

# The Influence Of The Principal's Participative Leadership Style And School Climate On Teachers' Work Ethic In MAN 2 Mojokerto, East Java, Indonesia

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## Abstract.

*The aim of this research is to analyze the significant influence of the principal's participative leadership style and school climate on the work ethic of teachers at MAN 2 Mojokerto, East Java, Indonesia. The approach in this research is quantitative. The type of research used in this research is associative research. The population is all teachers at MAN 2 Mojokerto. The sample used was 105 respondents. The data collection techniques are questionnaires and documentation. Data analysis used multiple linear regression. The results of the research are There is a significant influence of the principal's participative leadership style on the teacher's work ethic, which means that the higher the participative leadership style, the higher the teacher's work ethic.; there is a significant influence of school climate on teacher work ethic, which means that the higher the school climate, the higher the teacher's work ethic; There is a significant influence of the principal's participative leadership style and the school climate on the teacher's work ethic, which means that the higher the principal's participative leadership style and the higher the school climate, the higher the teacher's work ethic.*

**Keywords:** *Gthe principal's participative leadership, school climate and teacher work ethic.*

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## I. INTRODUCTION

Teachers are the key to building national civilization. The profession as a teacher (teaching) is not just working to earn a living. Teaching and educating are professions that require special skills and great talent or interest. Interest and feelings of love for the teaching profession must continue to be encouraged and developed. Teachers are the most important component in creating quality human resources in accordance with national education goals (Purba et al., 2018). Teachers are always required to innovate in applying new methods, utilizing media and various sources in learning activities in order to improve optimal learning outcomes (Ismail & Sjahrudin, 2018). A good work ethic will not be born from people who feel forced to do their work. So, a teacher who has a good work ethic will, with full awareness, control work behavior towards the realization of ideal work quality and make various efforts to achieve quality education. At the implementation level, a teacher's work ethic will be seen from his performance in carrying out his duties. The extent of the sense of responsibility, sacrifice and dedication in educating and teaching will describe a teacher's work ethic. In Darodjat's opinion, someone who has a high work ethic has the following characteristics: (1) Has an orientation towards the future; (2) Work hard and value time; (3) Responsible; (4) Economical and simple; (5) Perseverance and tenacity; and (6) Compete honestly and healthily (Darodjat, 2015). The reality at MAN 2 Mojokerto shows a lack of seriousness, fighting spirit (morale), enthusiasm and enthusiasm for teachers' work in teaching. Such work attitudes and behavior indicate that some teachers have not yet embraced the role of educating and teaching as a calling and therefore have not been optimal in actualizing their work ethic.

The leadership style that is emphasized in this study is the participative leadership style, which tends to prioritize the element of a member's participation in the running of an organization, both in terms of making decisions, delegating authority or work, encouraging the participation of a member in carrying out leadership in an organization. , as well as paying attention to feedback or feedback given by a member. (Banjarnahor, 2016) Participative leadership relates to the use of various decision-making procedures that provide space for members to be able to participate or even change and influence the decisions taken by a leader. (Damanik et al., 2021). Participative leadership includes consultation, joint decision making and making, sharing of authority and power, decentralization, and management carried out

democratically. Participative leadership is a way of leading that allows members to participate in the decision-making process. Meanwhile, according to Supardi (2014) that a good school climate will be created if a leader encourages and provides positive motivation, includes group members in setting goals and generates a sense of responsibility.

In this case, school principals are required to have the ability, skills and intelligence to create a healthy and open school climate so as to create a conducive and dynamic work atmosphere. If the school climate can stimulate a work culture, it will make a big contribution to increasing the teacher's work ethic. The most important aspect is to create a set of distinctive and quality work behavior so as to create positive teacher performance and high work productivity, good quality student learning and a school environment that is conducive to achieving the school's vision and mission. Therefore, it is necessary to have a certain approach towards teachers in order to develop their work ethic. Many factors influence a teacher's work ethic, which can be internal, such as: level of education, ability, religion, motivation and so on, or external such as: school environment, culture, communication between families, students, fellow teachers and leaders (principals), social characteristics. -community culture, where the teacher lives and other factors and based on the results of an empirical study of the factors that influence the work ethic of MAN 2 Mojokerto teachers, it is suspected that the determinant factors that most influence the teacher's work ethic are the participative leadership style of the school principal and the climate school. These factors shape the school climate. Therefore, the problem of teacher work ethic in this research will be studied from the perspective of school climate.

