

# Relationship Of Lecturer Leadership Factors, Classroom Organizational Climate With Student Behavior In The Learning Process

Maman Nurjaman<sup>1</sup>, Udin Syaefudin Saud<sup>2</sup>, Eka Prihatin<sup>3</sup>,  
Endang Herawan<sup>4</sup>, Adriantoni<sup>5</sup>

<sup>1</sup> Universitas Pendidikan Indonesia, Indonesia, [mamannurjaman71@upi.edu](mailto:mamannurjaman71@upi.edu)

<sup>2</sup> Universitas Pendidikan Indonesia, Indonesia, [usaud@upi.edu](mailto:usaud@upi.edu)

<sup>3</sup> Universitas Pendidikan Indonesia, Indonesia, [ekaprihatin@upi.edu](mailto:ekaprihatin@upi.edu)

<sup>4</sup> Universitas Pendidikan Indonesia, Indonesia, [endangh.upi@gmail.com](mailto:endangh.upi@gmail.com)

<sup>5</sup> Universitas Adzkia, Indonesia, [adriantoni@adzkia.ac.id](mailto:adriantoni@adzkia.ac.id)

Corresponding: [mamannurjaman71@upi.edu](mailto:mamannurjaman71@upi.edu)

## *Abstract*

This research is intended to obtain an empirical picture of lecturer leadership, class organizational climate and its relationship with student behavior in the learning process carried out at the Al-Jawami Bandung Islamic College (STAI), with the ultimate goal of improving the quality of education today and in the future. will come. The method used is descriptive with a quantitative approach using a questionnaire as a data collection tool that has been tested for its validity and reliability. the population is the lecturers of the Religious Education Study Program as many as 32 lecturers. Based on the results of data analysis, it was obtained an illustration that the relationship between lecturer leadership and class organizational climate with student behavior in the learning process obtained a correlation coefficient of 0.778 included in the very strong category. In connection with the findings in this study, in order to improve student behavior in the learning process and or create a conducive classroom organizational climate, lecturers should try to apply situational leadership behavior. To create this, lecturers need to improve their knowledge and skills about leadership, both carried out formally by institutions and informally on the initiative of the lecturer personally. Likewise with creating a classroom organizational climate, which allows students to learn in a fun, active, creative and innovative way.

Keywords: Leadership, Organizational climate, Student behavior, Learning process.

## INTRODUCTION

Higher Education is an instrument of the nation's struggle that carries the task of forming a complete Indonesian human being on the basis of Pancasila and the 1945 Constitution, who has personality, can develop and or create science, technology and/or art, as well as disseminate said knowledge and seek to use it to increase the standard of people's lives and enrich the national culture (Kakemam et al., 2020). Higher education is the level of education after secondary education which includes diploma, bachelor, master, specialist and doctoral education programs organized by higher education (Engelbert et al., 2022). Higher education can take the form of an academy, polytechnic, high school, institute or university (Adriantoni, Aan Komariah, Diding Nurdin, 2023). In the implementation of education and development of science, in tertiary institutions academic freedom and freedom of academic expressions and scientific autonomy apply. Higher education institutions have the autonomy to manage their own institutions as centers for organizing higher education, scientific research and community service.

Private tertiary institutions as part of a national education system need to be continuously encouraged to increase growth (Irnawati et al., 2023), roles and responsibilities as well as the quality of education while still relying on the characteristics of the private tertiary institution concerned and the requirements of education in general. Islamic College of Religion (STAI) Al-Jawami Bandung feels obligated to play a greater role and continue to improve the quality of its education, because in the future development era the discipline of Islamic Religious Education Tarbiyah plays a very important role in supporting good development. domestically and abroad, thereby needing professional staff in managing the Al-Jawami Bandung Islamic College (STAI).

In line with the above, the lecturers who carry out the main tasks of carrying out education and teaching in tertiary institutions, research and community service are the main keys in realizing the ideals and goals of this education (Adriantoni, 2023). Lecturers are required to have the ability and expertise in carrying out education and teaching in a professional manner so as to be able to create a conducive climate in teaching and learning activities in the classroom in particular (Marwan, Dedy Achmad Kurniady, Sonny Muhammad Ikhsan Mangkuwinata, Muhammad Rezeki Muamar, Adriantoni, 2023), where education is the development of students' abilities and identity as a form of complete personality, through teaching programs directed through the program curriculum (Seitz & Owens, 2021). studies. While teaching is the development of students' reasoning to

explore scientific principles as the implementation of functional tasks of lecturers consisting of selection and organization of material, implementation of learning activities, and assessment of learning processes and outcomes in accordance with predetermined curriculum targets (Van Waeyenberg et al., 2022).

