

THE INFLUENCE OF AUTHENTIC LEADERSHIP OF PRINCIPALS AND WORK CLIMATE ON SCHOOL PRODUCTIVITY IN JUNIOR HIGH SCHOOLS IN ACEH BARAT DAYA

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Abstract

This study aimed to investigate the influence of authentic leadership of principals and work climate on school productivity in junior high schools in Aceh Barat Daya. The research used a quantitative approach with an associative research strategy. Data was collected through questionnaires from a sample of 57 principals and teachers from six junior high schools. The results showed that authentic leadership and work climate simultaneously had a significant positive effect on school productivity, with a contribution of 54.2%. Authentic leadership and work climate also each had a significant positive effect on school productivity. These findings indicate that strengthening principals' authentic leadership and fostering a positive work climate are important factors for enhancing school productivity in Aceh Barat Daya.

Keywords : *Authentic Leadership, Work Climate, School Productivity.*

1. INTRODUCTION

Education plays a crucial role in the development of a nation, particularly when it is of high quality and competitiveness. In the era of the industrial revolution and digitalization, education continues to hold a significant position in human resource development. The challenges faced by education in Indonesia have become increasingly apparent, especially since the country joined the ASEAN Economic Community in 2016. The presence and competitiveness of quality human resources are essential for Indonesia to collaborate effectively with other ASEAN member countries.

School productivity is a critical aspect that reflects the efficiency and effectiveness of an educational institution in managing its resources to achieve desired outcomes. It encompasses both the quantity and quality of school outputs, such as student achievement, skill development, and character building (Engkoswara & Komariah, 2011). However, the low productivity of schools in Aceh Barat Daya, as evidenced by the low Human Development Index and school accreditation levels (Statistics Indonesia, 2022), has raised concerns among stakeholders.

Principals' leadership and the work climate within schools have been identified as potential factors influencing school productivity. Authentic leadership, characterized by a leader's self-awareness, transparency, and consistency between words and actions, has gained attention as a leadership approach that can foster trust, motivation, and positive organizational outcomes (Walumbwa et al., 2008). Additionally, a positive work climate, which encompasses the shared perceptions of school members about their work environment, relationships, and support, has been linked to increased job satisfaction, commitment, and performance (Hoy & Miskel, 2013). Based on the background described above, the main problem addressed in this study is the influence of principals' authentic leadership and work climate on school productivity in junior high schools in Aceh Barat Daya. The low productivity of schools in the region, as indicated by the Human Development Index and school accreditation levels, necessitates an examination of the factors that may contribute to this issue. Understanding the relationships between principals' authentic leadership, work climate, and school productivity can provide valuable insights for educational stakeholders in designing strategies to enhance school performance and ultimately improve the quality of education in Aceh Barat Daya.

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2. IMPLEMENTATION METHOD

2.1 Research Approach and Design

This study employed a quantitative approach with an associative research strategy to examine the influence of principals' authentic leadership and work climate on school productivity in junior high schools in Aceh Barat Daya. The quantitative approach allows for the collection and analysis of numerical data to test hypotheses and draw conclusions based on statistical evidence (Creswell, 2014). The associative research strategy is used to investigate the relationships between variables and determine the extent to which changes in one or more variables are associated with changes in other variables (Sugiyono, 2016).

2.2 Population and Sample

The population for this study consisted of principals and teachers from six junior high schools in Aceh Barat Daya. A sample of 57 respondents, including principals and teachers, was selected using proportionate stratified random sampling technique. This sampling method ensures that the sample is representative of the population by dividing it into strata based on specific characteristics and selecting a proportionate number of respondents from each stratum (Taherdoost, 2016).

Table 2.1 Population and Sample Distribution

School	Population	Sample
SMP Negeri 1 Manggeng	32	12
SMP Negeri 2 Manggeng	31	12
SMP Negeri 3 Manggeng	17	6
SMP Negeri 1 Lembah Sabil	26	10
SMP Negeri 2 Lembah Sabil	21	8
SMP Jabal Nur Jadid	25	9
Total	152	57

2.3 Data Collection Instrument

Data was collected using a questionnaire, which is a set of written questions or statements used to gather information from respondents (Taherdoost, 2016). The questionnaire consisted of three sections measuring principals' authentic leadership, work climate, and school productivity. A five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was used to measure the responses. The authentic leadership section was adapted from the Authentic Leadership Questionnaire (ALQ) developed by Walumbwa et al. (2008), which assesses the four dimensions of authentic leadership: self-awareness, relational transparency, internalized moral perspective, and balanced processing. The work climate section was based on the Organizational Climate Description Questionnaire (OCDQ) by Hoy and Miskel (2013), which measures the dimensions of supportiveness, intimacy, high morale, and low disengagement. The school productivity section was developed by the researcher based on the conceptualization of school productivity by Engkoswara and Komariah (2011), encompassing both the quantity and quality of school outputs.

