

# The Effect Of Leadership Behavior, Organizational Climate, Work Motivation, And Professional Development On Lecturers' Performance

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## ABSTRACT

This study aimed at observing the effect of Leadership Behavior, Organizational Climate, Work Motivation, and Professional Development on Lecturers' Performance. This research is a survey research to reveal the relationship between variables. This research was conducted at UIN Imam Bonjol Padang. Data were collected utilizing a questionnaire. Data were then analyzed using path analysis to measure the possibility of a causal relationship between three or more variables. The findings of this research contribute to existing knowledge, especially in determining the effect of Leadership Behavior (X1), Organizational Climate (X2), Lecturers' Work Motivation (X3), and Lecturers' Professional Development (X4) together on Lecturers' Performance (Y).

**Keywords:** Leadership Behavior, Organizational Climate, Work Motivation, Professional Development, Lecturers' Performance

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## Introduction

Quality of education, in an institution in general and a study program in particular, is determined by all components of the institution. Policies launched need to be truly relevant to the vision, mission and goals of the institution and are relevant to the demands of change. Quality educational institutions are basically measured by the extent to which these institutions can meet all quality standards set nationally and internationally.

In fact, issues of the quality of education are always interesting to discuss and study. These issues align with demands for development and change. A change demands the role of the agent of change in generating renewal ideas and managing change. The figure of an agent of change internally in educational institutions is a leader who carries out leadership effectively; leadership that is able to manage all the resources in the institution that is led towards the expected vision and mission. The resources here are especially human resources including educators and education personnel who

are allegedly vulnerable to various problems such as qualifications, guidance and professional development, as well as their performance which urgently requires intensive and continuous attention, direction and guidance so that they are truly capable of carrying out all duties, functions and responsibilities in a professional manner, in line with the demands of the required standards of educators and education personnel. Leadership has an important role as stated by Kouzes and Posner (2010) that leadership behavior explains about 25 percent determining the people they lead to feel productive, motivated, energized, effective and committed in carrying out their work.

Performance issues are often in the spotlight since the performance of a university determines its ranking at the national and international levels. "Rankings are now an embedded feature of higher education" (Williams & de Rassenfosse: 2016). The criteria for determining college rankings are determined in relation to certain types of performance. Performance in research is often

used as a reference. However, some are determined based on other things such as the quality of education and learning process. The point is that the determination of the measured variables is essentially adjusted to the purpose of the ranking (Williams & de Rassenfosse: 2016). It is basically the obligation of each university to strive for good rankings by increasing its performance in terms of research, education, and learning. It requires performance management that is relevant to all institutional resources.

There have been many writings on performance management systems in public service organizations, including one of which is university. Some authors state that many performance management systems in public service organizations (including in higher education institutions) are poorly implemented; such as problems in politics, institutional resources, organizational capacity, institutional differences, and public services that create a number of complications that can make the implementation of a performance management system ineffective or dangerous for public organizations. In addition, there is a growing concern that performance management systems may introduce faulty incentives, induce play, and divert attention away from unmeasured organizational outputs (Melo & Figueiredo: 2019).

In connection with the aforementioned issues, a good and relevant performance management is needed as a means to get better results from organizations, teams, and individuals by understanding and managing performance within a framework of agreed objectives, standards, and attribute requirements (Amstrong: 2004, h. 29). It is in line with Wibowo (2014: 29) that any organization wishing to implement performance management should develop its own model so that it can be adapted to its own circumstances and needs. Performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision, and mission of the organization with all the elements in it (Moehariono: 2012, h. 95). Therefore, performance of lecturer, as one of the elements, needs to be considered.

In general, there are several factors affecting organization and behavior of individuals in organizations: organizational climate, organizational effectiveness, organizational goals, performance, supervision, and power (authority) (Torang: 2014, h. 56). It indicates that these variables affect lecturers' performance. There are

many factors that can affect human resources (lecturers) in carrying out their performance. There are factors coming from within human resources and from outside themselves. Every individual has abilities based on knowledge and skills, competencies that are in accordance with the job, work motivation, and job satisfaction. However, individuals also have personalities, attitudes, and behaviors that can affect their performance. Besides, leadership and leadership behavior also greatly affect the performance of the human resources who are their subordinates. Likewise, work environment internally and externally in the organization also affects comfort, thereby encouraging individual performance (Wibowo: 2013, h. 79).