## II. METHODS

This research aims to obtain empirical evidence and develop theory the principal's participative leadership style, school climate, teacher work ethic. Seeing the problems and research objectives to be achieved, this research uses an explanatory research approach with a survey approach (Haryanti, 2019). The questionnaire was prepared based on research variables, namely organizational support, meaning of work and teacher creativity. The population in this study was 142 teachers. The objects in this research were 105 employees at MAN 2 Mojokerto. Data analysis uses multiple linear regression. Multiple regression analysis is a development of simple regression analysis. Its use is to predict the value of the dependent variable (Y) if the independent variable (X) is two or more.

## III. RESULT AND DISCUSSION

Multiple linear regression is used to determine the magnitude of the difference between one variable and another variable. The results of the multiple linear test can be seen in the coefficients table as follows:

**Table 1.** Results of Multiple Linear Regression Analysis

| Model                    | Coefficients <sup>a</sup>     |            | Standardized Coefficients Beta | t      | Sig. |
|--------------------------|-------------------------------|------------|--------------------------------|--------|------|
|                          | Unstandardized Coefficients B | Std. Error |                                |        |      |
| 1 (Constant)             | 9,724                         | 2,352      |                                | 4,135  | ,000 |
| Participative leadership | ,427                          | ,056       | ,402                           | 7,582  | ,000 |
| School Climate           | ,785                          | ,069       | ,600                           | 11,323 | ,000 |

a. Dependent Variable: Teacher Work Ethic

Based on the results of the regression analysis obtained in table 1, the regression equation can be written as follows:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

$$Y = 9.724 + 0.427X_1 + 0.785X_2 + 2.352$$

From the regression equation above it can be interpreted as follows:

- 1)  $\alpha = 9.724$  shows that if the values of  $X_1$  and
- 2)  $b_1 = 0.427$  states that if  $X_1$  increases, then  $Y$  will increase by 0.427 assuming there is no increase in the constant value of  $X_2$ .

3)  $b_2 = 0.785$  states that if  $X_2$  increases, then  $Y$  will increase by 0.785 assuming there is no increase in the constant value of  $X_1$ .

Multiple regression analysis was used to determine the influence of the independent variables consisting of service quality and social media marketing, on the dependent variable, namely consumer satisfaction. From calculations using the SPSS 26.0 for Windows program, the regression results obtained are multiple regression coefficient values which as a whole appear in the table as follows:

**Table 2.** Model Summary b

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | .914a | .835     | .832              | 2.07296                    |

a. Predictors: (Constant), School Climate, Participative leadership

b. Dependent Variable: Teacher Work Ethic

Based on table 2, it shows an R value of 0.914, which means that the correlation or relationship between independent variables consisting of competence, work discipline and motivation has a strong relationship. The R Square value shows 0.835, this means that the influence of the independent variables consisting of school climate, participative leadership with the dependent variable teacher work ethic is 83.5% while the rest is influenced by other factors. The t statistical test basically shows how much influence an explanatory or independent variable individually has in explaining variations in the dependent variable. Based on the analysis, the following analysis results were obtained:

**Table 3.** Coefficientsa

| Model |                          | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                          | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)               | 9,724                       | 2,352      |                           | 4,135  | ,000 |
|       | Participative leadership | ,427                        | ,056       | ,402                      | 7,582  | ,000 |
|       | School Climate           | ,785                        | ,069       | ,600                      | 11,323 | ,000 |

a. Dependent Variable: Teacher Work Ethic

From the data above, the following analysis results are obtained: based on the results of the analysis above, the value of  $t_{count} > t_{table}$   $7.582 > 1.65978$  and the significance value is  $0.000 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is a significant influence of the participative leadership style on the work ethic of teachers at MAN 2 Mojokerto. Based on the results of the analysis above, the value of  $t_{count} > t_{table}$  is  $11.323 > 1.65978$ , and the significance value is  $0.000 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so that there is a significant influence of school climate on teacher work ethic at MAN 2 Mojokerto.

