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# The effect <sup>16</sup> of authentic leadership, organizational justice, and achievement motivation on teachers' performance in vocational high school seventeen Temanggung

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# The Effect of Authentic Leadership, Organizational Justice, and Achievement Motivation on Teachers' Performance in Vocational High School Seventeen Temanggung

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**Abstract.** Teachers' performance in Temanggung in 2016 did not show maximal result. It was shown from many indicators. The low score of UN, UKG and PKB result. Individual performance was different. Achievement motivation could be seen through their attitude and behavior performances. The purpose of this research is to know the effect of authentic leadership, organizational justice, and achievement motivation on teachers' performance. The objects of this research are authentic leadership, organizational justice, achievement motivation and teachers' performance in Vocational High School Seventeen in Temanggung. The research method used is quantitative. Data collection was done by questioners. Then, the data were analyzed by using Path SPSS 16. The result of this research showed that authentic leadership, organizational justice, achievement motivation had significant effect on teachers' performance in Vocational High School Seventeen in Temanggung.

## CRITICAL BACKGROUND

The problem of low quality education in Indonesia cannot be separated from teachers' quality. Teacher performance is one of the important components that affects the improvement of education quality. Teachers' low performance in Indonesia is caused by many things. One of the interesting phenomenon to be learnt which has relation to education is teachers' performance because it will affect the education quality. In relation, the government evaluates teachers' performance through PKG (Teachers' Performance Appraisal) conducted annually between January to December. The results of teacher's performance appraisal will affect their promotion, but depends on their performance value every year. This is in accordance with the Regulation of the Minister of State Apparatus and Bureaucratic Reform Order No. 16 Year 2009 concerning Teacher Functional Position and their Credit Score. If the performance appraisal is well executed, orderly and correct, it can help promotion position and increase employee's job satisfaction who can benefit organization at the same time<sup>13</sup>.

According to Komariah<sup>8</sup> ontentic leadership is a leader with high integrity in building the organizational commitment. Leaders who have a determination for the purpose to be achieved from the core values of the organization. Authentic leadership is the leader who promotes moral and character of the leader<sup>3</sup>. By promoting morality and character, authentic leaders are good personalities and good spiritual intelligence. The ontentic leader has a sincere willingness to minister, by the leadership, all the staff, no one feels aggrieved because he empowers all staff according to their capacity to work.

Authentic leadership is not born outright, but people are given as leaders but they do not continue to develop their leadership to pay attention to the progress of the people they lead. People who have authentic leadership will lead with purpose, understanding, and values. They build relationships with people and they trust in their leadership because of the clear consistency between what is said and self-discipline<sup>3</sup>.



Organizational justice as a concept that shows employees' perceptions of the extent to which they are treated fairly within the organization. According to Ivancevich<sup>6</sup> organizational justice is defined as an employee's perception of how fair they are treated in a workplace social transaction.

Lambert and Hogan define organizational justice as the level of employee-related perceptions of justice given by the organization in terms of outcomes or procedures used in obtaining the outcome. According to Robbins<sup>10</sup> organizational justice is as the overall perception of what is fair workplace. Employees perceive the fairness of their organizations when they believe that the results they receive, how they are received are fair.

Organizational justice is a person's perception of justice given from the organization. Employees will feel how fair to be treated at work. Organizational justice is conceptualized as a combination of dimensions. There are three main dimensions of organizational justice namely Distributive Justice, Justice of Procedure and Interactional Justice<sup>12</sup>.

Achievement motivation also affects teacher performance. High teacher achievement motivation can be characterized by attitude and behavior in better performance than before. Each individual will be easy to act when motivated to reach the target. When the individual is motivated to achieve goals, then the individual will always receive advice on how to improve his performance, so the higher the motivation of work will be higher performance. In a study related to the teaching profession, Anwar gives the notion of performance as a set of real behaviors demonstrated by a teacher when giving lessons to his students. The performance of teachers can be seen from the preparation of learning activities that are made and the learning activities carried out in the class that is the responsibility.

