

Relationship of Situational Leadership Style of Principal and School Climate to Teacher Integrity PAUD at Gambir Sub-District Central Jakarta

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ABSTRACT

The purpose of this study is to find out the relationship between the principal's situational leadership style and the school climate together with the integrity of PAUD teachers in Gambir Sub-District of Central Jakarta. This research includes a type of quantitative research with correlational techniques. The population in this study is all PAUD teachers in Gambir Sub-District of Central Jakarta which numbered 63 people. The sample from this study is the entire population. Data collection techniques use questionnaire methods and documentation. The research data in the analysis of two forms is descriptive and inference analysis. Description analysis is performed in the form of basic statistics such as average, median mode, standard deviation, variance, a total score of distribution tables, and histograms. Inference analysis consists of prerequisite analysis and hypothesis test. This study concludes that there is a positive relationship between situational leadership style and school climate together with PAUD teacher integrity in Gambir Sub-district of Central Jakarta with a double correlation coefficient (r_{12y}) of 0.1509 and coefficient of determination of 0.388. This points out that if the situational leadership style and the school climate are jointly improved then the integrity of teachers is improved through the regression equation $= 87.8 + 0.26 b_1 + 0.02 b_2$. This means the better the principal's leadership style and school climate the better the integrity of the teacher.

Keyword : Situational Leadership Style, Teacher Integrity, PAUD

INTRODUCTION

National development in the field of education is an effort to educate the life of the nation and improve the quality of Indonesian people completely (Kemdikbud, 1997). The understanding of education according to Law No. 20 of 2003 on Sisdiknas is a conscious and well-planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills necessary for themselves, society, nation, and country. Education has a very strategic role in producing quality resources.

Efforts to achieve educational goals in human resource roles schools are urgently needed, so the presence of high-performance teachers is urgently needed so that the teaching process can achieve the expected goals. In line with the implementation of development programs in the field of education, the government began to pioneer an education opportunity expansion program for all members of the community at all types and levels of education. In addition to the purpose of expanding learning opportunities, education development programs are also aimed at improving quality, efficiency, and relevance for all types and levels of education. Related to the government's efforts to improve the quality of education, one of the concerns is about the

implementation of the education process at the school level because the school is the leading line in the field of education.

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, such as the development of national and local curriculums, improving teacher competency, procurement and improving educational facilities and infrastructure as well as improving school management. Nevertheless, various indicators of the quality of education have not improved meaningfully. Some schools, especially in cities, show encouraging improvement in the quality of education, while others are still improving.

According to Syarifuddin (2002) mentioned that the low quality of our education lies in the elements of our education system, namely at least on the factors of curriculum, energy resources, facilities and facilities, madrasah management, education financing, and leadership are the benefits of KTOR that need to be observed. The quality of education at the level of the education unit can be demonstrated by the phenomenon of schools having an edge and competitiveness. One indication of the school having an advantage and competitiveness is the display of attitudes and behaviors of its students under the prevailing norms and the improvement in student learning achievement which one of them can be seen from the percentage of graduation above the national standard.

Success in the PAUD education unit in driving its students cannot be separated from the related components as above. The high participation of the educational components shows the high understanding of the importance of education for the sake of the nation's progress, and the high participation of educational components is also a very decisive factor for the success that will be achieved in the education unit, and in turn, will determine the quality of the school itself.

To achieve the quality of education in PAUD there needs to be an improvement in the quality and quantity of components involved in the education process, especially human resources education, in this case, teachers. It should be acknowledged that the role and function of teachers in the learning process still dominates and has a strategic role, so the success of educational goals depends heavily on the contribution of teacher performance.

Teachers are one of the components that occupy a central and highly strategic position in the education system. Teachers are the dominant factor in improving the quality of education, as teachers are an integral part of the overall education system that is directly involved in the teaching-learning process. Teachers play a direct role in teaching and educating (Juhji:2016). So it takes teachers who are competent, professional and have a personality so that teaching activities can take place smoothly and quality.