There is a significant influence of participative leadership style and school climate together on the work ethic of teachers at MAN 2 Mojokerto in the test carried out with the F test. The F test is intended to determine the influence of all variables  $X_1$  and  $X_2$  on variable  $Y$ . In this case there is a significant influence Participative leadership style and school climate together on teacher work ethic at MAN 2 Mojokerto using a comparison of  $F_{count}$  and  $F_{table}$  with a significance level of 5% and N 105, obtained  $F_{table}$  is 2,975 using a confidence level of 95%,  $\alpha = 5\%$ ,  $df_2$  (number of variables - 1) or  $2 - 1 = 1$ , and  $df_1$  ( $n - k$ ) or  $100 - 2 - 1 = 97$  ( $n$  is the number of respondents and  $k$  is the number of independent variables). The result obtained from  $F_{table}$  is 3.09. Based on calculations with the help of the SPSS 26.0 for Windows program, the following results were obtained:

**Table 3.** Simultaneous Test Results (F-Test)

| Model |            | ANOVAa         |     |             | F       | Sig.  |
|-------|------------|----------------|-----|-------------|---------|-------|
|       |            | Sum of Squares | df  | Mean Square |         |       |
| 1     | Regression | 2217,535       | 2   | 1108.768    | 258,022 | ,000b |
|       | Residual   | 438,312        | 102 | 4,297       |         |       |
|       | Total      | 2655.848       | 104 |             |         |       |

a. Dependent Variable: Teacher Work Ethic

b. Predictors: (Constant), School Climate, Participative leadership

Source: Research Data Processing Results (2023)

Table 3 shows that based on the output above the Fcount and Ftable values, it can be seen that Fcount (258.022) > Ftable (3.08) so that H<sub>0</sub> is rejected and H<sub>3</sub> is accepted. Hypothesis testing is also carried out by comparing the significance value with the significance level. The significance value of 0.000 is less than the significance level of 0.05, so it shows that the independent variables together have a significant influence on the dependent variable. The accepted hypothesis is that there is a significant influence of participative leadership style and school climate together on teacher work ethic at MAN 2 Mojokerto. Then the result is that H<sub>0</sub> is rejected, thus the results are significant. So the conclusion is that the independent variables used in this research together have an influence on the dependent variable.

## DISCUSSION

*The Influence of the Principal's Participative Leadership Style on Teachers' Work Ethic at MAN 2 Mojokerto.*

The results of the research show that there is a significant influence of the principal's participative leadership style on the work ethic of teachers at MAN 2 Mojokerto, as evidenced by the value of  $t_{count} > t_{table}$   $7.582 > 1.65978$  and a significance value of  $0.000 < 0.05$ , so it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, so there is an influence. The significance of the participative leadership style on the work ethic of teachers at MAN 2 Mojokerto. Thus, the higher the participative leadership style of the school principal, the higher the teacher's work ethic. The results of this study are in accordance with Koontz et al., (2000) that participative leadership is a leader who consults with his subordinates regarding proposed actions and decisions and stimulates participation from his subordinates. Meanwhile, according to Yukl (2015) Participative leadership is considered a type of behavior that is different from task-oriented and relationship-oriented behavior. Participative leadership involves managers' efforts to encourage and facilitate the participation of others in important decision making.

Democratic societies uphold the right of people to influence decisions that will affect them in important ways. Participative leadership style in the world of education is a leadership style that focuses on the efforts of a leader, in this case the Principal, to involve the participation of its members in every process that occurs in an organization, including the decision-making process. (Ruslan, 2017) Simply put, participative leadership is defined as a leadership style in which a leader involves members in the processes that occur in an organization, including the decision-making process. The indicators of participative leadership style are: 1) Opportunity for subordinates to participate, 2) Receive input and advice from subordinates, 3) Working actively with subordinates, 4) Involving teachers in making decisions (Usman, 2010). The results of this study are supported by research Jufri (2002) In his research, there was a significant positive direct influence of the principal's participative leadership style on the teacher's work ethic. A good work ethic will not be born from people who feel forced to do their work. So, a teacher who has a good work ethic will, with full awareness, control work behavior towards realizing ideal work quality and make various efforts to create quality education.

