

# THE ROLE OF SUPPORTIVE LEADERSHIP ON HEAD PERFORMANCE OF EDUCATION SECTOR IN INDONESIA

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## ABSTRACT

In implementing the management of the institution requires decisiveness leadership and responsibility in improving the performance of members in order. In district education office there are some factors supportive leadership means improving the performance of members to improve the quality of Section Chief of District Education Office. The study is aimed at getting empirical answer about direct and indirect influence of supportive leadership on performance of Section Chief of District Education Office. Approach and method of this research is quantitative and descriptive correlation analysis while the model to complete this research is pathway analysis model. Sampling is done with simple random sampling of 30 Section Chiefs of District Education Office of 42 Population Districts. The results showed that supportive leadership has positive direct influence on performance. In conclusion supportive leadership have direct positive influence on performance of Chief of District Education Office.

**Keywords: Supportive Leadership, Performance and District Education Office**

## ABSTRAK

Dalam melaksanakan pengelolaan lembaga diperlukan ketegasan kepemimpinan dan tanggung jawab dalam meningkatkan kinerja anggota secara tertib. Pada Dinas Pendidikan Wilayah terdapat beberapa faktor kepemimpinan suportif artinya meningkatkan kinerja anggota untuk meningkatkan kualitas Kepala Seksi Dinas Pendidikan Wilayah. Penelitian ini bertujuan untuk mendapatkan jawaban empiris tentang pengaruh langsung dan tidak langsung kepemimpinan suportif terhadap kinerja Kepala Seksi. Dinas Pendidikan Wilayah. Pendekatan dan metode penelitian ini adalah kuantitatif dan deskriptif analisis korelasi sedangkan model untuk menyelesaikan penelitian ini adalah model analisis jalur. Pengambilan sampel dilakukan dengan simple random sampling terhadap 30 Kepala Seksi Dinas Pendidikan Wilayah dari 42 Wilayah Kependudukan. Hasil penelitian menunjukkan bahwa kepemimpinan suportif berpengaruh langsung positif terhadap kinerja. Kesimpulannya kepemimpinan suportif berpengaruh langsung positif terhadap kinerja Kepala Dinas Pendidikan Wilayah.

Kata kunci: Kepemimpinan suportif, Kinerja dan Dinas Pendidikan Kabupaten

## INTRODUCTION

Good knowledge is the basis for a person in applying the science of management, especially in the education office, when a person does not have good knowledge in the application of management performance in an educational institution, it can be ascertained that the educational institution to stagnate its development, especially in improving the performance of education.

Some factors may be an obstacle to improving a person's management performance in an educational institution if these factors are not done well, for example: leadership factors, the inability of a person to lead an educational institution, that the educational institution is easily infiltrated by outside influences or ideologies that are inconsistent with the ideology of it, therefore, leadership stakeholder educational institutions should understand well the expectations and ideology of educational institutions that led such as the education office. Leadership becomes a very important factor in improving one's performance in developing educational institutions. A leader encourages members to improve their performance so that the community's expectations of the educational institution are met, a leader must be able to provide support to its members well with the aim of improving the quality of the education office, meaning that stakeholder supportive leadership should improve performance in implementing the vision and mission of the education office.

Other factors that can be used in the future, are the factors responsible for the members themselves. A given duty and authority to improve the quality of educational institutions but the person who is given the task is busy with other things outside the duties and authorities so what is expected by society educational institutions and expectations of the public at the institution is not achieved with the maximum, because that given duties and authorities lack a good responsibility for doing tasks and authorities that are not his responsibility. The responsibility of a person who is given the task and authority cannot carry out the main task and function because it does not understand the task, principal, and function or the accountability given by the leader is too heavy. The inability to execute duties and authority can also occur because the educational background that is not linear with the duty and authority or the assignment is not in accordance with the qualifications and competence in implementing the direction of leadership so that the person experiencing "greediness" in carrying out duties and authorities. If a person has a good responsibility then in improving its performance applying management functions in accordance with the needs of educational institutions by planning, organizing, implementing and evaluating what has been entrusted to him/her so that the vision and mission of educational institutions can be achieved well. Both factors are the main cause for educational institutions in improving performance for the quality of educational institutions.