According to Sतालaksana, et al (2006), factors-factors that affect teacher performance can be divided into two namely self-group and situational group. That includes self-group including talent, nature, interests, age, gender, education, experience, motivation, and so on. This self-factor is the part of the employee that has existed before the employee comes to his workplace. All the factors that exist within the individual are not easy to change. Situational factors are factors that come from outside the work. This factor is distinguished into two, namely the physical factor of work and the social factor of work. These situational factors are generally within the control of the company's organization, these factors can be changed or regulated according to the wishes of the chairman, as they are within his authority.

Integrity as a character is composed of *virtue honesty* and *virtue authenticity*. So integrity is not just honesty, although when hearing the phrase 'individual of integrity' generally immediately comes to mind someone honest (Carter, 1996). The concept of integrity in psychology expressed by humanistic psychologist Rogers et. all (1991) adds that integrity can be understood using psychobiography analysis. Individuals with integrity are individuals who have the opportunity to pursue ideas based on personal interests. The opportunity to fulfill the deepest interests makes the individual understand the values in him and achieve the maximum achievement in his or her life.

Moralists such as Blasi (2004) and Palanski (2007) added the definition of integrity as the consistency of thoughts, emotions, words, and stable actions throughout time and situation. Schlenker, Miller, and Johnson (2009) stated that the degree of honesty of individuals is different when faced with different groups of individuals, depending on what *the purpose of a self-presentational goal is*. But that is not the case with individuals of high integrity, because he feels he has no interests whatsoever (e.g. wants to be praised) and only does something right based on his standards and limits.

According to Cloud (2006) integrity is (1) *the quality of being honest and trustworthy, honest or uprightness* (2) *the condition of being whole not broken into parts*. Integrity is a quality, to be honest, to be sincerely trusted, and to be assertive. Integrity is a condition of being undivided into sections. Davis, meanwhile, interprets integrity as something that is used to set high personnel standards for himself related to honesty, responsibility, respect for others, and fairness.

Integrity is not an innate trait that individuals have had since birth. Here is an explanation of the process of achieving Integrity. Integrity is one of the competencies that are very important for each individual. This competency will be underpinning and ching with other competencies (Sudarmanto, 2009) Integrity has meaning as a quality, trait, or state that shows complete unity so that it has the potential and ability to radiate dignity; honesty (El Rais, 2012). This is under the opinion stipulated by Shermerhorn, Hunt, and Osborn (2005) *"integrity involves acting honestly and credibility with consistency. It is displayed when people are in ways that are always honest and credible and consistent in putting one's values into practice*. This opinion hints that integrity includes honest acting, credibility, and consistency. This is displayed when a person acts in a way that is always honest and credible and consistent in placing those values when someone acts.

The integrity of the teacher is related to various support, especially from the principal, from fellow educators, students, and the surrounding environment. This is reasonable because the principal is the supreme leader in the school even though the leadership is situational. Principal leadership is the principal's way or effort in influencing, encouraging, guiding, directing, and moving teachers, students, parents of students, and others concerned to participate in achieving the goals set.

The principal is a leader who is an organ that should be able to influence the attitudes and behaviors of his subordinates. In this case, the target is teachers who are expected to improve their work after getting influence by their superiors. So that the leadership style of the teacher has been necessary for shaping the integrity of the teacher he leads.

Leadership style contains understanding as an embodiment of the behavior of a leader. The embodiment usually forms a certain pattern or shape. The notion of leadership style conveyed by Davis and Newstrom, states that the overall pattern of leader action can be appreciated by subordinates known as leadership styles (Davies, 2003)

Hersey and Blanchard (1998) explained that there are 4 (four) leadership styles, each of which is as follows:

- 1) *Telling style* is characterized by high-intensity directing behavior and low-intensity pushing behavior (*high task & low relation*)
- 2) *Selling style* is characterized by directing and encouraging behavior with high intensity (*high task & high relation*),
- 3) participating is characterized by low intensity directing behavior and *high relation & low task* behavior,
- 4) *The delegating style* is characterized by directing and pushing behavior with low relation (*low relation & low task*).

