



## Sequential explanatory analysis on program chairman's performance scrutinized in terms of transformational leadership, interpersonal communication, and working climate

Isomudin, Billy Tunas, Rita Retnowati

Post Graduate Program, Pakuan University Bogor, Indonesia

### Abstract

The objectives of the research is to examine the correlation the between independent variables with performance bound variables performance managerial, either individually or together. The study was conducted on 169 managerial performance (Y) of the selected B package (junior high equivalent) program leader in multi stage random sampling from 291 program chairman of package B of education program equivalency in Banten Province, Indonesia. The research used a combination of quantitative and qualitative research with sequential explanatory design. Data was analyzed by regression analysis. The conclusion of this study is that there is a significant and positive relationship between independent variables of transformational leadership, interpersonal communication and working climate together with managerial performance. Calculation result of coefficient correlation is = 0.71 and coefficient determinant is =0. 49 indicating contribution to managerial performance is 49%, but there are other influential factors of 51 % affecting managerial performance of B package program leaders.

**Keywords:** managerial performance, transformational leadership, interpersonal communication, working climate

### 1. Introduction

In accordance with the technical guidance of the B package equality education program and the procedure of obtaining operational assistance activities that the objective is generally marginalized socio-economic communities who do not have the capacity to attend formal or school education. This may be due to geographical factors as people reside or settle in remote areas, small islands, border areas, or other areas that are difficult to reach and do not have access to formal education services. The condition leads forcedly to drop out or drop out of school. If this fact continues to be ignored, then the number of children who can not finish junior high school will increase every year. Thus the national goal of 9 Year Basic Education Compulsory is not achieved.

This study examines the phenomena occurring in the head of the B packet equality education program, that in general there is a tendency of the head of equality package education program only a routine task, without any further development innovation, equivalency education programs in charge of administrating and organizing the learning process schedule. Other aspects of coaching such as guidance management, increased competence to the tutor, residents learn less attention.

In thsn research, the performance of the B package equality education program leader is analyzed in terms of transformational leadership, interpersonal communication and working climate applying mixed methods.

The term performance freely can be defined as a bioloigis and learned feature, which enables a person to do something mentally or physically <sup>(1)</sup>. Management performance can be defined as a systematic process to improve organizational performance by developing individual and team performance. This is a way to get better results from organizations, teams

and individuals by understanding and managing performance within the agreed framework of planned goals, standards and competency requirements. The factors are strategic plans, available resources, core values of achievement <sup>(2)</sup>.

Performance appraisal is a process of defining individual performance in the past or present compared to the background of its working environment as well as on the future potential for the organization. Performance appraisal is basically done to achieve the following: a) to determine personal employment status: to determine the status of personal work, b) to implement personal actions: to implement behavioral actions, c) to improve individual performance: to improve individual performance, d) to achieve organizational goals: to achieve organizational goals, e) to translate the authority system into controls that regulate performance: To translate the system of authority in controls that govern performance <sup>(3)</sup>.

The success of the chairman of the equivalency education program in the work of course not only influenced by the role of tutors in running the wheel of the organization, guardians of learners, community leaders and others, but the factors of himself will also determine the success. The head of the equivalency education program should be able to properly manage and organize the organization, have strong motivation, earnest, responsible, and commitment to the task. Transformational leadership plays an important role in the implementation of an activity or activity. Transformational leadership involves inspiring flowers to commit to a shared vision and goals for organization or unit challenging them to be innovative problem solvers, and developing followers, leadership capacity via coaching, mentoring, and provision of both challenge and support. The description of each component of transformational leadership is as follows: a)

influence on the ideals of the follower (idealized influence): the transformational leader behaves in a way that enables the person to serve as a role model for his followers. The transformational leader is admired, respected and trusted. Followers try to identify with their leader and try to imitate. Leaders are respected for their superhuman abilities, determination and perseverance, b) inspirational motivation: transformational leaders behave in ways that motivate and inspire those around them by giving meaning and challenge to passionate, enthusiastic work and optimistic, c) intellectual stimulation: transformational leaders stimulate followers' efforts to be creative, innovative, and to use new approaches in solving old problems. With intellectual incentives, creativity can be enhanced, d) individual consideration: transformational leaders give special attention to the needs of each follower for achievement and growth by acting as trainer or mentor. Followers and colleagues developed to a higher realization of its potential<sup>[4]</sup>.

Transformational leadership theory is a leadership that transforms employees to pursue organizational goals beyond the personal interests of transformational leaders will seek to influence, move, and develop leadership to others. The factors are: 1) Idealized Influenced (influence on subordinate mindset), 2) Inspiration Motivation (3) Intellectual Stimulation. Individual Consideration (attention to individual subordinates), and Charisma<sup>[5]</sup>.

