The Effects of Organizational Climate and Transformative Leadership on Islamic Boarding School Teacher Performance

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Abstract

This empirical study observed the effects of organizational climate and transformative leadership on teacher's performance of Sholahuddin Gayo Lues Islamic Boarding School. This study used quantitative approach using survey method. The data collection technique used questionnaires with likert scale. These research samples are all population so it can be said to be the population research. Descriptive statistic and regression analysis were used to describe variation in organizational climate transformative leadership and teacher performance. Through statistic hypothesis calculation, results of the research show that organizational climate and transformative leadership have great effects on the teacher performance.

1. Introduction

Basic modality of civilized nation formation is through education. Determinant of education success is the factor of human resources management, in this case is teacher performance. Effectiveness of teacher performance is assumed to be influenced by a number of factors as studied by Benbenishty et al,

2016) and Buckman, Hand, & Johnson, (2021) related to the effects of organizational climate on teacher performance.

It is necessary for the urgency of leadership on improved performance of an organization as seen in many studies such as McCarley, Peters, & Decman, (2016), Handayani, et al, (2020) showing conclusion of the effects of transformative leadership on teacher performance as well as organizational performance (Bass & Steidlmeier, 2006). Also, leadership plays an essential role as an organization and individual as driving motor in an increasingly complex and challenging world. However, there is a few study designed to study causal path of the effects of transformative leadership on teacher performance in a systematic manner by examining the effects of organizational climate relatedness.

Each organization including Islamic boarding school organization has a noble ambition or goal to be achieved. Thus, it is necessary for a system to form an ideal cooperation pattern among many components. The most crucial one is the role of conducive organizational climate so that any people working in the organization can complete their tasks and functions appropriately in the organizational structure (Cohen, et, al. 2009)(Parry & Proctor-Thomson, 2002).

Islamic boarding school management requires an open climate regulating relations in the authority and responsibility limits. So, there is an increasing effect of Islamic boarding school organizational performance and increasing ability to give benefits for the interest of the organizational (Bass & Bass, 2009). The same thing also revealed by (Banerjee, 2014) by her research on organizational climate which concluded organizational climate as an important indicator in determining organizational effectiveness. It is because many organizations both service organizations and business organizations periodically conduct surveys on the organizational climate as a form of monitoring on individual performance. By conducive organizational climate, it can determine member or organizational performance (Summers, 2010).

In the management practices, organizational climate is seen as an important factor in creating organizational effectiveness (Ashkanasy, Wilderom, & Peterson, 2010). By routine evaluation on organizational climate, the organization can monitor member perception on work environment (Cameron, Mora, Leutscher, & Calarco, 2011). Further information is used as feedback in policy practices taken by leaders. Referring to the causality, then this research focuses on the effects of organizational climate and transformative leadership on teacher performance.

In this increasingly tense global competition era, currently each organization must have ability to present first-rate performance in various fields, particularly related to its stakeholders. Increasingly complex current environment situation requires an organization to be able to satisfy the interest of various stakeholders. Thus, formation of positive organizational climate is seen as the milestone in building good and sustainable culture.

The performance chain has a relationship between internal and external factors (Schacter, 2004). Likewise, a person has high skills and broad experience (external) when their physical (internal) conditions are not good enough, then he does not perform well. In addition to that when a person is mistaken in perceiving a given role, the performance shown is in contrast to the expected work results.

This research aims to critique, synthesize, and consolidate empirical studies examining the relationship between organizational climate, transformative leadership and teacher performance. Through a positivistic paradigm, a literature study system-based approach must be followed to find appropriate studies on this construct (organizational climate, transformative leadership and teacher performance) and block of science buildings (concepts, statements and conceptual framework); all of which will be used as the structure to analyze and report any findings.

In the context of Islamic boarding schools, when teachers have (internal) strong motivation, they tend to have high performance. However, if there is no adequate (external) system and facilities then it is likely that their performance will be reduced. This study aims to determine the contribution of organizational climate and transformative leadership to teacher performance. The description of this hypothesis is supported by previous research such as the studies of Muktar, et. al., (2020), Prasetyo & Anwar, (2021) and Damanik & Aldridge, (2017) which simultaneously produce findings of significant relationships between climate, leadership and performance.