The learning process is closely related to various very complex components. Between one component and the other components have a systemic relationship (Burston, 2020), meaning that each component has its own role but has an interrelated relationship. Each - each component in the learning process needs to be managed properly (Terblanche et al., 2020). The goal is that each of these components can be utilized optimally. This will be realized if the lecturer as a learning designer has learning management competencies (Sahibzada et al., 2020). In simple terms, learning management can be interpreted as an effort to manage the resources used in learning, so that learning objectives can be achieved effectively and efficiently (Sánchez & Moreira, 2021). Changes in society also have an impact on changes in the learning paradigm. The learning paradigm has changed from teacher centered to student centered. This change in learning paradigm is closely related to the demands of lecturer competency.

The learning paradigm that leads to student centered does not mean to negate the role of the lecturer. Precisely with this paradigm shift requires lecturers to have better abilities. In this learning paradigm (O'Sullivan, 2018), lecturers are not only required to be able to teach, but also to be able to teach. In such conditions, the lecturer does not only act as a teacher, but also acts as a manager as well as a facilitator who educates his students to learn (Tarn & Yen, 2020). This will be realized if the lecturer masters the material and has the knowledge and ability to design the learning process (Rozak et al., 2022). With conditions like this it is very reasonable if there are still obstacles in improving the quality of the learning process in particular and the quality of education in general (Al Kadri & Widiawati, 2020). Basically, the quality of education will not improve if the lecturers are not given attention. Lecturers need continuous coaching from their superiors and/or from other parties, although efforts to develop themselves can also be done privately (Kurniatun et al., 2020).

Improving the quality of tertiary institutions through improving the quality of lecturers is one of the right efforts, because lecturers as implementers of education are the spearhead of achieving educational goals (Cheng, 2021). Qualified lecturers will enable the achievement of educational goals effectively and efficiently (Waruwu et al., 2022). Conversely, the low quality of

lecturers will hinder the achievement of educational goals. This shows that to achieve educational goals, qualified lecturers are needed. Qualified lecturers are lecturers who have a number of professional requirements (Arifin et al., 2018). In professional lecturers there are a number of abilities, knowledge and commitment needed by the learning system. With professional lecturers, it will enable improvements to the implementation of learning, both in design, implementation, and evaluation systems (Akpey-Mensah, 2020).

Implementation of a good learning process requires several requirements. Besides the availability of facilities and infrastructure that can support the smooth running of the process (Jun, Kiho & Lee, 2023), another determining factor is the leadership factor of the lecturer himself and the creation and availability of a conducive climate, to support the smooth running of the learning process (Danquah et al., 2022). The presence of lecturers in the learning process plays a very important role, the role of lecturers in the teaching process cannot be replaced by machines, radios, tape recorders or even the most modern computers (Lewis, 2023). There are still too many human elements such as attitudes, value systems, feelings, motivations, habits and others which are expected to be the results of the teaching process, cannot be achieved through these tools. This is where humans excel, in this case lecturers, from the tools or technology created by humans to help and simplify their lives (Intarakumnerd, 2017).

The importance of the role of leaders and leadership in an organization can be seen from several opinions expressed by experts. According to see leadership as a key concept in understanding and improving school organization (Connie Deng, Duygu Gulseren, Carlo Isola, 2022). Which states that without leadership, organizational goals will not be achieved and will cause chaos because each person works to achieve his personal goals (Montgomery, 2016), argues that Leadership can turn potential into reality. The leadership referred to in this case is of course effective leadership (Berkovich & Hassan, 2023). A leader is essentially someone who has the ability to influence the behavior of others in their work by using power. Power is the ability to direct and influence subordinates with respect to the tasks that must be carried out. Once the importance of the role of leadership, then conducting a study on: "Learning Management Factor Relationship Analysis of Lecturer Leadership, Classroom Organizational Climate and its Relationship with Student Behavior in the Learning Process is the focus of this study.

