



Instructional Leadership of University Rectors as Professional Development for Employee Work Climate

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Abstract: This study aims to examine the influence of instructional leadership on the work climate of employees at Bakti Indonesia University. Using a quantitative survey method, the research involved 95 respondents selected randomly. Data analysis using multiple linear regression showed that instructional leadership significantly affects the work climate, contributing 90.4%. These results align with previous studies that emphasize how supportive leadership styles, as described by Hallinger (2012) and Arici (2018), can enhance the quality of the work environment and productivity. Effective instructional leadership has been proven to create a harmonious work atmosphere, motivate employees, and support their well-being. These findings underline the importance of instructional leadership in shaping a positive work climate at universities.

Keywords: Instructional Leadership, Work Climate, University.

Introduction

Leadership is one of the critical aspects of an organization, including universities, that plays a vital role in shaping a conducive work climate. Over time, leadership concepts have evolved from conventional forms to more modern ones that are adaptive to global challenges. According to Wong (2017), leaders are responsible for designing strategies and motivating followers to achieve organizational goals. However, conventional leadership theories have various weaknesses, such as a lack of subordinate participation in decision-making and limited support for innovation (Aubrey 2012; Mohammed Sani 2013).

In the university context, instructional leadership is becoming increasingly relevant. Today's universities function not only as innovators, producing new research and products but also as institutions that foster a work environment facilitating professional development and long-term productivity. Effective leadership, particularly instructional leadership, is essential in creating a positive and supportive work climate, where relationships between employees and leaders play a crucial role in creating a conducive work atmosphere.

Instructional leadership emphasizes how leaders, such as rectors or school principals, can enhance academic performance and staff effectiveness through guidance, monitoring, and the development of academic standards (Hallinger 2012; Lynch 2012). In the context of Bakti Indonesia University, instructional leadership is also expected to positively impact the work climate for employees. According to Hadiyanto (2004:176),



a positive work climate is formed through harmonious relationships between leaders, lecturers, and students, as well as good communication among them.

Previous research by Ribeiro et al. (2018) showed that leadership style significantly influences employee attitudes and behavior, ultimately affecting the quality of the work environment. Additionally, supportive leadership styles motivate employees to give their best contributions (Arici 2018). Therefore, this study aims to examine the influence of instructional leadership on the work climate at Bakti Indonesia University.

The primary goal of this study is to understand the effectiveness of instructional leadership on the work climate for employees at Bakti Indonesia University. This research focuses on analyzing the relationship between the instructional leadership style applied by university leaders and the work atmosphere created among employees. By understanding this relationship, it is expected to gain deeper insights into how leadership plays a role in creating a work environment that supports employee productivity and well-being.

The scope of this research covers two main variables: instructional leadership and work climate. Instructional leadership is defined as a series of actions taken by university leaders to guide and monitor the academic and professional performance of employees and develop high work standards (Hallinger 2012). Meanwhile, work climate refers to the atmosphere and dynamics of interactions in the workplace that can affect employee productivity and well-being (Hadiyanto 2004; Supardi 2014). This research was conducted at Bakti Indonesia University, focusing on employees and lecturers as the main respondents.

Method

This research falls under the category of quantitative explanatory research. The explanatory research used a survey method to gather opinions from a number of lecturers and employees at Bakti Indonesia University regarding the work climate. This survey research used data from a sample taken from the population to find relationships between variables that influence the work climate. The technique employed was probability sampling, and the specific method of sampling was simple random sampling. The study included 95 employees at Bakti Indonesia University, with a 5% margin of error and a 0.05 difference between the sample mean and population mean. The data collection techniques used included questionnaires, observation, measurement, and documentation. Sampling in this study was conducted using random sampling, and each respondent filled out a research instrument. Data analysis was done using Pearson Product Moment correlation techniques and multiple linear regression. Hypothesis testing was conducted using parametric inferential statistics.

Results and Discussion

Results

This section explains the current state of the instructional leadership level of the rector at Bakti Indonesia University, referring to the set criteria. The research results show that 10% of instructional leadership falls into the low category, 20% into the moderate category, and 70% into the high category.



The work climate level at the university was sharpened by descriptive analysis indicators of instructional leadership. Descriptively, each indicator of instructional leadership showed that the "managing the institution" indicator had the lowest score compared to other indicators.

The analysis results show that the sub-indicator of "Defining the institution's mission" was 30%, while the sub-indicator of "Managing the institution" was 32%, and "Improving a positive learning climate in the institution" was 23%.

At this stage, the work climate level of employees at Bakti Indonesia University, based on set criteria, is described. The findings showed that 5% of employees were categorized as having a low work climate level, 10% as having a moderate work climate level, and 70% as having a high work climate level.

The descriptive analysis shows that the employee work climate is categorized as high. The employee work climate results were further detailed through descriptive analysis of each indicator. The analysis of employee work climate indicators showed neutral results, with the highest values.

The analysis results indicate that the sub-indicators of the employee work climate included 32% positive, 40% neutral, and 28% negative. The hypothesis testing used multiple linear regression analysis. The first test was the significance test, both partially and simultaneously, the second was the coefficient of determination or R^2 (goodness of fit) to measure the contribution of independent variables as a whole to the dependent variable, and the final stage was the multiple correlation test (R), which was used to determine the correlation strength between independent and dependent variables.

Table 1. Linear Assumption Test for Instructional Leadership on Employee Work Climate

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	374,223	1	374,223	540,862	,010^b
	Residual	39,438	57	,692		
	Total	413,661	58			

a. Dependent Variable: WORK CLIMATE
b. Predictors: (Constant), INSTRUKSIO

The analysis results show a significance value (probability) for each independent variable $> \alpha$ ($0.010 > 0.05$). These results indicate or can be stated that the residuals have a homogeneous variance and there is no issue with the linearity test. Based on this analysis, it can be concluded that the linearity test is met and can proceed to other classical assumption tests.