Moreover, professional development is equally important. McNergney and Carrier (1981: h.22) affirmed: teachers (lecturers) are not only required in terms of the ability to carry out assignments in class as their functional assignment but also in terms of teachers' personal growth. Teachers should be encouraged to become more knowledgeable, more complex, and more sensitive individuals. Personal growth and self-professional development are a series of a person's abilities and ideas as well as filling in his/her professional identity.

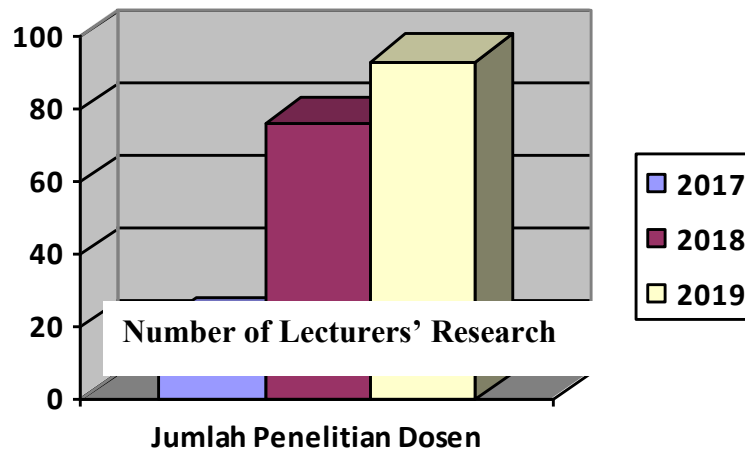
Based on the explanation above, it is concluded that the factors affecting lecturers' performance can be divided into two: internal and external dimensions of the lecturers. Internally, lecturers' performance is affected by their work motivation and professional development. Additionally, externally, lecturers' performance is affected by leadership behavior and work climate in the work environment. Thus, it can be assumed that lecturers' performance tends to be good in line with a number of factors affecting it and vice versa.

Standards of lecturers' performance refer to Three Pillars of Higher Education (*Tridharma Perguruan Tinggi*) including performance in the fields of education and learning, research, and community service as confirmed in Law No. 14 of 2014 on Teachers and Lecturers. In this regard, the performance of lecturers in Indonesia, especially in the field of research and writing of scientific papers, is still considered low.

In this case, Arif Furqan (2004) strongly advocated that problems at PTKI are quite complex. The main problems faced by PTKI are related to management and leadership issues, the quality of teaching staff/lecturers, education funds,

educational facilities and infrastructure. Unfortunately, problems related to lecturers are still continuing today. It was revealed in an online certification system socialization event that PTKI had minimal human resources for home base of each department. Many lecturers do not match the home base and linearity of their knowledge, especially their fields of expertise recorded in their educator certificates (Rafiq ZM: 2019).

Based on data from LP2M (Institute of Research and Community Service) UIN Imam Bonjol Padang in the last three years, it is known that the involvement and activeness of lecturers in research activities is classified as low. The following is an overview of lecturers' research activities at UIN Imam Bonjol Padang in the last three years (see figure 1.1):



Frequency of Research Activities of Lecturers of UIN Imam Bonjol Padang

Based on data from the last three years regarding lecturers' research funded by institutions, there were only 21 research titles in 2017, while there were 76 research titles in 2018. In 2019, there were 93 research titles that were relatively small compared to the number of lecturers (372 lecturers). It means that the research conducted was only 25% of the total number of lecturers. It can be seen that the ratio of research to the number of lecturers is 1:4, while the ideal ratio is 1:2 since according to the provisions, there are only two members of the research team, indicating that the lecturers who conduct research are only half the number of lecturers.