In carrying out their duties the teacher needs to have a personal ability that is physical such as looks, sounds, eyes or views, health, clothes, hearing, and things that are psychic like humor, friendly, intellectual, patient, polite, diligent, creative, confidence, optimistic, critical, objective and rational, as well as social skills such as open, disciplined, dedicated, responsible, helpful, constructive, orderly, fair, forgiving, honest, democratic and love students. Teachers must have the professional skills of mastering the subjects in the school curriculum, managing the learning program, managing the classroom, using the media and learning resources, mastering the educational foundations, managing the learning interaction, assessing student achievement for educational purposes, recognizing the function and counseling guidance program, recognize and organize school administration, understand principles and interpret the results of educational research for learning purposes.

Uno stated that one of the factors that become the benchmark of school success is teachers' performance. The performance of junior high school teachers in Temanggung in 2016 did not indicate optimal condition. That can be seen from several indicators, such as: National Examination Results, Teacher Competency Test (UKG) results, most of teacher promotions had stopped, and the Development of Sustainable Teachers (PKB) was still low. Teachers with their very central and vital roles have enormous effects on education quality. Teachers' performance is as educational staff and educational manager. They are also as very strategic elements and as the guide to realize quality education goals.

Achievement motivation also affects teachers' performance. High teacher achievement motivation can be characterized from their attitudes and behaviors which are better than before. Every individual will be easier to act when they are motivated to achieve the goal. When individual is motivated to achieve the goal, he will always get advice on how to improve his performance, that the higher the work motivation is the higher the performance will be. In a research of the teaching profession, Anwar provided an explanation of performance as a set of real actions demonstrated by a teacher when delivering lessons to his students. Teachers' performance can be seen from learning preparation activities made and the learning activities carried out in the class that becomes his responsibility.

In implementing their duties, teachers need to have physical personal abilities such as looks, voices, eyes or sight, health, clothing, hearing, and other physical things such as humor, friendliness, intellectual, patience, politeness, diligence, creativity, confidence, optimistic, critical, objective and rational, and also social skills such as open-minded, discipline, dedicated, responsible, helpful, constructive, orderly, just, forgiving, honest, democratic and love students. Teachers should also have professional skills such as mastering the subjects in the school curriculum, managing learning programs, managing classroom, using media and learning resources, mastering the education foundations, managing learning interactions, assessing student achievement for educational purposes, recognizing the function and counseling guidance program, recognizing and administering the school administration, understanding principles and interpreting educational research results for learning purposes.

From the various factors affecting teachers' performance, it can be concluded that authentic leadership factors, organizational justice, achievement motivation and achievement involvement will affect teachers' performance. Thus, the researcher is interested to conduct research in relation among authentic leadership, organizational justice, and motivation achievement with teachers' performance through achievement belief.

Anwar explained that there is a significant positive effect of achievement motivation on the State University of Semarang's administrative staffs performance. Further, Murtiningsih research results showed that the achievement motivation on performance has a very significant effect. Salleh stated that motivation is positively related to employee performance. In another study Halim & Arifin<sup>5</sup> stated that achievement motivation gives effect on performance. Lestari in her research stated that there is a positive and significant effect of achievement motivation for elementary teachers of Ngampilan Yogyakarta. In contrast, Ndapaloka concluded in his research that achievement motivation brings an indirect effect on teachers' performance. This research is recommended to be followed up especially for motivation research, commitment, organizational culture and teachers' performance.

The results of Kaleem showed that there is a positive and significant relation between organizational justice and performance. The result of Moazzezi's research stated that there is a meaningful and positive relation between procedural and work performance. Imran<sup>5</sup> in his finding stated that with job security, job satisfaction and organization productivity justice can be improved. All organizational justice dimensions have a strong effect on performance<sup>1</sup>. It is said there is also a significant relation between organizational justice and the lecturers' performance at federal colleges in the south zone of Nigeria and there is also a significant relation between organizational justice and lecturers' performance<sup>2</sup>. While other opinion stated there is a significant positive relationship between organizational justice and work performance. Similarly, Kalay stated from his research that procedural and interactional justice does not have a significant effect on performance.