2. Literature Review

Performance according to Whitmore is implementation of necessary functions by a person, or an action, appreciation or what presented by a person through real skills (Whitmore, 2010). Meanwhile, Amstrong in Wibowo defined performance as work results having strong relations to goals of organizational strategy, consumer satisfaction and providing economic contribution (Wibowo, 2017). Performance is a level of result achievement by an employee in an

effective and efficient manner (Dessler, 2013) (Simanjuntak, 2011). Performance is a multidimensional construction in which there is great variative measurement depending on existing types and factors. As an adaptation of work performance measurement in profit organizations, teacher performance can be measured based on specific behavior (Judgment Performance Evaluation), namely (1) work quality; (2) quantity of work; (3) work knowledge; (4) creativity; (5) cooperation; (6) initiative; (7) dependency; and (8) personnel quality (Hale, 2004).
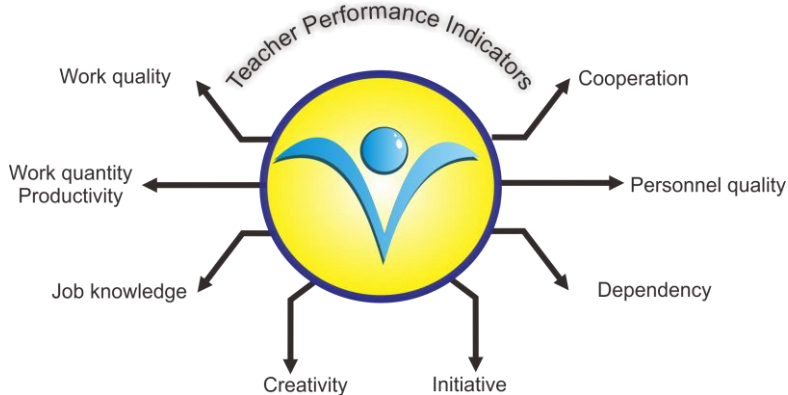

Figure 1. Indicators of Teacher Performance Measurement

Figure 1 describes that work quality can be achieved by preparation and suitability. The work quantity in the context of educational institutions means teacher productivity, namely the output of work results or the amount of work done in a specified period of time. Job knowledge and skills will characterize this addition to stability along with creativity and initiative (ideas related to future organizational programs). There will also present cooperation with other people because of dependence (dependerability). Personnel qualities concern personality, leadership, abilities and personal integrity.

Meanwhile, performance is measured by criteria or benchmarks determined by organization. Thus, it is greatly necessary for performance assessment in order to provide benchmarks for an organizational success. In line with this issue, according to research taken by Wahabi and Al-Ansary, (2011), Filho, (2010), performance is work result achieved by person or group or employees in an organization based on each authority and responsibility in the framework of organizational goal achievement legally , without violating any laws and based on moral and ethics.

Kinicki, (2014) revealed the differences related to teacher performance parameters, namely (1) independence; (2) timeliness; and (3) work commitment. Independence is the level which individuals can work without help, guidance and supervisor intervention. Timeliness means the extent to which implementation of the activity can be completed in view of the coordinated point with the output results as well as the maximum available time for other activities. Work commitment is the level of individual responsibility and loyalty to the organization.

As a synthesis of the above descriptions, teacher performance is defined as the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and organizational mission by Islamic boarding school teachers through school strategic planning. Referring to this view, performance has four aspects, namely: (1) personnel quality; (2) work independence; (3) work knowledge; (4) creativity and initiative; (5) cooperation; (6) work commitment.

There are very variative behaviors shown by members in an organization. Such dynamics are from common perception among organizational community in an education institute. Theoretical study taken by (Tableman, 2004) said that climate concept is unique of 1930's when the flow of human relations utilize invention of organizational social-emotional dimensions, giving relation to leadership ideas and taking it closer to organizational study which is then understood as structure.