Furthermore, it is known that the lecturers' performance at UIN Imam Bonjol Padang in the field of research has not been optimal which can be caused by various factors. According to Kopelman (1986:16) as cited in Supardi (2013: 50), organizational performance is determined by four factors including (1) environment, (2) individual characteristics, (3) organizational characteristics, and (4) job characteristics. Employee performance can be affected by individual characteristics which include knowledge, skills, abilities, motivation, beliefs, values, and attitudes, while individual

characteristics are strongly affected by organizational characteristics and job characteristics. Therefore, this research aimed at observing the effect of Leadership Behavior, Organizational Climate, Work Motivation, and Professional Development on Lecturers' Performance.

**Method**

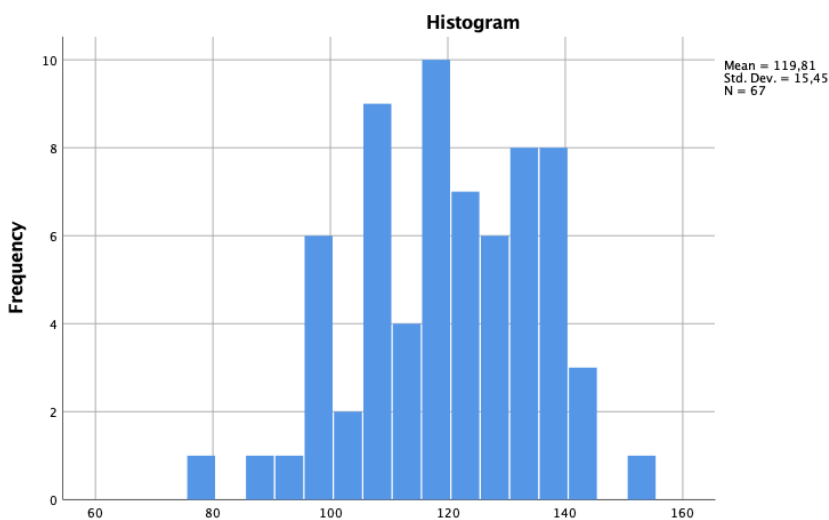
This research is a survey research that describes causal relationships and hypothesis testing. Thus, it can explain why a phenomenon occurs and then can determine whether the relationship between all these variables is consistent with the theory (Fraenkel & Wallen, 2006:340). Causal variables included Leadership Behavior of the Study Program (X<sub>1</sub>) and Work Climate of the Study Program (X<sub>2</sub>) as exogenous variables (which influence) on Lecturers' Work Motivation (X<sub>3</sub>) and Lecturers' Professional Development (X<sub>4</sub>) as endogenous variables (which was influenced) on Lecturers' Performance (Y) which was also an endogenous variable (which was influenced). The study population was all permanent lecturers of UIN Imam Bonjol Padang, totaling 372 lecturers. Research sample was determined by using stratified proportional random

sampling technique which was selected according to the situation of a heterogeneous population, from which 67 samples were obtained. Data collection technique and tool used a questionnaire that was arranged using a Likert scale with a range of 1-5. In addition, data were analyzed utilizing path analysis, which was used to measure the possibility of a causal relationship between three or more variables.

Focus of the assessment on this leadership behavior variable consisted of dimensions of task-oriented leadership behavior (**task behavior**), relationship-oriented leadership behavior (**relation behavior**) and change-oriented leadership behavior (**change behavior**). The histogram of the frequency analysis of the principal's or headmaster's leadership can be seen in the following figure.

**Result and Discussion**

**a. Leadership Behavior**

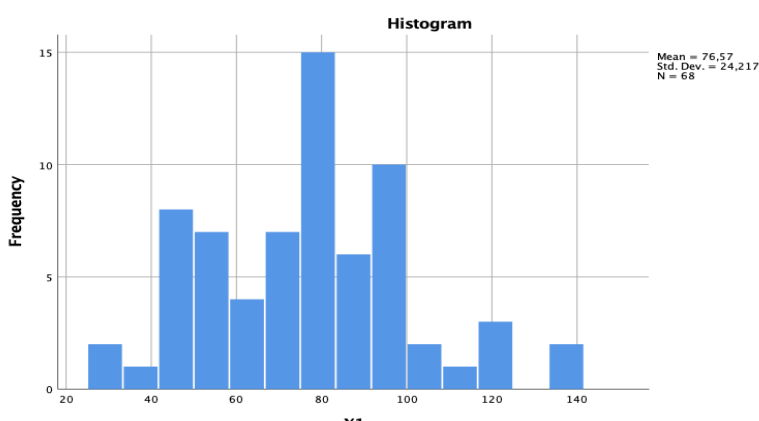


**b. Organ**

organizational dimensions of (1) **Structure**, (2)