## **Methods**

The method used in this research is descriptive method, which provides an overview of certain phenomena or certain aspects of the life of the people studied (Creswell, 2023). As for the members of the population, all lecturers who taught the Odd Semester in the 2006/2007 academic year, the Islamic Religious Education Study Program (PAI) of the Faculty of Tarbiyah at the Islamic College of Religion (STAI) Al-Jawami Bandung, consisted of 32 lecturers. The data collection technique used was a questionnaire, by giving it directly to all respondents to fill in and then collecting it again, then making direct observations related to the entire process of learning activities. Because this research uses a questionnaire, the data analysis used is in the form of a chi square test on the validity and reliability of the population whether it is normally distributed or not. Furthermore, in processing the questionnaire data using the SPSS series 22 software program.

## **Results and Discussion**

This research leads to three major components, namely (1) lecturer leadership behavior, (2) classroom organizational climate and (3) its relationship with student behavior in the learning process. It cannot be denied that the success of an organization both as a whole and various groups within an organization is of course highly dependent on the quality of leadership contained in the organization concerned and a conducive organizational climate. Implementation of a good learning process requires several requirements. Besides the availability of facilities and infrastructure that can support the smooth running of the process, another determining factor is the leadership factor of the lecturer himself as well as the creation and availability of a conducive climate, to support the smooth running of the learning process. Effective leadership efforts are needed to direct, move and control the implementation of organizational tasks (classes) so that the learning process carried out can be effective and directed towards achieving the goals that have been set. This research can provide an empirical picture of lecturer leadership, classroom organizational climate and its relationship with student behavior in the learning process carried out at the Al-Jawami Bandung Islamic College (STAI), in order to improve the quality of education today and in the future.

Based on the calculation results of the Chi-Square Test and Regression Test, it was found that the data from the variables studied were normally and linearly distributed. As for the members of the population unit, 32 lecturers from the Islamic Religious Education Study Program (PAI)/ Tarbiyah Islamic High

School (STAI) Al-Jawami Bandung taught in the odd semester of the 2007 academic year, namely 9 lecturers who taught in the first semester. There were 8 lecturers teaching in semester III, 8 lecturers teaching in semester V and 7 lecturers teaching in semester VII. Of the 32 respondents, there were 19 respondents who were male and female, 13 people, 19 respondents aged < 35 years and 13 people aged > 36 years, 27 respondents who had teaching experience < 10 years and those who 5 people have teaching experience > 11 years, while 11 people have S1 educational background and 21 people have S2 educational background.

To obtain an overview of the research data for each variable, a descriptive statistical analysis was carried out using the Frequencies procedure, which is an analysis that includes a description of the frequency of data in general and is used to summarize relatively large amounts of data. The Frequencies procedure is also useful for providing data description information that describes the demographic characteristics of the sample taken. The description of the data from each research variable is contained in the following frequency statistics table:

**Table 1. Lecturer Leadership Data Frequency Statistics**

		JK	Age	DIK	Teaching experience	Total
N	Valid	32	32	32	31	32
	Missing	0	0	0	1	0
Mean		1.41	34.81	1.69	5.65	121.13
Std. Error of Mean		.088	.891	.095	.630	2.215
Median		1.00	33.00	2.00	5.00	123.00
Mode		1	32	2	6	117(a)
Std. Deviation		.499	5.038	.535	3.508	12.528
Variance		.249	25.383	.286	12.303	156.952
Skewness		.401	.355	-.158	1.852	-.642
Std. Error of Skewness		.414	.414	.414	.421	.414
Kurtosis		-	-1.092	-.631	4.485	-.088
		1.967				
Std. Error of Kurtosis		.809	.809	.809	.821	.809
Range		1	18	2	16	50
Minimum		1	27	1	2	91
Maximum		2	45	3	18	141
Sum		45	1114	54	175	3876
Percentiles	25	1.00	31.00	1.00	3.00	113.75
	50	1.00	33.00	2.00	5.00	123.00
	75	2.00	39.75	2.00	7.00	131.75