Litwin and Stringer (1978) defined organizational climate as an intermediate variable of organizational factors and motivation trends. Barbuto, Philips, & Xu, (2010) as well as Hoy and Miskel (1982) perceived it as organizational personality. Hall (1996) with other approaches defined climate as a series of environment properties, perceived directly and indirectly by employees, which must be used as strength giving effects on individual or group behaviors.

In another side, Schneider & Barbera, (2014) though it as environment presented in an organization as a product of a series of objective and subjective variables creating great diversity of attitude, behavior and reactions to any person and which can range from full identification to frustration and sabotage for organizational development.

Zhang, Li, & Reynolds, (2020), Sosa et al, (2003) defined organizational climate as interaction of elements forming organization such as structure, internal process as well as individual and group behaviors. VanLone et al., (2019) defined

organizational climate as certain environment as description of employee perception measurement related to environment aspects in which they conduct their works.

Through study on modern literature, organizational climate is identified as a type of managerial style, rather than true climate. Further research explored various dimensions of the climate. Organizational climate can also be established through a series of programs such as environmental activities. Environmental activity is a process that can be used to determine level of participation of group members, often member participation is influenced by several things, such as group thinking comments and group leader leadership styles (Welsh, 2000).

Handoko (2010), and Schneider & Barbera, (2014) stated that at least there are five dimensions used to measure organizational climate namely responsibility, identity, warmth, support, and conflict. Meanwhile Newstrom stated that climate can influence motivation, achievement, and job satisfaction. A healthy climate is a long-term plan. There are several instruments developed to measure the organizational climate according to Litwin in Muchinsky, namely: (1) leadership; (2) motivation; (3) communication; (4) interaction; (5) decision making; (6) determination of objectives; and (7) control.

As an overview of the theory above the meaning of climate organization in this study is a shared set of perceptions among Islamic boarding school organizations (leaders, teachers, employees, students) in an organization about behavior, attitudes, and feelings. Organizational climate is also a combination of clear rules and ongoing habits that determine the quality of cooperation, organizational development, and commitment to organizational goals.

The term of transformation is taken from the word of to transform, meaning to transform or change a thing to other different forms. For example, transforming vision into reality, hot into energy, potentials into actual, latent into manifestation, motif to obtain achievement into actual achievement (Bass & Avolio, 1993). In the view of Johns Jacob, it revealed that transformative leadership is effect of leader on subordinates by feeling trust, pride, loyalty, respect of superiors and having motivation to do more than expectation (Gardiner, 2007). The essence of transformative leadership according to Uhara is as an inspiration, having ability to combine personal and group interest, having orientation to changes, empowering subordinates and having long-term orientation (Suharsaputra, 2016).

Komariah and Triatna, (2010), Wirawan, (2017), Mukhtar,(2020) and Griffith, (2003), cited opinions by Bass, Avolio stating four factors giving

influences on transformative leadership namely (1) idealized influence; (2) individual consideration; (3) intellectual stimulation; and (4) inspiration motivation. A number of management experts according to (Bass, 1998), (Gardner & Avolio, 1998) and (Hidayat & Machali, 2012), agreed to mention transformative leadership as the most effective leadership style for meeting temporary problem situations. This leadership model characterizes a person who has a long-term vision and a positive influence on his members so that he is able to show positive performance against the achievement of organizational goals. In order to complete existing types of leaders, there is leadership regeneration. Islamic boarding schools with effective regeneration pattern will have a long life.

Based on the study of the aforementioned concepts, then it can be synthesized that what is meant by transformative leadership in this research is a leadership perspective that explains how the leader changes the team or organization by transforming, creating, communicating, changing an organizational vision model and becoming subordinate inspiration to achieve the vision. Indicators of transformative leadership in this study are: (1) personal platform (charisma), (2) effective communication, (3) intellectual stimulation, (4) inspirational motivation.