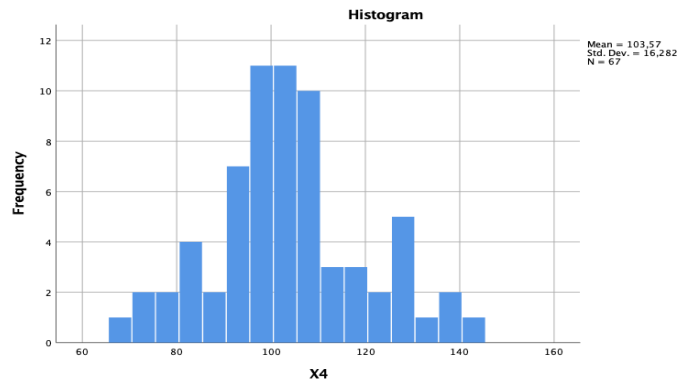
figure below.

(4) **Reward, conflict**. The analysis of the results can be seen in the



**c. Lecturers' Work Focus**

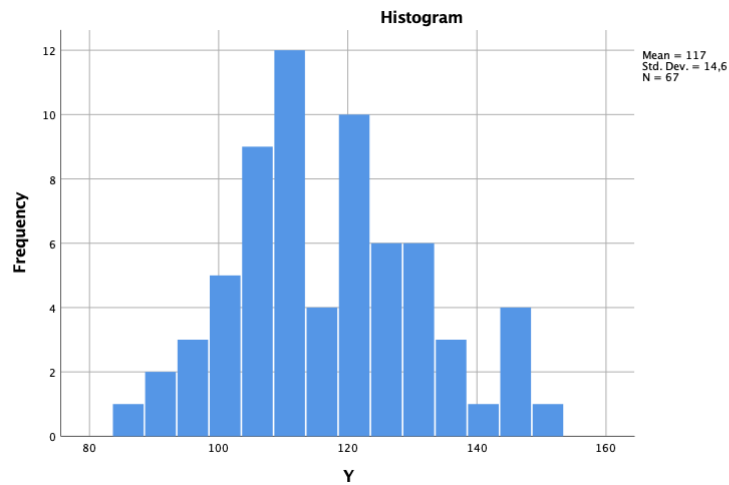
lecturer work motivation variable consisted of the dimensions of the need for achievement, the need for power, and



n. The histogram of s of lecturers' work motivation can be seen in the figure below.

**d. Lecturers' Professional Training, Prof**

Focus o professional consisted of di Training, Prof



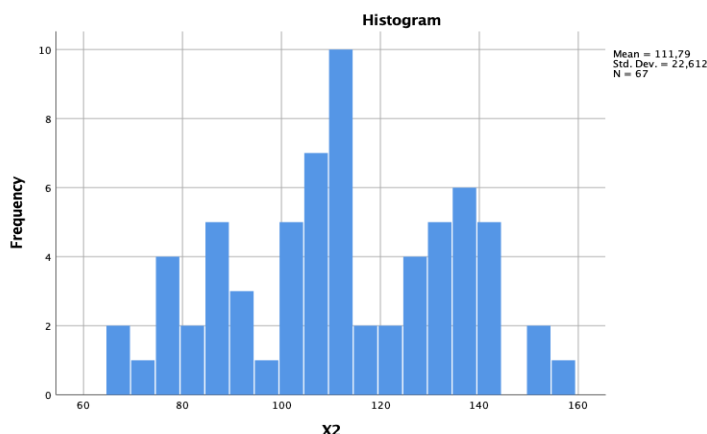
istogram of f lecturers' n be seen in

Figure 4.4. Frequency Distribution of Lecturers' Professional Development

**e. Lecturers' Performance**

Focus of assessment on lecturers' performance variable consisted of the dimensions of Purpose and Values, Empowerment, Relationships and communication, Flexibility, Optimal

Productivity, Recognition and Appreciation, and Morale. The histogram of the frequency analysis of lecturers' performance can be seen in the figure below.