Several researches showed different research results differ from the existing theories and assumptions. Setyanti in his research concluded that there is no simultaneous effect between competence and achievement motivation on certified elementary teachers' performance in Kendal Regency. The next, Wibowo in his research explained that motivation does not affect teachers' performance. While Widyawatiningr<sup>2</sup> stated that motivation has no significant effect on performance in PTPN X Kebon Ajong Gayasan Jember workers. In line with F<sup>9</sup> the results of his research stated that motivation does not affect teachers' performance. Another finding stated that there is no positive and significant relation between organizational justice and employee performance.

Based on the background described above, the researcher will examine the relation of authentic leadership, organizational justice, achievement motivation, and X (new theory) variables on teachers' performance through work belief.

## RESEARCH METHOD

This research uses quantitative method. Its purpose is to examine and analyze the relationship between authentic leadership, organizational justice, achievement motivation on teachers' performance through the involvement of achievement. The population consists of objects or subjects that have certain quantities and characteristics set by researchers to be learnt and later drawn conclusions<sup>11</sup>. In this research, the subjects were 47 teachers of Vocational High School Seventeen in Temanggung. Data collection was done by questionnaire. Then, they were analyzed by using regression SPSS 16.

## RESULTS AND DISCUSSION

Teachers' performance is affected by many factors such as authentic leadership, organizational justice, and teachers' motivation for achievement. Input and output variables are shown in Table 1.

TABLE 1. Input and Output of variable.

Model	Variables entered	Variables Removed	Method
1	mtvs.pres, kep.autentik, kead.org <sup>a</sup>		Enter

The table above shows that all independent variables of authentic leadership, organizational justice and organizational justice are not discarded all variables can affect the performance of teachers.



**TABLE 2.** Result of ANOVA<sup>b</sup> Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
I Regression	270.512	3	90.171	68.306	.000 <sup>a</sup>
Residual	56.764	43	1.320		
Total	327.277	46			

Based on Table 2, it shows that the sig value listed is 0.000, therefore it can be concluded that the variables of authentic leadership, organizational fairness and achievement motivation together influence teacher performance in SMK 17 Temanggung.

**TABLE 3.** Coefficient value

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
I (Constant)	.815	4.749		.172	.865					
Kep. autentik	-.065	.065	-.093	-1.400	.169	.110	-.209	-0.89	.918	1.089
Kead. org	.092	.061	.943	14.207	.000	.888	.908	.902	.915	1.093
Mtvs. pres	.197	.078	.166	2.531	.015	-.002	.360	.161	.941	1.063

Based on Table 3, the sig listed in the authentic leadership is 0.169, it shows that Based on the above table we can know that the sig listed in the authentic leadership is 0.169, it shows that  $0.169 > 0.05$  then the authentic leadership does not significantly affect the performance of teachers in SMK 17 Temanggung. In the sig justice organization listed 0.000, it shows that  $0.000 < 0.05$ , then organizational justice significantly affect the teacher's performance of SMK 17 Temanggung. While the achievement motivation sig listed is 0.015, it shows that  $0.015 < 0.05$ , then the achievement motivation significantly affect the teacher's performance of SMK 17 Temanggung.

## CONCLUSION

Many factors affect teacher performance. Based on the results of the above data shows that in an organization requires an authentic leadership, in accordance with the results of analysis of authentic leadership data proved to have a significant effect on the performance of teachers. Organizational justice also has a significant influence on teacher performance. Therefore, justice in organizing needs to be improved and managed well by the leadership, the higher justice in the organization the higher the performance of teachers. Achievement motivation also affects the performance of teachers. The higher of achievement motivation of teachers will improve the performance of teachers.

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