Work climate is a set of attributes and attributes that are perceived by individuals and are considered to have an impact on the individual's desire to perform as well. Work climate can also be individual perception about various aspect that exist in organization environment, Work climate is an atmosphere within an organization created by the pattern of interpersonal relationships that prevail. In this connection comes from the relationship between employees with other employees or vice versa between leaders with employees<sup>[6]</sup>.

In the relationship between the employee and the leader form a type of leadership that is expressed by the leader in carrying out his leadership functions. Conducive working climate is needed for employees to foster encouragement in these employees to work more excited. Climate is a set of working environment properties that workers perceive either directly or indirectly<sup>[1]</sup>.

Subsequent to this organizational climate according to the elements that contribute to the creation of a pleasant climate are: (1) leadership, (2) trustworthiness, (3) upward and downward communication, (4) feeling of doing useful work, (5) responsibility, (6) fair rewards, (7) reasonable job pressures, (8) chance, (9) control, structure, and bureaucratic reasoning, and (10) employee involvement, participation<sup>[1]</sup>.

Based on the above opinion, it is stated that the organizational climate dimension is a sense of responsibility, standard or expectation about the quality of work, rewards, or rewards, the sense of brotherhood and team spirit. From several definitions of organizational climate dimensions above can be concluded that the organizational climate dimension is a reflection of the individual's self towards the factors that support the running of an organization.

The factors that can influence the conducive working climate are: placement, personnel, relationship and communication development, dynamism and conflict resolution, information

utilization and improvement of work and learning environment<sup>[7]</sup>.

## 2. Materials and methods

The research method combined qualitative and quantitative models. Quantitative research used survey method with correlation approach. The research variables consisted of three independent variables: transformational leadership ( $X_1$ ), interpersonal communication ( $X_2$ ) working climate ( $X_3$ ) and the dependent variable is the managerial performance ( $Y$ ) tested on 169 randomly selected of chairman B package located in 8 towns in Banten Province, Indonesia. Regression test is used to determine the relationship between variables.

In qualitative research, the focus of the research is as follows:

1. Does the variable data of transformational leadership obtained through quantitative research have the same trend as the data obtained through qualitative research?
2. Does the variable data of interpersonal communication obtained through quantitative research have the same trend as the data obtained through qualitative research?
3. Does the variable data of working climate obtained through quantitative research have the same trend as the data obtained through qualitative research?
4. Are there other factors beyond transformational leadership, interpersonal communication, and working climate relating to managerial performance.

## 3. Results & Discussion

Hypothesis testing, shows that there is a functional relationship between transformational leadership ( $X_1$ ) with managerial performance ( $Y$ ) presented in the form of simple regression equation as follows:  $\hat{Y} = 85.2 + 0.32X_1$ , with the score of  $F_{\text{calculated}} = 78.54 > F_{\text{table}} (\alpha = 0.05) = 3.9$  which means that regression significance is very significant. The resulting correlation coefficient score = 0.56, which shows that the increase of transformational leadership ( $X_1$ ) has moderate relationship with the increase of managerial performance ( $Y$ ).

Similarly, based on the analysis of qualitative research results through observation, interviews, Focus Group Discussion (FGD) and document review at three Community Learning Activities Center in Banten Province, it can be seen that there is a relationship between transformational leadership ( $X_1$ ) with managerial performance ( $Y$ ) of the head of the equivalency equality education program known as *Package B*. This reinforces the results of quantitative research which proves significantly the first hypothesis of this study that there is a positive relationship between transformational leadership ( $X_1$ ) with managerial performance ( $Y$ ).

The findings of this two-phase study show that transformational leadership of the equivalency education program leader is able to provide vision, inspire the motivation of the program members of the equality education program to work hard to achieve the common goal, stimulate the competence so that more creative and innovative, and paying attention to tutor's self-development needs to be able to contribute to the enhancement of the performance.

Further, hypothesis testing, shows that there is a functional relationship between interpersonal communication ( $X_2$ ) with managerial performance ( $Y$ ) presented in the form of simple

regression equation as follows:  $\hat{Y} = 84.2 + 0.34X_2$ , with the score of  $F_{\text{calculated}} = 82.4 > F_{\text{table}} (\alpha = 0.05) = 3.9$  which means that regression significance is very significant. The resulting correlation coefficient score = 0.66, which shows that the increase of interpersonal communication ( $X_2$ ) has strong relationship with the increase of managerial performance ( $Y$ ).