3. Methods

This paper used a quantitative approach paradigm. Research design is according to the Kerlinger, (1979) namely non-experimental and correlational descriptive, because it is not intended to modify research variables, it simply tries to determine teacher performance as the study case, with regard to organizational climate and to establish relationships between dimensions and demographic variables. The primary data source is a questionnaire applied directly to the correspondence of the population in order to measure constructs in the context of teacher performance. There were 39 people as the research respondents. The statistical calculation stages are (1) validity and reliability tests; (2) prerequisite analysis test; (3) calculation of the hypothesis, including descriptive analysis, followed by multiple regressions (Siregar, 2015), (Bungin, 2018) and (Sugiyono, 2015) statistical tests in this study were carried out with the help of SPSS version 24 software. This study provides hypotheses (1) Organizational climate partially has significant effects on teacher performance; (2) Transformative leadership has significant effects on teacher performance; (3) organizational climate and

transformative leadership simultaneously have significant effects on teacher performance

4. Results and Discussion

There are 39 people in this study as the respondents. The respondents are teachers who actively teach with the following characteristics:

Table 1. Characteristics of Respondents

Age	Total	Percentage
< 30 years old	17	44%
30 – 40 years old	19	49 %
> 40 years old	3	6 %

Based on table 1, it can be seen that 10 people or 53% of the respondents have age characteristics between 20 to 30 years old. There are 21 people or 2% of the respondents in the age of 30-40 years old. The majority of teachers are in a productive age so as to allow for high mobility.

Table 2. Level of Teachers

Education level	Total	Percentage
SMA and the same level	11	28 %
S1	25	64 %
S2	3	8 %
Total	**39**	

Whereas the above table also shows the level of teacher education consisting of 11 people or 28% with the status of Islamic boarding school graduation; 25 people or 64% have S1 degrees; and 3 teachers or 8% have master degrees The data shows that the majority of Islamic boarding school teachers have bachelor degrees with their respective field of expertise. Seeing as its superiority by referring to the data that majority of the teachers as Islamic boarding school graduates still teach non-religious studies. This facilitates the implementation of Islamic boarding school values since they have experienced directly education model of the Islamic boarding school previously.

Results of Statistic Calculation
a. Statistic Reliability

Referring at the data results we collected for the study, the reliability statistics provide that Cronbach's alpha by 0.71 which is affirmative and alpha is found in the 0,70 item regiment. The data results are quite good because it is more

than normal. As a result, it proves that an organizational climate has effects on improving teacher performance.

b. Descriptive Analysis

In our study, there are 36 teachers consisting of 20 males or 56.6%, and 16 female teachers or 44.4%. This extraordinary truth leads to stronger importance that teachers understand the importance of Islamic boarding school problems.

Table 3. Descriptive Statistics

	N	Range	Minimum	Minimum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std Error.	Statistic	Statistic
Organizational Climate	39	33	140	173	6049	155.10	1.207	7.539	56.831
Transformative Leadership	39	44	134	178	5936	152.21	1.638	10.227	104.588
Teacher Performance	39	38	131	169	5658	145.08	1.317	8.225	67.652
Valid N (listwise)	39								

Table 3 shows that deviation standard achieved by the independent variables and the independent variables is implemented in this study. A five-point scale starting from strongly disagree (1) to strongly agree (5) is used to ask questions from the respondents. table 3 also shows that the relationship between the dependent and independent variables is statistically significant because "sig" is less than 0.05. Therefore, we can reject the null hypothesis and accept the hypothesis statement.

c. Simple Correlation (Product Moment)

We have implied some linear regression which is a simplification of simple linear regression in which a number of predictable variables can be accepted on the right side. Job satisfaction and organizational commitment are taken as accountable, results or dependent variables, while organizational climate is stated as a predictive descriptive. We put an organized part of our model in transformative leadership and organizational climate.

