Leadership Communication Style and Teacher Work Culture towards Collaborative Management

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Abstrak

Keterbatasan Gaya komunikasi pemimpin dengan prestasi kerja , kepuasan kerja guru, komitmen guru, motivasi guru dan kemampuan guru sebagai budaya kerja yang positif belum menunjukkan partisipasi kolektif . Adanya keselarasan antara teori harapan dan kenyataan mendesak untuk lihat ulang dengan tujuan untuk menganalisis gaya komunikasi kepemimpinan dan budaya kerja guru terhadap manajemen kolaboratif. Metode penelitian yang digunakan adalah kuantitatif dengan rencana berbentuk deskriptif. Subjek adalah guru dan pimpinan sekolah berjumlah 310 responden. Teknik pengumpulan data dengan pengawasan dengan mengembangkan instrumen berdasarkan indikator penelitian. Analisis teknik dengan SPSS Versi 26.0 dengan analisis korelasi. Hasil menunjukkan terdapat hubungan yang positif dan signifikan antara tingkat kecenderungan dasar kekuasaan kepala sekolah, dasar kekuasaan ahli, tingkat kecenderungan dasar kekuasaan koersif kepala sekolah, tingkat kecenderungan dasar kekuasaan sah kepala sekolah, Gaya komunikasi pengawasan kepala sekolah, budaya kerja guru, tingkat kompetensi guru, struktur organisasi dengan tingkat manajemen kolaboratif pada taraf. Simpulan penelitian menunjukkan bahwa terdapat hubungan negatif dan signifikan antara usia kepemimpinan di sekolah menengah dan tingkat pendidikan kepala sekolah dengan tingkat pengelolaan kolaboratif. Implikasi penelitian ini dapat memberikan gambaran dan dampak positif untuk diketahui para pemimpin dalam berkomunikasi dan berkolaborasi secara masif dan aktif dengan para guru.

Kata Kunci: Gaya komunikasi , Guru kolaborasi , Manajemen sekolah.

Abstract

Limitations of the leader's communication style with work performance, teacher job satisfaction, teacher commitment, and teacher motivation and teacher ability as a positive work culture have yet to show collective participation. The existence of harmony between theoretical expectations and reality urges a review to analyze leadership communication styles and teacher work culture towards collaborative management. The research method used is quantitative with a descriptive plan. The subjects were teachers and school leaders, totaling 310 respondents. Supervised data collection techniques by developing instruments based on research indicators. Technical analysis using SPSS Version 26.0 with correlation analysis. The results show that there is a positive and significant relationship between the level of the principal's basic tendency to power, the basis of expert power, the level of the basic tendency of the principal's coercive power, the level of the basic tendency of the principal's legitimate power, the principal's supervisory communication style, the teacher's work culture, the level of teacher competence, an organizational structure with a level of collaborative management at the level. The research conclusions show a negative and significant relationship between the age of leadership in secondary schools, the education level of school principals, and the level of collaborative management. The implications of this research can provide a positive picture and impact for leaders to communicate and collaborate massively and actively with teachers.

Keywords: Communication styles, teacher collaboration, school management.

1. INTRODUCTION

Decision making requires an agreement that must be linked to the problem and how to overcome the problem by linking a shared leadership style (Cook et al., 2020;Fransen et al., 2020). Given the severity of leadership duties and responsibilities, a leader may face limited time and expertise to make the best decisions in carrying out planned activities and resolving

problems that arise (Contreras et al., 2020). Therefore, to reduce the burden borne by teachers and produce effective decisions, teachers must be involved in the decision-making process (Shim & Lee, 2020;Spitzer, 2020). Involving teachers can not only help ease the burden on school principals. Joint decisions are the best alternative to ensure implementation (Tonelli et al., 2020). This is because teachers are experts in school organizations who carry out activities to achieve predetermined goals (García-Feijoo et al., 2020). The collaborative management referred to in this research accepts the essence that managers and work activities must increase the self-esteem and self-interest of each member, use an appropriate team decision-making approach, and set high achievement goals. Independent studies often link collaborative management with dependent variables such as school effectiveness, school progress, teacher job satisfaction, teacher morale, teacher commitment, teacher motivation, management quality, teacher professionalism, and communication. Previous research shows that collaborative management is positively correlated with these variables.

The level of teacher involvement in aspects of school management depends greatly on their experience in the service or position they hold. Independent studies conducted show that experienced teachers are more involved in school management (Özgur,2020). Individual involvement in the decision-making process always reflects school management's belief in the individual's abilities and potential (Lai & Ishizaka, 2020;Acciarini et al., 2020). Even though the principal is a leader who is fully responsible for the entire decision-making process in his capacity as head of office, many decisions regarding school problems consider the participation of subordinates, namely teachers (Lašáková et al., 2017;Agustina et al., 2020). This essence exists because schools have a systematic management system in the form of small units, namely small committees such as the student discipline committee, canteen committee, and so on. This is a channel often used by leaders in collaborative decision making (Rohmayanti, 2019).