Similarly, based on the analysis of qualitative research results through observation, interviews, Focus Group Discussion (FGD) and document review at three Community Learning Activities Center (PKBM) in Banten Province, it can be seen that there is a relationship between interpersonal communication ( $X_2$ ) with managerial performance ( $Y$ ) head of education program. This reinforces the results of quantitative research that proves significantly the first hypothesis of this study that there is a positive relationship between interpersonal communication with the managerial performance of the program chairman.

The findings obtained from this two-stage research indicate that head of education program's interpersonal communication has open nature with new things, creative and innovative, be cautious and full of responsibility and adhere to discipline: easy to socialize and motivated by change, happy to work together and trust with colleagues, be calm and confident, able to contribute to the improvement of performance.

By the same token, hypothesis testing, shows that there is a functional relationship between working climate ( $X_3$ ) with managerial performance ( $Y$ ) presented in the form of simple regression equation as follows:  $\hat{Y} = 90.3 + 0.28X_3$ , with the score of  $F_{\text{calculated}} = 64.44 > F_{\text{table}} (\alpha = 0.05) = 3.9$  which means that regression significance is very significant. The resulting correlation coefficient score = 0.46, which shows that the increase of working climate ( $X_3$ ) has moderate relationship with the increase of managerial performance ( $Y$ ).

Based on the analysis of qualitative research results through observation, interviews, Focus Group Discussion (FGD) and document review at three Community Learning Activities Center (PKBM) in Banten Province, it can be seen that there is a relationship between work climate and managerial performance of the chairman of equivalency education program. This reinforces the results of quantitative research which proves significantly the first hypothesis of this research that there is a positive relationship between work climate and managerial performance of education program chairman.

The findings obtained from this two-stage research indicate that the working climate that takes place in equality education through stages that is able to condition the work atmosphere to be better, warm and comfortable and the relationship and support for the achievers, being calm and conducive, the atmosphere is better with the implementation of refractor formed a team responsible for the implementation of relationships capable of contributing to the increased performance managerial education program chairman

Finally, based on hypothesis test result, it shows that there is a functional relationship between transformational leadership ( $X_1$ ), interpersonal communication ( $X_2$ ) and work climate ( $X_3$ ) together with managerial performance ( $Y$ ) presented in the form of regression equation as follows:  $\hat{Y} = 67 + 0.17 X_1 + 0.18 X_2 + 0.11 X_3$ , with the score  $F_{\text{calculated}} = 52.7 > F_{\text{table}} (\alpha =$

$0.05, = 2.7)$  which means that regression is very significant. The correlation coefficient score of 0.71, shows that every increasing score of transformational leadership ( $X_1$ ), interpersonal communication ( $X_2$ ) and work climate ( $X_3$ ) together will produce a strong relationship with the increase of managerial performance variable score ( $Y$ ).

Based on the results of qualitative research through observation, interview, Focus Group Discussion (FGD) and document review, it can be seen that there is a relationship between transformational leadership, interpersonal communication and work climate together with managerial performance of head of education program. This indicates the strengthening of quantitative research results that prove the hypothesis that transformational leadership ( $X_1$ ), interpersonal communication ( $X_2$ ) and work climate ( $X_3$ ) together influence the managerial performance ( $Y$ ) head of equivalency education program. Based on the above description, it can be concluded that the higher interpersonal communication, transformational leadership, work climate, the higher the results of managerial performance of head of education program. Thus the findings of facts and data of quantitative and qualitative research results in the analysis of this study further support the previous findings on the existence of a positive relationship between interpersonal communication, transformational leadership, work climate with managerial performance.

#### 4. Conclusions

1. There is a significant positive relationship between transformational leadership and managerial performance of program leader of junior high-school equivalency program through the correlation coefficient of 0.56 and determination coefficient = 0.31. This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the better the transformational leadership, the better the performance of program leader.
2. There is a significant positive relationship between interpersonal communication and managerial performance of program leader of junior high-school equivalency program through the correlation coefficient of 0.66 and determination coefficient = 0.44. This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the better the interpersonal communication, the better the performance of program leader.
3. There is a significant positive relationship between working climate and managerial performance of program leader of junior high-school equivalency program through the correlation coefficient of 0.46 and determination coefficient = 0.21. This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the better the working climate, the better the performance of program leader.
4. Transformational leadership, interpersonal communication and working climate together with the managerial performance of program leader create correlation coefficient = 0.71 and determination coefficient  $R = 0.49$ . This relationship is reinforced by the results of qualitative research. Thus the higher the transformational leadership, interpersonal communication and working

climate together, the higher the level of managerial performance of program leader of junior high-school equivalency program.

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