**Table 2. Class Organization Climate Data Frequency Statistics**

		<b>JK</b>	<b>Age</b>	<b>Education</b>	<b>Teaching experience</b>	<b>Total</b>
N	Valid	32	32	32	32	0
	Missing	0	0	0	0	32
Mean			34.81		5.59	
Std. Error of Mean			.891		.612	
Median			33.00		5.00	
Mode			32		6	
Std. Deviation			5.038		3.463	
Variance			25.383		11.991	
Skewness			.355		1.903	
Std. Error of Skewness			.414		.414	
Kurtosis			-1.092		4.721	
Std. Error of Kurtosis			.809		.809	
Range			18		16	
Minimum			27		2	
Maximum			45		18	
Sum			1114		179	
Percentile s	25		31.00		3.00	
	50		33.00		5.00	
	75		39.75		6.75	

**Table 3. Data on Student Behavior in the Learning Process**

		<b>JK</b>	<b>Age</b>	<b>Education</b>	<b>Teaching experience</b>	<b>Total</b>
N	Valid	32	32	32	32	32
	Missing	0	0	0	0	0
Mean			34.81		5.59	110.38
Std. Error of Mean			.891		.612	2.417
Median			33.00		5.00	109.50
Mode			32		6	99(a)
Std. Deviation			5.038		3.463	13.675
Variance			25.383		11.991	187.016
Skewness			.355		1.903	.179
Std. Error of Skewness			.414		.414	.414
Kurtosis			-1.092		4.721	-.388

Based on the results of statistical data calculations with a computerized system using the SPSS program, the results of

testing the research hypothesis can be seen in the summary of the correlation coefficient of research data table below:

**Table 4. Research Data Correlation Coefficient**

No.	Variable	t count	t Table	Information
1.	Lecturer leadership with student behavior in the learning process	3,307	2,042	t count > t table, so H <sub>0</sub> rejected.
2.	Lecturer leadership with classroom organizational climate.	8,481	2,042	
3.	Class organizational climate with student behavior in the learning process	5,057	2,042	
4.	Lecturer leadership and class organizational climate with student behavior in the learning process	3,328	2,042	

From table above shows that the results of testing the research hypothesis of each variable are as follows:

The relationship between lecturer leadership and student behavior in the learning process obtained a t value of 3.307 while the t table value for df = 30 (32-2) was obtained at 2.042 which means that t-count > t-table then H<sub>0</sub> is rejected. Thus, there is a significant relationship between lecturer leadership and student behavior in the learning process at the Al-Jawami Bandung Islamic College (STAI). The relationship between lecturer leadership and class organizational climate obtained a t-value of 8.481 while the t-table value for df = 30 (32-2) was obtained at 2.042 which means that t-count > t-table then H<sub>0</sub> is rejected. Thus, there is a significant relationship between lecturer leadership and class organizational climate at the Al-Jawami Bandung Islamic College (STAI). The relationship between classroom organizational climate and student behavior in the learning process obtained a t-value of 5.057 while the t-table value for df = 30 (32-2) was obtained at 2.042 which means that t-count > t-table then H<sub>0</sub> is rejected. Thus, there is a significant relationship between the classroom organizational climate and student behavior in the learning process at the Al-Jawami Islamic High School (STAI) Bandung.

The relationship between lecturer leadership and class organizational climate with student behavior in the learning process obtained a t-value of 3.328 while the t-table value for df = 30 (32-2) was obtained at 2.042 which means that t-count > t-table then H<sub>0</sub> is rejected. Thus, together there is a significant relationship between lecturer leadership and class organizational climate with student behavior in the learning process at the Al-Jawami Islamic High School (STAI) Bandung.



## **Discussion**

### **Contribution of Lecturer Leadership to Student Behavior in the Learning Process**

The lecturer as a leader in the class is a key person who determines what and how to manage teaching programs and efforts to achieve their goals. From the research results it is proven that lecturer leadership has a pattern of positive and linear relationships with student learning behavior, even though lecturer leadership behavior still tends to be task oriented (Kakemam et al., 2020). With a correlation number of 0.517, a coefficient of determination of 26.7% is obtained. This means that 26.7% of student learning behavior is determined by lecturer leadership. While most are determined by other variables. If lecturer leadership increases positively, then student learning behavior is also expected to increase (Koedel et al., 2019). For this, lecturer leadership needs to be further improved so that student learning behavior in the learning process also increases.