Table 2. Simultaneous Influence Magnitude

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,953^a	,907	,904	,82687

a. Predictors: (Constant), INSTRUKSIONAL
b. Dependent Variable: WORK CLIMATE

The simultaneous influence refers to the joint effect of the independent variables on the dependent variable. The independent variables, which consist of authentic



leadership and instructional leadership, were tested for their influence on the dependent variable, the employee work climate.

The analysis results indicate that the adjusted R square (R^2) value is 0.904, meaning that 90.4% of the variance in the employee work climate can be explained by the instructional leadership variable. This result implies that instructional leadership contributes 90.4% to the employee work climate, while the remaining 9.6% is influenced by other variables not included in this model. The multiple correlation coefficient (R) value of 0.953 shows a strong relationship between instructional leadership as a whole and the employee work climate. The analysis shows that the model is considered valid.

Discussion

Based on the research data, the use of multiple linear regression analysis shows that instructional leadership significantly affects the employee work climate at Universitas Bakti Indonesia. Instructional leadership serves as a catalyst or intermediary to improve the quality of the learning process and student outcomes. Instructional leadership is focused on the quality of the learning process and student outcomes through empowering teachers. The focus of leadership development results from external policy changes in schools leading to changes in leadership practices (Hallinger & Wimpelberg, 1992).

The grand theory in this research, derived from Hallinger (2012), highlights that curriculum-based leadership research was initially unsuccessful, but the long-term benefits of instructional leadership were soon emphasized (Lynch, 2012: 18). Several models of instructional leadership have been identified, including those by Leithwood & Montgomery (1982), Hallinger & Murphy (1985), Andrews & Soder (1987), and Leithwood, Begley, & Cousins (1990).

The findings of this study align with the research conducted by Mudena et al. (2017) titled "The Influence of Principal Communication and School Organizational Climate on the Performance of Primary School Teachers in Mataram District, Mataram City." This research found a positive and significant effect of principal communication on teacher performance, school organizational climate on performance, and both principal communication and organizational climate together on the performance of primary school teachers in Mataram District, Mataram City.

The benefits of instructional leadership include a shift in the mindset, feelings, and actions of the rector from administrative leadership to instructional leadership, motivating and facilitating employees in improving the quality of learning, and raising the rector's awareness of the importance of instructional leadership. There are three instructional leadership techniques: traditional, human relations, and binding. Based on observation, the rector uses the traditional technique by acting like a manager or boss, similar to a managerial role. The rector also applies the human relations technique, evident from leadership actions, and uses the binding technique.

Based on the hypothesis test results using multiple linear regression analysis, it was found that there is a positive and significant influence of instructional leadership on the work climate of employees at Universitas Bakti Indonesia, amounting to 90.4%, with the remaining 9.6% influenced by other variables. In a study conducted by Usman, B. (2019), it was shown that work climate and work spirit together have a significant effect on the performance of employees at Universitas PGRI Palembang. Work climate, in particular, has a significant partial effect on employee performance at Universitas PGRI Palembang. Likewise, work spirit has a significant partial effect on employee performance at Universitas PGRI Palembang. From the above explanation, it can be



concluded that work climate has a significant effect on employee performance.

Furthermore, regarding the grand theory of the work climate variable, it is based on Creemers and Scheerens (in Supardi, 2014:121). Work climate is the atmosphere at the workplace, characterized by actions, traditions, and the work practices of personnel, grounded in a sense of responsibility and job satisfaction. The work climate in schools can be positive, neutral, or negative. A negative work climate is often marked by counterproductive attitudes toward the expected system, such as laziness, envy, indifference, individualism, and selfishness. A positive work climate is one where there are close relationships among colleagues, cooperation, responsibility, job satisfaction, achievement, high motivation, punctuality, consensus, comfort, and a lack of pressure. A conducive work climate can be achieved through effective leadership and support from educational facilities and infrastructure. According to Creemers and Scheerens (in Supardi, 2014:121), the school work climate represents the atmosphere within the school. The work climate in schools reflects the mood of the school's members, whether they are cheerful and close or caring toward one another. A warm work climate in a school or madrasah occurs because of good relationships between the principal and teachers, and between teachers and students.

Haslam et al., (2010) stated that work climate is understood as perceptions of policies, practices, and organizational procedures that are felt and accepted by individuals within an organization or as individuals' perceptions of their workplace. A similar statement was made by Keith and Davis (in Pramono, 2004), who said that work climate relates to the environment faced by individuals within an organization, affecting how they carry out tasks or work. Work climate operates on both the individual and organizational levels. When it affects individuals, it is called psychological climate, whereas when the perception is shared by many individuals within an organization, it becomes organizational work climate (Aluguro, 2004).

From the opinions above, it is evident that instructional leadership has a significant influence on improving the work climate for employees. This must also be balanced with the dominant leadership style so that the organization's goals can be achieved effectively.

Conclusion

Instructional leadership has a significant impact on the work climate of employees at Universitas Bakti Indonesia. This demonstrates the effectiveness of instructional leadership, which involves shifting the rector's mindset, feelings, and actions from administrative leadership to instructional leadership, motivating and facilitating employees in improving the quality of learning, and raising the rector's awareness of the importance of instructional leadership. There are three instructional leadership techniques: traditional, human relations, and binding. Based on observations, the rector uses the traditional technique, acting like a manager or boss with actions similar to those of a manager. The rector also uses the human relations technique, as seen in leadership actions, and employs the binding technique.

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