2.4 Validity and Reliability

The validity and reliability of the questionnaire were established through expert judgment and pilot testing. The questionnaire was reviewed by a panel of three experts in the field of educational management to ensure content validity. A pilot test was conducted with 30 respondents who were not part of the sample to assess the reliability of the instrument. Cronbach's alpha coefficients were calculated for each section of the questionnaire, yielding values of 0.892 for

authentic leadership, 0.907 for work climate, and 0.885 for school productivity, indicating good internal consistency.

2.5 Data Collection

Procedure Prior to data collection, permission was obtained from the relevant educational authorities and school principals. The questionnaires were distributed to the selected respondents in each school, along with a cover letter explaining the purpose of the study and assuring confidentiality. The respondents were given one week to complete the questionnaires, which were then collected by the researcher.

2.6 Data Analysis

The collected data was analyzed using descriptive statistics, multiple linear regression, t-test, F-test, and coefficient of determination with the help of SPSS software. Descriptive statistics, including mean, standard deviation, and percentage, were used to describe the characteristics of the sample and the variables under study. Multiple linear regression was employed to examine the simultaneous influence of authentic leadership and work climate on school productivity. T-test and F-test were used to determine the significance of the individual and simultaneous effects of the independent variables on the dependent variable. The coefficient of determination (R^2) was calculated to measure the proportion of variance in school productivity that can be explained by authentic leadership and work climate.

Table 2.2 Data Analysis Techniques

Objective	Analysis Technique
Describe sample characteristics and variable levels	Descriptive statistics
Examine simultaneous influence of authentic leadership and work climate on school productivity	Multiple linear regression
Determine significance of individual effects of independent variables on dependent variable	T-test
Determine significance of simultaneous effect of independent variables on dependent variable	F-test
Measure proportion of variance in school productivity explained by independent variables	Coefficient of determination (R^2)

3. RESULTS AND DISCUSSION

3.1 Descriptive Analysis

3.1.1 Respondents' Characteristics

The respondents in this study consisted of 57 principals and teachers from six junior high schools in Aceh Barat Daya. The demographic characteristics of the respondents are presented in Table 3.1.

Table 3.1 Demographic Characteristics of Respondents

Characteristic	Category	Frequency	Percentage
Gender	Male	28	49.1%
	Female	29	50.9%
Age	25-35 years	12	21.1%
	36-45 years	30	52.6%
	46-55 years	15	26.3%
Education	Bachelor's	42	73.7%

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Characteristic	Category	Frequency	Percentage
	Master's	15	26.3%
Work Experience	1-5 years	8	14.0%
	6-10 years	22	38.6%
	11-15 years	17	29.8%
	>15 years	10	17.5%

3.1.2 Variable Description

The descriptive statistics for the variables of authentic leadership, work climate, and school productivity are presented in Table 3.2.

Table 3.2 Descriptive Statistics of Variables

Variable	Mean	Std. Deviation	Minimum	Maximum
Authentic Leadership	4.12	0.47	3.21	5.00
Work Climate	4.05	0.52	3.00	5.00
School Productivity	4.08	0.50	3.10	4.95

The mean scores for authentic leadership, work climate, and school productivity were 4.12, 4.05, and 4.08, respectively, indicating high levels of these variables among the respondents.

3.2 Hypothesis Testing

3.2.1 Hypothesis 1

H1: Principals' authentic leadership has a positive and significant effect on school productivity in junior high schools in Aceh Barat Daya.

Table 3.3 Simple Linear Regression Analysis for Hypothesis 1

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.512	0.367		4.121	0.000
Authentic Leadership	0.623	0.088	0.585	7.057	0.000

The results in Table 3.3 show that principals' authentic leadership has a positive and significant effect on school productivity ($\beta = 0.585$, $t = 7.057$, $p < 0.05$). Therefore, H1 is supported.

3.2.2 Hypothesis 2

H2: Work climate has a positive and significant effect on school productivity in junior high schools in Aceh Barat Daya.