Table 4. Correlations

Correlations

		Organizational Climate	Transformative Leadership	Teacher Performance
Organizational Climate	Pearson Correlation	1	.419**	**.622****
	Sig. (2-tailed)		.008	.000
	N	39	39	39
Transformative Leadership	Pearson Correlation	.419**	1	**.732****
	Sig. (2-tailed)	.008		.000
	N	39	39	39
Teacher Performance	Pearson Correlation	.622**	.732**	1
	Sig. (2-tailed)	.000	.000	
	N	39	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810a	.657	.638	4.950

a. Predictors: (Constant), Transformative Leadership, Organizational Climate

Table 5 shows that the linear correlation coefficient (R), simultaneously the variables of organizational climate and transformative leadership contribute by 0.657. In other words, the independent variables of organizational climate and transformative leadership have contribution effect by 65.7% on the dependent variable (teacher performance) while 34.3% is influenced by other factors beyond variable X.

Table 6. Annova

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1688.543	2	844.272	34.451	.000b
	Residual	882.226	36	24.506		
	Total	2570.769	38			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Transformative Leadership, Organizational Climate

Annova also known as the F test is known for the purpose of determining how all independent variables simultaneously give effects on the dependent

variable; or to test whether at least the regression model we use is feasible. If the model is significant, the model can be used for prediction / forecasting, on the other hand, if it is not significant, then the regression model cannot be used for forecasting.

d. Linear Regression

Table 7. Coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	10.260	17.446		.588	.560
Organizational Climate	.418	.117	.383	3.565	**.001**
Transformative Leadership	.460	.086	.571	5.316	**.000**

a. Dependent Variable: Teachers Performance

The table above shows the significance or linearity levels of regression. The criteria used are the F arithmetic values which are greater than the table value. The research data calculation shows 34,451 which is more than the table value. Meanwhile, the Significant value test obtains the Sig. = 0.001 and 0.000 which means greater than significant criterion (0.05), thus, the progressive equation model based on research data is significant, meaning that the linear regression model fulfills the linearity criteria.

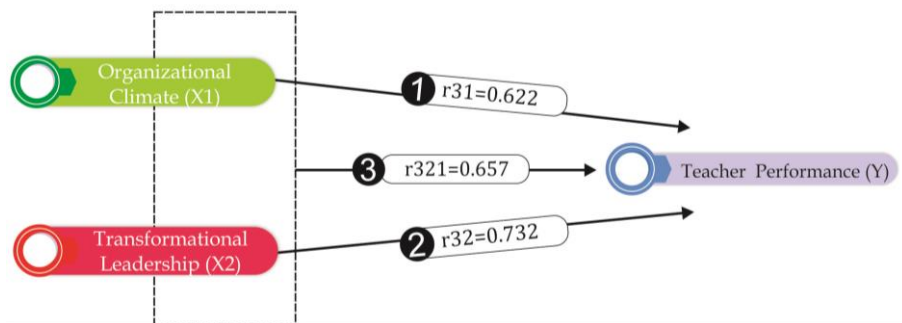**Analysis of Statistic Results**

Figure 2. Decomposition Table

H1: Organizational Climate gives effects on Teacher Performance

Based on the data obtained, the results showed that the organizational climate contributes significantly to teacher performance with a significance of 0.001. Meanwhile, the obtained value is 3.56 or greater than t table 2.67. The contribution is 62.2%, while 37.8% is influenced by other factors such as educational background, infrastructure, environment and teacher competence itself.

If in a community or organization, there is a tendency for negative climates to imply negative things, it then will slowly destroy the organization. One of the important aspects in the learning process of religion is the system built by the community through an organizational climate which is the result of a combination of clear rules and habituation carried out continuously. A positive climate can be formed through each individual which is coordinated by leaders in groups of an organization. The results of statistical calculations are supported by several studies as conducted by (Cohen et al., 2009), (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018), and (Benbenishty et al., 2016).

Organizational climate is related to the person or individuals and the organizational environment, and therefore, to individual behavior and organizational performance. Specifically, organizational climate is a relatively personal quality of the organizational environment experienced by organizational members, which gives effects on individual behavior and organizational performance.