**1. Requirements Anal**

Results all variables v variable X1 was 0.2 > 0.05; variable 2 0.05; variable 3 variable Y was

could be concluded that the data on leadership behavior, organizational climate, lecturers' work motivation, lecturers' professional development, and lecturers' performance in this research were normal. To find out whether the two groups had the same variance, a homogeneity test was performed. The homogeneity test results obtained 0.512, which means that it was > 0.05, indicating that the data from the five

Table 4.25. Results of Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	25.160	8.957	19.331	.000

s research had

is that arise in ses. To obtain s to be done.

hypothesis testing in this research was carried out using simple linear regression to analyze hypotheses 1, 2, 3 and 4, and multiple regression was used to analyze hypothesis 5.

**a. The Effect of Leadership Behavior (X1) on Lecturers' Performance (Y)**

This test was conducted to determine whether there was an effect of leadership behavior on lecturers' performance.

Leadership Behavior	.724	.074	.740	9.324	.000
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Based on the results of simple linear regression test, it was found that the significance level of leadership behavior was smaller than 0.05, which was  $0.000 < 0.005$ . It means that  $H_0$  was

rejected and  $H_a$  was accepted, indicating that there was a significant effect of leadership behavior on lecturers' performance

**b. The Effect of Organizational Climate (X2) on Lecturers' Performance (Y)**

This test was conducted to determine whether there was an effect of organizational climate on lecturers' performance.

Table 4.25. Results of Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	116.357	9.131		12.743	.000
	Organizational Climate	.006	.080	.009	.072	.943

Based on the results of simple linear regression test, it was found that the significance value of the organizational climate was greater than 0.05, which was  $0.943 > 0.005$ . It means that  $H_0$  was accepted and  $H_a$  was rejected, indicating that there was no significant effect of organizational climate on lecturers' performance.

**c. The Effect of Lecturers' Work Motivation (X3) on Lecturers' Performance (Y)**

This test was conducted to determine whether there was an effect of lecturer work motivation on lecturers' performance.

Table 4.25. Results of Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	29.335	8.958		3.275	.002
	Lecturers' Work Motivation	.732	.074	.774	9.866	.000

Based on the results of simple linear regression test, it was found that the significance value of lecturers' work motivation was smaller than 0.05, which was  $0.000 < 0.005$ . It means that  $H_0$  was rejected and  $H_a$  was accepted, indicating that there was a significant effect of work motivation on lecturers' performance.

**d. The Effect of Lecturers' Professional Development (X4) on Lecturers' Performance (Y)**

This test was conducted to determine whether there was an effect of lecturers' professional development on lecturers' performance.

Table 4.25. Results of Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	45.873	7.496		6.120	.000

Lecturers' Professional Development	.687	.072	.766	9.604	.000
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Based on the results of simple linear regression test, it was found that the significance value of lecturers' professional development was smaller 0.05, which was  $0.000 < 0.005$ . It means that  $H_0$  was rejected and  $H_a$  was accepted, indicating that there was a significant effect of lecturers' professional development on lecturers' performance.

**e. The Effect of Leadership Behavior (X1), Organizational Climate (X2),**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10230.228	4	2557.557	41.318	.000 <sup>b</sup>
	Residual	3837.772	62	61.900		
	Total	14068.000	66			

Based on the results of multiple linear regression test, it was found that the significance value of the regression residual was smaller 0.05, which was  $0.000 < 0.005$ . It means that  $H_0$  was rejected and  $H_a$  was accepted, indicating that there was an effect of Leadership Behavior (X1), Organizational Climate (X2), Lecturers' Work Motivation (X3) and Lecturers' Professional Development (X4) together on Lecturers' Performance (Y).