*The Influence of School Climate on Teacher Work Ethic at MAN 2 Mojokerto*

The results of the research show that there is a significant influence of school climate on teacher work ethic at MAN 2 Mojokerto as evidenced by the value of  $t_{count} > t_{table}$ , namely  $11.323 > 1.65978$ , and a significance value of  $0.000 < 0.05$ , so it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, so there is a significant influence school climate on teacher work ethic at MAN 2 Mojokerto. Thus, the higher the school climate, the higher the teacher's work ethic. According to Gunbaby (2007) School climate is defined variously by experts as the result of subjective perception to the formal system, the informal style of the school principal, and other important environmental factors that influence the attitudes, beliefs, values and motivation of individuals at the school. School climate is the quality and character of school life that reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structure. (Hidayat & Narulita, 2019). The results of this research are also in line with research conducted by (Hastuti et al., 2017) In his research, school climate had a positive and significant effect on teacher work ethic. A healthy school climate turns out to be conducive to developing teacher reliability, namely the belief that he can influence student learning/learning outcomes positively (Mutohar et al., 2020). A healthy school climate is also closely related to organizational commitment, so it is more likely to have more teachers who

are committed, open and hold high academic standards (Burhannudin et al., 2021). In such schools, continuous or sustainable improvement (quality) of teaching and teacher professional development are goals that can be achieved.

*The Influence of the Principal's Participative Leadership Style and School Climate on Teacher Work Ethic at MAN 2 Mojokerto*

The results of the research show that there is a significant influence of the participative leadership style and school climate on the work ethic of teachers at MAN 2 Mojokerto, as evidenced by the value of  $F_{count}$  with  $F_{table}$ , it can be seen that  $F_{count} (258.022) > F_{table} (3.08)$  so that  $H_0$  is rejected and  $H_3$  is accepted. Hypothesis testing is also carried out by comparing the significance value with the significance level. The significance value of 0.000 is less than the significance level of 0.05, so it shows that the independent variables together have a significant influence on the dependent variable. The hypothesis is accepted, which means that there is a significant influence of the principal's participative leadership style and school climate on the work ethic of teachers at MAN 2 Mojokerto. Then the result is that  $H_0$  is rejected, thus the results are significant. So the conclusion is that the independent variables used in this research together have an influence on the dependent variable. This means that the better the principal's participative leadership style and the school climate, the better the teacher's work ethic.

The results of this study are in accordance with Damanik et al., (2021) that participative leadership is related to it uses various decision-making procedures that provide space for members to participate or even change and influence the decisions that will be taken by a leader. Participative leadership includes consultation, joint decision-making and decision-making, sharing of authority and power, decentralization, and management carried out democratically. (Anam, 2018). Participative leadership is a way of leading that allows members to participate in the decision-making process (Jamal, 2014). According to Supardi (2014), a good school climate will be created if a leader encourages and provides positive motivation, includes group members in setting goals and generates a sense of responsibility. In this case, school principals are required to have the ability, skills and intelligence to create a healthy and open school climate so as to create a conducive and dynamic work atmosphere. (Liu & Hallinger, 2018). If the school climate can stimulate a work culture, it will make a big contribution to increasing the teacher's work ethic. The results of this research are also in line with research conducted by (Hastuti et al., 2017) in his research, participative leadership style and school climate had a positive and significant effect on teacher work ethic.

#### **IV. CONCLUSION**

The results of his research show that There is a significant influence of the principal's participative leadership style on the teacher's work ethic, which means that the higher the participative leadership style, the higher the teacher's work ethic.; there is a significant influence of school climate on teacher work ethic, which means that the higher the school climate, the higher the teacher's work ethic; There is a significant influence of the principal's participative leadership style and the school climate on the teacher's work ethic, which means that the higher the principal's participative leadership style and the higher the school climate, the higher the teacher's work ethic.

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