H2: Transformative Leadership on Teacher Performance

Transformative leadership contributes significantly to teacher performance with a significance of 0.001. Meanwhile, the obtained value is 5.31 or greater than t table 2.67. The contribution is 73.2%, while the remaining is 26.8% which is influenced by other factors such as educational background, infrastructure, environment and teacher competence itself.

In contrast to other educational organizations, teachers living in islamic boarding school are consequently fully involved in the educational process so that there is no time for any part-time jobs. Leadership response to concrete action determines teacher future. Student leadership plays an essential role for the success of organizational and continuing educational reforms, and there is a strong need for leaders to demonstrate the key attributes and qualities of

professionalism. As stated by (Ruiz-Hernández et al., 2021) (Kristiawan & Rahmat, 2018) Sauri, (2010) that increasing the aspect of professionalism contributes to strengthening teacher performance.

In these situations, attention should be paid to professional training and development opportunities for teachers as well as the knowledge and skills that must be possessed which then are seen as important aspects in improving teacher performance. The results of the hypothesis calculations are supported by research conducted by (Prasetyo, 2020) Lotz-Sisitka, Wals, Kronlid, & McGarry, (2015).

H3: Organizational Climate and Transformative Leadership give effects on teacher Performance

Referring to a simple linear regression formula consisting of one predictor and one respondent variable by the equation: $y = a + bx$. Through table 3.1 in the Unstandardized Coefficients Beta column, a progressive equation model can be identified with constant coefficients and variable coefficients. The result is a regression equation model: $Y = 10.260 + 0.418 X1 + 0.460 X2$. The contribution is 65.7%, while 34.3% is influenced by other factors such as economic conditions, educational background, infrastructure, career levels, job satisfaction and teacher competence itself.

As a matter of external factors outside the research variables, organizational climate causes various phenomena, such as effective performance that can be stimulated by three factors, namely dominant group leadership, high group cohesiveness, and group provocative situations; all of which can give effect on member actions. In addition, another factor that is alleged to be related to the size of the groupthink phenomenon that gives effects on performance in the group meetings is leadership style, namely authoritarian, democratic, and laissez faire styles.

In teacher performance improvement, leadership factor also serves as an important factor since effectiveness of organizational bureaucracy structure is also a part of factor giving effects on organizational climate as launched by McCarley et al., (2016) Klob, Hancock & Nuttman, (2014) and (Octaviano, (2018). It depends on existing leadership. Basically, it reveals that responsibility of a leader can imply broadly since he or she serves as a peak of decision making. In essence, performance is a process action or way of

acting in conducting organizational function, not only stating as work results, but also how the work process takes place.

Strengthening education management currently aims to transform a slow conservative thinking into a more effective and efficient educational system. This process requires changes in various educational managements; one of which is increasing teacher performance in Islamic education institutions. Through the implementation of positive values, it can lead to result accountability. The goal is to improve teacher performance so that it has effects on improving services to consumer satisfaction.

In order to have good performance, an educational institution is influenced by several main factors discussed in these studies, including organizational climate, leadership style, and teacher performance. It is said that leadership uses authority and decision-making. Meanwhile, changes in style can depend on characteristics of individual, dynamics of family and environment situation. Although it is clear that work environment can facilitate or inhibit creative behavior in organizations, there is still a lack of research examining individual differences effects on these relationships.