**Discussion**

Leadership behavior had a significant effect on lecturers' performance. Thus, leadership behavior had a positive and significant effect. The interpretation of this effect indicates that the change in lecturers' performance at UIN Imam Bonjol Padang as a result of the effect of the department's leadership was significant. Lecturers basically have various characters. Hersey *et al.*, (1996:200) made a graph illustrating character of humans including Able and Willing, Able but Unwilling, Unable but Willing, and Unable but Unwilling. Each of these characters received different treatment known as delegating, participating, selling, and telling. The empirical results indicate that if the head of the department can optimally implement the concept, lecturers'

**Lecturers' Work Motivation (X3), and Lecturers' Professional Development (X4) on Lecturers' Performance (Y)**

This test was conducted to determine whether there was an effect of leadership behavior (X1), organizational climate (X2), lecturers' work motivation (X3) and lecturers' professional development (X4) together on lecturers' performance (Y).

Table 4.25. Results of Multiple Linear Regression Test

performance can increase which in turn can create professional and high-quality lecturers.

More importantly, the implementation of this concept is that the head of the department provides specific directions by disseminating strategic plans, operational standards, conducting periodic evaluations, two-way communication, meetings, workshops, seminars, giving proportional and relevant responsibilities, and so on. These efforts are expected to increase lecturers' performance.

The results of hypothesis testing indicated that organizational climate had no effect on lecturers' performance. It means that organizational climate showed a positive but insignificant effect. The interpretation of this effect indicates that the change in civil servant lecturers' performance at UIN Imam Bonjol Padang as a result of the effect of the organizational climate was not significant. Thus, providing support, strict regulations, checking work, and so on by the head of the department will have an effect, but not significantly, on lecturers' performance.

Based on the results of hypothesis testing, lecturers' work motivation had a significant effect on lecturers' performance. Thus, work motivation had a positive and significant effect. It means that the higher the work motivation, the higher the lecturers' performance. Mc Clelland (1953) argued that humans basically have various needs such as



the need for achievement, affiliation and power. If those needs are met, someone will be motivated to have high performance. Likewise, lecturers tend to perform professionally when their needs are met. To create such a thing, the head of the department tries to give the lecturers the opportunity to carry out their duties responsibly and dare to face risks. Additionally, lecturers are given the opportunity to interact, cooperate, and acknowledge their abilities. Meanwhile, lecturers who have a need for power are given challenging jobs, freedom to improvise, and given full confidence to carry out their work.

Lecturers' professional development makes a positive contribution to lecturers' performance in the fields of education and teaching. This research supports a research conducted by Wakhid Haryanto which stated that there is a significant relationship between professionalism and teachers' (lecturers') performance. It also supports a research conducted by Pramudyo (2010) which concluded that there is an effect of professionalism on lecturers' performance, as well as a research by Kurnia (2011) which found that there is an effect of professionalism on lecturers' performance.

The results of the research hypothesis testing indicated that leadership behavior, organizational climate, work motivation, and lecturers' professional development together had a significant effect on lecturers' performance. It demonstrates that the higher the lecturers' performance, the higher the leadership behavior, organizational climate and work motivation. Therefore, the head of the department needs to create conditions that support the improvement of lecturers' performance. The head of the department needs to strive for better leadership behavior. Besides, a conducive organizational climate and lecturers' satisfaction are fulfilled in order to make sure that lecturers are able to carry out their main duties and functions. Considering that civil servant lecturers at private universities in Bandung have a very important position, especially their effect in the implementation of a higher education's learning, it is not surprising that all parties including the government, university administrators, parents of students, students themselves and other stakeholders are very concerned about the quality of higher education at private universities in Padang, which is very dependent on the ability of the lecturers.

## Conclusion

Based on the findings, there is a significant effect of leadership behavior on lecturers' performance. Moreover, there is no significant effect of organizational climate on lecturers' performance, while there is a significant effect of work motivation on lecturers' performance. Importantly, there is a significant effect of lecturers' professional development on lecturers' performance. Overall, there is an effect of Leadership Behavior (X1), Organizational Climate (X2), Lecturers' Work Motivation (X3), and Lecturers' Professional Development (X4) together on Lecturers' Performance (Y). The implication of this finding contributes to existing knowledge, especially in determining the effect of Leadership Behavior (X1), Organizational Climate (X2), Lecturers' Work Motivation (X3), and Lecturers' Professional Development (X4) together on Lecturers' Performance (Y). Last but not least, the testing method used is also useful for further research purposes.

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