Performance is the work that a person can achieve in an organizational unit in accordance with the trust and responsibility given. Performance is what results from that activity (Robbins and Coulter, 2012:496). An outcome can be gained from intensely-trained, long-lasting activities that are influenced by various factors. Performance also defined, the extent to which an individual contributes to achieving

the goals and objectives of an organization (Evans, 2005:209). Other interpretation of performance is an act and achievement in public also demands in taking responsibility (Robert Bacal, 2002:4). This can be seen from the comparison between the requirements with the level of compliance. Performance can also be seen from the comparison between job requirements and the level of job fulfillment based on the job requirements itself. A person's performance is critical to organizational performance. The meaning of one's performance in the organization (Gibson, Ivancevich, and Donnelly, 1994:11) is the basis for the performance of the organization described that performance is closely related to individual behavior and influenced by various factors such as; (a) individual factors consisting of abilities and skills, background of one's life, such as family, experience and social class; (b) psychological factors consisting of motivation, attitude, personality, perception and learning; (c) organizational factors, consisting of leadership, organizational resources, organizational structure, etc., one of the important things that performance is influenced by work motivation.

Performance can be defined (Suwanto, 2014:76) as the behavior or what the employee does instead of what is produced or what the results of the work. There are two characteristics of performance, evaluative performance and multidimensional performance. Evaluative performance can be considered neutral, negative or positive for the effectiveness of individuals or organizations. While multidimensional performance means many types of behavior whose capacity to advance or hinder the goals of the organization. Performance (Simanjuntak, 2011, 55) is the level of achievement for the implementation of certain tasks. Performance (Mocheriono, 2009:60) is a description of the level of achievement of the implementation of an activity or policy programs in realizing organizational goals, objectives, vision and mission as outlined through strategic planning of an organization. Performance is the desired result of behavior. Performance (Timpe (ed), 2002:165) there are six external factors that determine the level of performance (work performance) of a 1. environment, 2. behavior management, 3. job design, 4. performance behavior, 5. feedback, 6. administration wages. Performance is part of the process whereby the teaching executives and supervisors work to align employee performance with the goal of change.

Performance (Griffin,1987:389) determined by three main things, namely: (1) ability; (2) needs; and (3) the environment. Without knowing these three factors, good performance is not achieved, it should be understood that individuals who have good performance by knowing how to do the job properly, have a high desire to do, and know all the main factors that affect his work. Therefore, individual behavior is determined by a combination of individual and environmental efforts, each individual can make decisions about his behavior within the organization, so that each individual has a difference in terms of needs, wants, and goals. Individuals have alternative planning and behavior based on their perceptions of the best behaviors they will perform. Performance (Drucker, 2001:237) there are five dimensions in controlling the performance of employees, namely (1) The physiological dimension, where one will work well when he works in the sharing of operational configurations, that is working

with a variety of tasks and speed rhythms tailored to the physical state. (2) The psychological dimension, in this working relationship is the expression of personality, in which one will gain satisfaction and work by performing better performance than those who do not like his work. (3) Social dimension, work can be viewed as an expression of social relationships among employees. Situations that cause division among fellow employees can degrade the performance of both individuals and groups. (4) Economic dimension, work is life for employees. The existence of unlawful service rewards may hinder or even spur employees for achievement depends on the employee to respond to the problem. (5) The balance dimension, in this connection the balance between that obtained from work and the necessities of life will spur someone to work harder to achieve balance or vice versa. This dimension is also referred to as the power dimension of work because of imbalances can lead to conflicts that can degrade performance. Thus many affect a person's performance. In fact, many factors that affect performance that affect the motivation. Consequently, managers must know and then eliminate the factors that may hinder "motivational behavior" and performance improvement is not solely influenced by motivation factors but many factors that affect performance. Individual outcomes (Colquitt, LePine, and Wesson, 2009:8) in organization in the form of organizational performance and commitment. Individual outcomes are influenced by individual mechanisms that consist of job satisfaction, stress, trust motivation, justice and ethics, as well as learning and decision making. Performance is the result of work achieved from the implementation of one's work both as individuals and together in an effort to achieve common goals in an organization with several factors namely (1). Interpersonal relationships, (2). Communication skills, (3). Commitment, (4). Initiative, (5). Cooperation, (6). Work result.