Performance is a multidimensional construction that includes many factors that influence it. These factors consist of teacher intrinsic factors (personal / individual), or HR and extrinsic factors, namely leadership, systems, team, and situational.
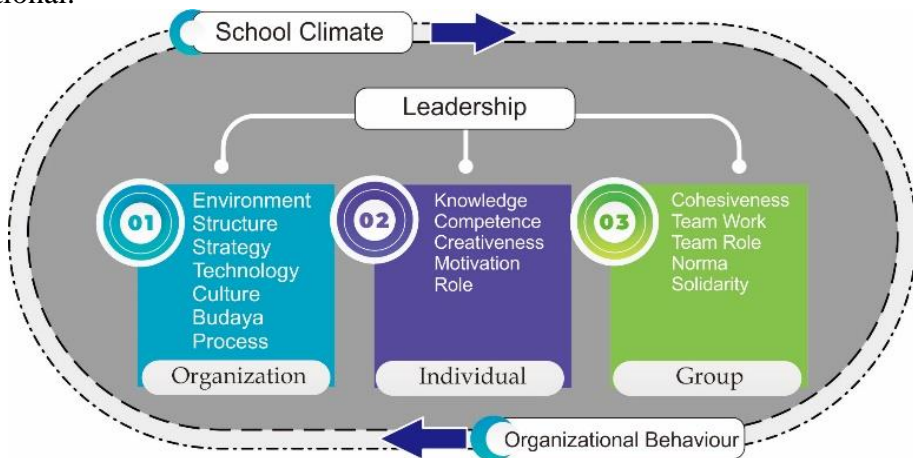

Figure 3. Research Novelty

Figure 3 poses an understanding that individual performance is influenced by knowledge, skills, motivation and role factors. Group performance is

influenced by any factors related to team characteristics. Meanwhile, individual performance gives effects on group performance and group performance will give effects on organizational performance. Study analysis refers to model conceptualization of organizational behavior. The factor giving the most effects on teacher performance is leadership. As Montgomery and Largent, (2015) and Fiedler, (2015), stated the relationship between leadership, organizational climate and teacher performance. In creating effective organizational climate, it is greatly necessary for the role of leaders. Substantially, effective leadership in creating organizational climating supporting teacher performance generally can be observed from three main points, namely (1) (1) commitment to the school vision in carrying out its duties and functions; (2) making the school vision a guide in managing and leading the school, and 3) always focusing its activities on learning and teacher performance in the classroom.

Similar to Hoffman, Sabo and Bliss (1986) (Dou, Devos, & Valcke, 2017), it described organizational climate by considering school environment which then is seen as a series of internal characteristics to differentiate one institution from others and to give effects on member behaviors. Climate in the organization is perceived when there is motivation which can create various effects such as satisfaction, improvement or reduction of performance. Productivity, eternity or rotation (Abu-saad, Hendrix, 1995).

Organizational performance is determined not only by revenues from its services and products, but also by the way in which it relates to several factors; such as primary and secondary factors. Among the reflecting factors, it is about managerial aspects such as leadership, communication and attitudes. Meanwhile, there are also ones related to organizational factors such as culture, organizational climate, size and organizational structure.

This study succeeds in filling the gap by examining the effects of problem solving styles of differences in individual leadership values on organizational climate perceptions for performance. The results show that organizational climate and transformative leadership give effects on how people determine teacher performance.

5. Conclusion

The research results show that the organizational climate has great effects on organizational performance with the following details (1) the school organization climate contributes significantly to performance of teachers in

Islamic boarding schools, (Sholahuddin, Kab. Gayo Lues) with the determinant number– t arithmetic shows the number of 3.56, there is a significant contribution between organizational climate on the performance of Islamic boarding school teachers, the coefficient of determination shows a sufficient number, namely 62.2% with the remaining of 37.8% is influenced by other factors; (2) partially transformative leadership has a significant contribution to the performance of teachers in Islamic boarding schools and Islamic schools with a number of points of 5.31, there is a significant contribution between organizational climate to the performance of teachers, the coefficient of determination shows a sufficient number, namely 73.2% with other factors of 26.8%; (3) Simultaneously, organizational climate and transformative leadership have significant effects on organizational performance with a degree of trust reaching 65.7%.

6. Recommendation

In this issue regardless the efforts to increase the level of academic qualification, internal factors such as leadership and a more conducive organizational climate strongly support the improvement of teacher performance. If the climate is not conducive, it can cause interpersonal conflict that result in latent stress on academic work. Traditionally, institutions are supervisors, a fact that may be related to this empirical study can provide a view that the formation of an organizational climate can support teacher performance improvement. A conducive and characterized organizational climate can be improved to improve organizational performance. The effort that can be taken in this context is creating a positive organizational climate by each stakeholder.

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