Table 3.4 Simple Linear Regression Analysis for Hypothesis 2

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.672	0.343		4.876	0.000
Work Climate	0.596	0.084	0.618	7.104	0.000

The results in Table 3.4 indicate that work climate has a positive and significant effect on school productivity ($\beta = 0.618$, $t = 7.104$, $p < 0.05$). Thus, H2 is supported.

3.2.3 Hypothesis 3

H3: Principals' authentic leadership and work climate simultaneously have a positive and significant effect on school productivity in junior high schools in Aceh Barat Daya.

Table 3.5 Multiple Linear Regression Analysis for Hypothesis 3

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	0.837	0.340		2.462	0.017
Authentic Leadership	0.373	0.099	0.350	3.763	0.000
Work Climate	0.443	0.090	0.459	4.927	0.000

The results in Table 3.5 reveal that principals' authentic leadership ($\beta = 0.350$, $t = 3.763$, $p < 0.05$) and work climate ($\beta = 0.459$, $t = 4.927$, $p < 0.05$) simultaneously have a positive and significant effect on school productivity. Therefore, H3 is supported.

Table 3.6 Model Summary for Hypothesis 3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.741	0.549	0.535	0.341

The model summary in Table 3.6 shows that the coefficient of determination (R Square) is 0.549, indicating that 54.9% of the variance in school productivity can be explained by principals' authentic leadership and work climate.

3.3 Discussion

The findings of this study highlight the significant role of principals' authentic leadership and work climate in enhancing school productivity in junior high schools in Aceh Barat Daya. The positive and significant effect of authentic leadership on school productivity suggests that principals who demonstrate self-awareness, transparency, and consistency in their actions and decisions can foster trust, motivation, and commitment among teachers, ultimately leading to improved school performance. This finding is consistent with previous research that has linked authentic leadership to positive organizational outcomes (Walumbwa et al., 2008; Gardner et al., 2011). Similarly, the positive and significant effect of work climate on school productivity indicates that a supportive and collaborative work environment, characterized by positive interpersonal relationships and a shared sense of purpose, can enhance teachers' job satisfaction, engagement, and performance. This finding aligns with prior studies that have demonstrated the importance of a positive work climate for organizational effectiveness (Hoy & Miskel, 2013; Thapa et al., 2013).

The simultaneous effect of principals' authentic leadership and work climate on school productivity underscores the importance of addressing both leadership and organizational factors in enhancing school performance. Principals who adopt an authentic leadership approach and cultivate a positive work climate can create a synergistic effect that maximizes teachers' potential and drives school productivity. The study's findings have practical implications for educational policymakers, school administrators, and principals in Aceh Barat Daya and beyond. Investing in the development of authentic leadership skills among principals and fostering a supportive work climate should be prioritized to improve school productivity and educational outcomes. Professional development programs, mentoring, and coaching initiatives can be implemented to help principals develop and refine their authentic leadership capabilities. Additionally, strategies to enhance work climate, such as promoting collaboration, open communication, and shared decision-making, should be encouraged within schools.

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3.4 Limitations and Recommendations for Future Research

While this study provides valuable insights into the influence of principals' authentic leadership and work climate on school productivity, it is not without limitations. The study was conducted in a specific geographical context (Aceh Barat Daya) and focused on junior high schools, which may limit the generalizability of the findings to other regions or educational levels. Future research could explore these relationships in different contexts to validate and extend the findings. Moreover, the study relied on self-reported data from questionnaires, which may be subject to respondents' biases or perceptions. Future studies could employ multiple data collection methods, such as observations or interviews, to triangulate the findings and provide a more comprehensive understanding of the variables under investigation. Another potential area for future research is to examine the mediating or moderating effects of other variables, such as teacher motivation, job satisfaction, or organizational commitment, on the relationship between principals' authentic leadership, work climate, and school productivity. Understanding these complex relationships can provide a more nuanced picture of the factors influencing school performance.

4. CONCLUSION

This study investigated the influence of principals' authentic leadership and work climate on school productivity in junior high schools in Aceh Barat Daya. The findings demonstrate that both authentic leadership and work climate have significant positive effects on school productivity, individually and simultaneously. The study highlights the importance of developing principals' authentic leadership skills and fostering a supportive work environment to enhance school performance and educational outcomes. Educational stakeholders should prioritize these factors in their efforts to improve the quality of education in Aceh Barat Daya and beyond. Future research can build upon these findings by exploring the relationships in different contexts, employing diverse methodologies, and examining potential mediating or moderating variables to deepen our understanding of the complex dynamics influencing school productivity.

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