The meaning of supportive leadership (Gary Yukl, 2006:73) helping to build and maintain effective interpersonal relationships. It is one of three types of relationship-oriented behaviors that are highly relevant to effective leadership. These behaviors include (1) providing support, (2) developing, (3) giving recognition. Providing support includes a variety of behaviors that show consideration, acceptance and attention to the needs and feelings of others. Giving support is a core component of consideration. In leadership it provides support by showing positive acceptance and outlook. Be polite attentive, not arrogant and rude. Treat every subordinate as human or individual. Be patient and always give help when giving instructions or explanations. Give sympathy and give support when subordinates are agitated or upset. Show confidence to someone when faced with a difficult task. Provide job guidance when needed. Always be willing to help solve the personal problems of subordinates. Supportive leadership is translated (Shane and Glinow, 2010:366), that leader behavior provides psychological support to subordinates. Leaders are friendly and approachable, make the job more fun; employees treat the same respect; and show concern for the employee's status, needs, and well-being. Supportive leadership is the same as leadership-oriented people by reflecting the benefits of social support to help employees cope with stressful situations. Workplace supportive leadership climate

quality, climate strength and individual relative leadership climate position are shown to be significantly associated with job satisfaction (Birgit Schyns, Marc van Veldhoven, Stephen Wood, 2009).

Whether they occur bottom- up or top- down, breakthroughs could not happen without particularly supportive leadership on the part of top management (Jean- Philippe Deschamps, 2005). Supportive leadership is also translated to (Luthans,2008:421) leader asks for and uses suggestions from associates but still makes the decisions. Supportive leadership (Ivancevic, Konopaske, and Matteson, 2008:423) resembles the thought of behavioral theories that identified research in Ohio that supportive leadership includes a friendly and accessible leader as well as meeting the welfare and subordinate needs. Leaders who use supportive behaviors try to make work fun for subordinates. Supportive leaders treat subordinates equally and value their status. Supportive leadership (Shani, 2009:204) explains the supportive leadership in Goal Path theory.

Goal Path theory predicts strong subordinates who needs to have a relationship, preferring leadership support; because a friendly and concerned leader is considered a source of satisfaction. Repetitive tasks require leadership that provides support to maintain subordinate's motivation. a supportive style provides what is lost by encouraging subordinates, when they engage in repetitive and non-challenging tasks. A supportive leadership offers a sense of human touch to subordinates who engage in tedious and automated activities. The path- goal theory of leadership states that the leader helps subordinates to achieve their goals by providing a clear path for them to follow (Colin Silverthorne, 2001).

Supportive leadership (Northhouse, 2013:132) is part of the Goal Path theory which has a positive force that provides a theoretical framework for understanding how leadership behaviors affect employee satisfaction and work performance. This theory extends the focus of previous research which only talks about task-oriented behavior and relationships. The Goal Path approach is also one of the first situational contingency leadership theories that explain how the characteristics of duties and subordinates influence the impact of leadership on subordinate performance. The framework provided in the Goal Path theory informs leaders on how to choose the right leadership style based on the diverse demands of the task and the type of subordinate who is required to do the task. Supportive leadership (Rivai dan Mulyadi, 2010:14) categorized to the Goal Path model. This model becomes effective because of the influence of positive motivation, the ability to execute, and the satisfaction of its followers. Supportive behavioral leadership factors influence the perception of followers on work goals, self-development goals and ways to achieve goals. Leaders' behavioral factors according to this theory are directive leadership, supportive leadership, participative leadership, and task-oriented leadership.

Supportive leadership style is a leadership style that has a significant influence simultaneously on the performance of employees, so that overall leadership style contributes significantly to improve employee performance, leadership style directive partially has a significant influence on employee

performance. Supportive leadership style partially has a significant influence on employee performance, as well as participative leadership style.

