of *organizational citizenship behavior* (OCB) relationship with Sustainable

Professional Development of 0.995, this indicates that the relationship falls into a very strong category.

#### **Relationship of Sustainable Professional Development with Teacher Performance**

The t-count value on the Sustainable Professional Development variable with teacher performance based on the results of the calculation of SPSS 23 is 83,619. The value is greater than the t-table, and because the sig value =  $0.000 < 0.05$ , it can be concluded that there is a direct relationship between Sustainable Professional Development and teacher performance.

In figure 1 of the known relationship of Sustainable Professional Development with teacher performance of 0.991, shows that the relationship falls into a very strong category.

$$\sqrt{(0,991)^2 \cdot (0,655)^2 + (0,995)^2 \cdot (0,847)^2 + (0,847)^2 \cdot (0,655)^2}$$

$$Se_{15} = 1,199$$

$$t = \frac{P_{15}}{S_{15}} = \frac{0,986}{1,199} = 0,822$$

The t-count value of 0.822 is greater than the t-table, and because the sig value =  $0.000 < 0.05$  so it can be concluded that there is an indirect relationship between situational leadership and teacher performance through Sustainable Professional Development.

#### **Indirect relationship of Organizational Citizenship Behavior (OCB) with Teacher Performance through Sustainable Professional Development**

This indirect relationship is obtained by multiplying the coefficient of direct relationship *organizational citizenship behavior* (OCB)

$$\sqrt{(0,991)^2 \cdot (0,646)^2 + (0,995)^2 \cdot (0,847)^2 + (0,847)^2 \cdot (0,646)^2}$$

$$Se_{25} = 1,191$$

$$t = \frac{P_{25}}{Se_{25}} = \frac{0,986}{1,191} = 0,828$$

The t-count value of 0.828 is greater than the t-table, and because the sig value =  $0.000 < 0.05$  so it can be concluded that there is an indirect relationship between Organizational

#### **Indirect Relationship of Situational Leadership with Teacher Performance through Sustainable Professional Development**

This indirect relationship is obtained by multiplying the coefficient of the direct relationship of situational leadership with Sustainable Professional Development ( $P_1$ ) with the coefficient of the direct relationship of Sustainable Professional Development with teacher performance ( $P_5$ ). Indirect connection obtained  $(0.995 \times 0.991) = 0.986$ . This suggests that such indirect relationships fall into a very strong category.

The t-count value in the indirect relationship is  $t = \frac{P_{15}}{S_{15}}$

$$Se_{15} = \sqrt{P_5^2 \cdot Se_1^2 + P_1^2 \cdot Se_5^2 + Se_5^2 \cdot Se_1^2}$$

with Sustainable Professional Development ( $P_2$ ) with the coefficient of the direct relationship of Sustainable Professional Development with teacher performance ( $P_5$ ). Indirect connection obtained  $(0.995 \times 0.991) = 0.986$ . This suggests that such indirect relationships fall into a very strong category.

The t-count value in the indirect relationship is  $t = \frac{P_{25}}{Se_{25}}$

$$Se_{25} = \sqrt{P_5^2 \cdot Se_2^2 + P_2^2 \cdot Se_5^2 + Se_5^2 \cdot Se_2^2}$$

Citizenship Behavior (OCB) and teacher performance through Sustainable Professional Development.

## Conclusion and Recommendation

Based on the results of data analysis and discussion that has been described above, it can be concluded; There is a direct relationship between leadership and teacher performance; There is a direct relationship of OCB with teacher performance; There is a direct relationship of PKB with teacher performance; There is a direct relationship between the leadership and situationally with the PKB; There is a direct relationship of OCB with PKB; There is an indirect relationship of situational leadership of madrasah heads with teacher performance through PKB; There is an indirect relationship of OCB with teacher performance through PKB.

In addition, based on the results of the study along with conclusions that can be drawn from this study recommended: (1) for the head of MTsN in Banjarmasin city mastered the situational leadership style thoroughly in its application. A leader should be able to adapt his style to the situation and conditions, to interact with teachers in school; (2) for MTCN teachers in Banjarmasin • Improving Organizational Citizenship Behavior (OCB) as teacher behavior that exceeds the required role, indirectly as an individual contribution that exceeds the demands of the role in the workplace; as well as (3) Sustainable Professional Development (PKB) towards the improvement of the cauldron of the learning process bag fully supported by the head of the madrasah must also follow the plate by the teachers both held at the level of kkg/ MGMP, district/city, province, and national.

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