Realizing this, it is time to find a way to improve the leadership abilities of the lecturers. Among the efforts to improve lecturer leadership is to use an approach that is comprehensive and integrative, that is, there is a balance in achieving goals (Ireland, 2008). Task-oriented and relationship-oriented leadership behavior will be able to integrate teaching goals with the goals to be achieved by students, taking into account the needs of students and coordinated cooperation. If the lecturer is able to pay attention to both dimensions of leadership behavior, then he can be categorized as an effective leader (Bader et al., 2022). This is in accordance with that a leader who is high in task orientation and human orientation in his leadership, then his leadership is called an effective leader.

### **Contribution of Classroom Organizational Climate to Student Behavior in the Learning Process**

In order to achieve the goals that have been set, lecturers are required to be willing and able to create a conducive organizational climate in the classroom for the implementation of an effective teaching and learning process (Bird & Charteris, 2021). based on the results of calculations performed, obtained a correlation number of 0.678 with a coefficient of determination of 0.460. This shows that the classroom organizational climate also influences the expected learning behavior of 46.0%. Most (54.0%) is determined by other variables. Indirectly, this description also implies that a conducive climate that supports the implementation of the teaching process effectively has not materialized as expected. This is one of the indicators which states that the

classroom organizational climate is not the only factor that contributes to learning behavior (Toropova, Anna, Myrberg, Eva & Johansson, 2020). When associated with what was stated, where the productivity of an organization is influenced by various factors including leadership and climate factors that are created within the organization. If a class is seen as an organization, the activities that take place in that class will be determined by various factors, one of which is the climate that exists in that class.

Furthermore, Steers stated that it has been found that an authoritarian climate will lead to low work results, low satisfaction and creativity, and an attitude of rejection in work groups. On the other hand, in a friendly organization, there is high job satisfaction, positive attitude towards the work group, and sufficient creative behavior (Werdhiastutie, 2020). Research conducted states that the apathy and lack of effort of workers in industrial organizations is not caused by individual laziness, but because they are limited in controlling the environment and are developed to be passive, dependent and condescending so that they behave immaturely.

#### **The Contribution of Lecturer Leadership and Class Organizational Climate to Student Behavior in the Learning Process.**

Judging from the contribution made by lecturer leadership and class organizational climate together on student behavior in the teaching and learning process is 0.778 with a determination coefficient of 0.470 or student learning behavior in the learning process is influenced by lecturer leadership and class organizational climate of 47.0%. This shows that both individually and together, these two variables still do not show the maximum contribution. That the productivity of an organization is influenced by the internal environment and external environment (Marlina et al., 2022). Among the influential internal environmental factors are leadership and climate. Thus it can be said that if a leadership situation is created that is in accordance with the circumstances and demands of the organization or also personal demands, it will certainly increase the productivity of the organization concerned (Cahyarini, 2021). If it is associated with classroom conditions where the teaching and learning process takes place through interaction between personnel who are components of the class organization, then leadership and a conducive climate will increase learning behavior as expected (Sahibzada et al., 2020). This is based on research results which show that there is a pattern of linear relationship between the variables of lecturer leadership and class organizational climate on learning behavior. If the two predictor variables increase, it is likely that learning behavior will also increase. Efforts to improve lecturer leadership by using a

comprehensive approach, namely a balance in achieving goals is one of the steps that needs to be taken into consideration.

### **Conclusions**

Lecturer leadership behavior which is expected to generate students' active participation in the teaching and learning process, turns out to be linear and positive. This linear and positive relationship also means that if the lecturer's leadership behavior increases or is improved, the student's behavior in the learning process displayed by students will also increase. This fact also shows that the leadership behavior displayed by lecturers generally tends to be authoritarian or in other terms teacher oriented. Classroom organizational climate has a linear and positive pattern towards student behavior in the teaching and learning process. The tendency for lecturer leadership behavior to prioritize achieving goals and demanding students to act according to what the lecturer wants, will of course result in underdeveloped student ideas and creativity. More students are required to carry out activities according to what the lecturer has planned or in other words, students in general can be said to be implementers of the plans drawn up by the lecturer.

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