The school climate includes things that can affect the integrity of teachers. The school climate by Mondy and Premaux (2010) *organizations are two or more people who work together in a coordinated way to achieve a shared*. A school is a group of people working together to achieve common goals. Thus the theory about the school climate also concerns the climate of the organization. Where the school climate is closely related to an individual's perception of the social environment of the organization that influences the behavior of the organization.

According to Kreitner (2002), The organization's climate can be collectivity, emotional, historical descriptions, corporate symbols, organizational dynamics, and ambitions). While Daniel and Denison (1990) argued that the organization is the strength and potential of an organization to coordinate and control the behavior of the organization. So the strength of a good organizational climate will affect the increasing quality of information and coordination of behavior.

The concept of the school climate was first put forward by Litwin and Stringer Litwin and Stringer (in Gunbayi, 2007) which explains the school's climate and the environmental conditions felt directly or indirectly by people who live and work in the environment and are assumed to affect their behavior and motivation.

Pretorius and Villiers (2008) explained that the school climate refers to the heart and soul of a school, psychological and institutional attributes that make the school have a relatively enduring personality and are experienced by all members who explain the collective perception of routine behavior and will influence the attitudes and behaviors of the school.

Styron and Nyman (2008) explained that the school climate is an important component of creating an effective secondary school. The school climate is a welcoming, relaxed, polite, quiet, and energetic teen environment. The overall school climate can be improved by the positive attitudes and behaviors of students and teachers. The school climate is related to a productive environment and is conducive to learning students with an atmosphere that prioritizes cooperation, trust, loyalty, openness, pride, and commitment. The school climate is also related to academic achievement, faculty morale, and student behavior. The optimal high school climate is a school climate that is responsive to the development of each student's needs, stimulating personal and academic growth.

explaining the integrity of the teacher is indispensable. But integrity is one of the circumstances brought about from birth but is formed from the internal and external of a teacher.

METHODS

This study uses survey methods with correlational techniques. While the analysis method used is correlational analysis. This method is used to make it easier to find free variable relationships with bound variables. This study was conducted without *any treatment from* researchers.

Data collection techniques are performed using questionnaires to assess teachers sampled in this study. Respondents to this study consisted of principals and PAUD teachers in Gambir Sub-District of Central Jakarta. Questionnaires are used to test all variables. The questionnaire uses the Likert model scale which has 5 (five) categories of answer options, namely: (1) always (SL); (2) often (S); (3) sometimes (KK); (4) never (P); and (5) never (TP). The positive statement category is weighted from 5 (five) to 1(one), while the negative statement category is weighted to the opposite value, i.e. 1(one) to 5 (five). Instruments are tested first before being used in research. Testing of such instruments includes validity tests and reliability (realization) tests. From the results of the validity test obtained items of valid and invalid instruments. Items of invalid instruments are discarded or not used in the study.

The population in this study is all PAUD teachers in Gambir Sub-District of Central Jakarta. The target population includes all PAUD teachers in Gambir District of Central Jakarta which numbered 63people. The sample is partial or representative of the population studied. This research is a sample study that in question generalizes is to raise the conclusion of the study as something that applies to the population. Sampling techniques used are *saturated samples*

Data analysis is an activity after data from all respondents or other data sources is collected. In this study, in its implementation data processing was carried out through the help of the Microsoft Office Excel program *computer*. The data analysis measures or procedures performed in this study are as follows:

1. Multiple *regression is an extension of* the regression technique when there is more than one free variable to make predictions of bound variables. Double regression is useful for obtaining the influence of two of its criterium variables, or to look for functional relationships of two or more predictor variables with their criterium variables, or to predict two or more predictor variables against their criterium variables. The study consisted of two predictor variables namely leadership style (X_1) and school climate (X_2) and two criterium variables namely teacher integrity (Y_1)
2. To find out the relationship between free variables and bound variables can be seen from the correlation coefficient value, using the correlation formula as follows,

$$R = \sqrt{\frac{((r_1)^2 + (r_2)^2) - (2r_1)(r_2)(r_3)}{1 - (r_3)^2}}$$

3. Coefficient determination (R^2) is used to determine the amount of contribution of independent variables, in this case, is the situational leadership of the principal and the school climate towards the dependent variable that is the integrity of the teacher. This coefficient is called the deciding coefficient because the variance that occurs independent variables can be explained through variances that occur in independent variables. Calculation of determent coefficients with formula

$$R^2 = (r)^2 \times 100 \%$$

R = determent efficiency

r = correlation coefficient

RESULTS AND DISCUSSION

Result testing the third hypothesis can be concluded that the situational leadership style and the school climate together have a positive relationship with the integrity of the teacher. The double correlation coefficient between the two free variables with variables bound to R_{y12} is acceptable. From the correlation coefficient, the determination coefficient (R_{y12}^2) can be calculated at 38.8 meaning that 38% of the proportion of teacher integrity variance can be explained together with by the situational leadership style as well as the school climate.

The determinant coefficient in multiple linear regressions is greater than in the determinant coefficient of simple linear regression. This suggests that the model or equation that is formed is better because it involves more variables meaning closer to the actual state.

The dominant variable in teacher integrity in this study was that the situational leadership style showed a larger coefficient value when compared to the coefficient value of the school climate. By improving the situational leadership style, it is expected that the integrity of teachers will improve. This under Leadership is a key factor in the success of an organization as well as management. As Robbins and Judge pointed out, (2013) that leaders can influence a group towards achieving a vision or goal set by a set of goals.

The principal's situational leadership can be improved with recommendations to improve 6 (six) indicators including,

- a. The principal shows the task with an example (score of 4.27),
- b. The principal gives an incomprehensible task, the principal indicates the assignment is not TUPOKSI compliant (4,29),
- c. Principal gives obscure instruction (4,21)
- d. Principals make their own decisions on what is considered important (4,21)
- e. Principals maximize flexibility and choice in delegating teacher duties and authorities (4.00)

The integrity of teachers is very important because according to Blasi (2004) there is no consideration of profit and loss against yourself as an unconditional moral commitment. This integrity is needed in life, no exception in the world of education. In the world of education, the meaning of integrity relates to the consistency of individuals in acting and adjusting to the various codes of conduct implemented along with various policies specified in their workplace. A person with integrity will have the desire and understanding to always be able to adapt to the values and ethics in which he or she is working and can always act consistently to carry it out.

Integrity is one of the many elements that can essentially lead to the recognition of a professional attitude. Good quality also undermines the emergence of a belief system given to others and is also used as a guideline for other members to test decision-making in a job that is being done.

This attitude of integrity certainly burdens the obligation for a person to be honest, consistent, and frank in their daily life and routine. For example, a leader must prioritize service to the community to give rise to the trust of the community. A leader with integrity will always put the interests of the group first as opposed to personal gain.

A person with a high integrity attitude will always be accountable to themselves and it is not easy to put and point to mistakes in others when a problem and failure occurs. He will always be aware that the purpose of life is to remain to be fought for. The person will certainly always keep the promise because he realizes to gain the trust of others in life is not easy whereas it is an obligation

CONCLUSION

From the results of the research and analysis that has been done and described earlier, researchers can draw some conclusions, among others: There is a positive relationship of 38.8% between situational leadership style and school climate together with PAUD teacher integrity in Gambir Sub-district of Central Jakarta. This indicates that if the situational leadership style and the school climate are jointly improved then the integrity of teachers is improved.

Based on the results of the study, recommendations can be made to improve the integrity of teachers. A wish to improve teacher integrity can be done by improving the situational leadership and the school climate because based on regression analysis it is known that both positive and significant influence on teachers.

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