Supportive leadership style (Hidayat, 2014:1) is a leader who gives consideration to the needs of subordinates, gives attention to the welfare and creates familiarity with subordinates and pleasant working environment. In a different view, supportive leadership (Kreitner, 2014:215) is a supportive attitude showing concern for the well-being and needs of workers, friendly, and equal, treating workers fairly. The goal path theory predicts subordinates with strong need to have relationships. Supportive leadership is a friendly and caring leader regarded as a source of satisfaction. Supportive leadership (Wuradji, 2014:1) is suitable under following conditions: (1) Organization is well organized. (2) Employees have independence and ability to work. (3) Job tasks require interaction among employees with supportive behavioral characteristics called leader consideration or employee centered leadership has the following characteristics: 1). Pay attention to the personal aspect of employees, 2). Friendly and close with employees, 3). Motivating, 4). Seek harmony, 5). Rewards as a support tool, 6). Use positive rewards rather than negative rewards.

## **METHOD**

The research method used in this research is survey method with path analysis technique. This study was conducted on large and small populations with the data studied derived from samples taken from the population distribution. The survey method in the study was designed to obtain information about the status and symptoms at the time the study was conducted with the aim to describe a variable or about something that exists in a condition. The use of survey methods is conducted not only to compare certain conditions with predetermined criteria or to assess the effectiveness of the performance of the head of the education office, but also to be used to investigate the influence or test the hypothesis. In this study consists of independent variables or exogenous variables that include supportive leadership, while the dependent variable or endogenous variable is the performance of section head of the education office.

## **FINDINGS AND DISCUSSION**

From the data calculation results for the preparation of regression equation model between performance with supportive leadership obtained the following regression constants  $a = 51,98$  and regression *coefficients*  $b = 0,78$ . Thus the relationship model of simple regression equation is  $\hat{Y} = 51,98 + 0,78X_1$ . Before the model regression equation is analyzed further and used in drawing conclusions, firstly tested the significance and linearity of the regression equation. The result of regression significance test is arranged in *ANOVA* table as in table 1 and linearity test of regression equation is arranged in *Coefficients* table like table 1

Table 1 ANOVA Significance Test  
ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2247.921	1	2247.921	159.935	.000 <sup>a</sup>
Residual	393.545	28	14.055		
Total	2641.467	29			

a. Predictors: (Constant), Supportive Leadership

b. Dependent Variable: Performance

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.981	5.255		9.892	.000
Kepemimpinan Supportif	.780	.062	.923	12.647	.000

a. Dependent Variable: Performance

Table 2. Coefficients Linearity Test

Regression equation =  $51,98 + 0,78X_1$ , for significance test obtained  $F_{hitung} = 159,935$  greater than  $F_{tabel} = 6,90$  on  $\alpha = 0,01$ . Because  $F_{hitung} > F_{tabel}$  then the regression equation is stated very significant, so the distribution of the estimated point formed an acceptable linear line.

From the calculation of path analysis, on supportive leadership variables on performance, obtained value of correlation coefficient of 0,923, value of path coefficient of 0,388, and value  $t_{hitung}$  sebesar 5,56. Because value  $t_{hitung} > t_{tabel}$  then thus  $H_0$  rejected and  $H_1$  accepted that supportive leadership has a direct positive effect on performance. For more details are shown in table 4 below:

Correlation Coefficient	Path Coefficient	$T_{count}$	$t_{table}$		Conclusion
			0,05	0,01	
$r_{y1} = 0,923$	$\beta_{y1} = 0,388$	5,56**	1,70	2,46	Significant

Information :

\*\* ) The path coefficient is very significant ( $t_{count} > t_{table}$ ) on  $\alpha = 0,01$

Table 3. Path Coefficient

The results of the hypothesis analysis of the study provide findings that supportive leadership has a direct positive effect on performance. Thus it can be concluded that performance is directly affected positively by supportive leadership, increased supportive leadership leads to improved performance.

## CONCLUSIONS

Based on the discussion, illustrates that supportive leadership has a very strong role on the performance of department heads of the education department. The implementation of supportive leadership that is not in accordance with the needs of employees will be difficult for himself which consequently the organization's performance will decrease or not good. Conversely, if the leader carries out his / her supportive leadership by assuming that the employee is a partner and that his organization is considered a common property, then it is likely that the organization's performance will be high and successful. Unwise leaders will not hear the employee complaints, so problems arise that will result in a decrease of the organization's performance. Organizations that do not have any problems means that their employees are likely to perform well.

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