However, in reality, this research is considered important due to the lack of empirical data related to this field. Previous research only studied collaborative management in general to achieve overall quality management goals, school effectiveness, and school progress (Marchiori & Mendes, 2020;Kull & Wacker, 2010;Mensah, 2020). Factors influencing the stages of collaborative management to contribute to the existing literature. There are still differences in the level of tendency of sources of power in the research results. Coercive power gives a negative impression (Bouncken et al., 2020; Wilson, 2020). The relationship is still positive but weak (Niu et al., 2020). Reward power and coercive power have a positive relationship with collaborative management. Therefore, the impact of power sources on collaborative management should be studied separately. Most independent studies use correlation methods to examine supervisor communication styles with dependent variables such as job performance, teacher job satisfaction, teacher commitment, and teacher motivation. However, the interview results show that collaborative management requires a stronger organizational structure, this also refutes the opinion above (Modgil et al., 2022;(Lumbantoruan, 2022).

That school administrators need to have organizational structure processing skills to implement collaborative management (Chaurasia et al., 2020) Successful collaborative management requires uniquely effective supervisory communication from leaders to teachers. If we want to involve teachers in the management process, then the impression of supervisory communication provided by the school principal is very important (Chambers et al., 2020; Marent et al., 2020; Schneid & Raz, 2020; Wæraas & Dahle, 2020). Teachers' reluctance to involve themselves in management is caused by a failure to receive clear supervisory communication. Previous research findings suggest that a positive work culture can increase collective participation (Landmann & Rohmann, 2020;Nardi et al., 2020). The literature shows that there has been no research that uses teacher ability as a research variable in related

research. Therefore, reviewers based on research implications have proven teacher competence as an important component in collaborative management. Competent teachers always have a positive view of collaborative management. Without adequate skills, teachers will not only be prevented from getting involved, but they will even feel afraid to get involved (Fernandez et al., 2020; Iivari et al., 2020; Singh et al., 2020). Organizational structure can have an influence on school culture and in turn have an impact on management (Huang et al., 2020). Changing practices towards collaborative management requires more flexible and flexible organizational structures (Schulman, 2020).

Previous research has not been as conclusive as suggested, so it makes sense to undertake further investigation into aspects of collaborative management in various environments. However, demographic factors such as gender and age have a greater influence on management practices than other manager demographic factors. The results of the respective studies show that female administrators practice more collaborative management than male administrators (Membrive-Jiménez et al., 2020; Vidergor & Ben-Amram, 2020). Additionally, research confirms that older leaders practice more collaborative management than younger leaders (Hu & Broome, 2020). By looking at the differences between researchers in addressing the collaborative management of a leader in schools, where theory, expectations and reality often differ in their views on supervision and teacher work culture in schools, it is very urgent for research to be carried out. to state the facts. This research aims to analyze leadership communication styles and teacher work culture towards collaborative management.

2. METHODS

The method in this research is quantitative with the research design in the form of descriptive research based on a layered random review (Mahmood et al., 2020; Salari et al., 2020). The subjects of this research were teachers and school leaders, totaling 310 respondents who were chosen randomly, 310 of whom came from 30 secondary schools. Problem statement. The importance of collaborative management practices to the effectiveness and quality of the educational process cannot be denied. Based on this essence, it is natural for reviewers to investigate factors that may have a relationship with the collaborative management stage in schools. Without empirical results, it is not pragmatic at all for educational practitioners in schools to do anything effective to increase the level of collaborative management in schools. Data collection techniques use surveys. The survey instrument was prepared based on predetermined indicators. The instrument is rated on a Likert scale from points 1-5. Pin 1 is the same as very bad, point 2 is not good, point 3 is quite good, point 4 is good and point 5 is very good. This instrument was assessed by all respondents totaling 310 teachers and leaders of middle and high schools. Research indicators are presented in Table 1.

Table 1. Research Indicators

Number	Indicator
1	Source of Strength with Collaborative Management Stage
2	Collaborative Management with Principal Supervisors' Communication Styles
3	Dimensions of the Principal's Supervision Communication Style with the Collaborative Management Stage
4	Collaborative Management with Teacher Work Culture Practices
5	Collaborative Management with Teacher Ability Levels
6	Collaborative Management with Organizational Structure
7	Collaborative Management with Key Demographic Factors

The data analysis technique uses SPSS Version 26.0 with correlation analysis. Correlation analysis is used because it can determine the degree of quantity that shows whether the relationship between these variables is strong or not and whether the relationship is positive or negative. Interpretation of coefficients between $r = 0$ to $r = +1$ is based on Davis' rule of thumb (Baby & Kannammal, 2020;McFarland & DeCarlo, 2020).

3. RESULTS AND DISCUSSION

Result

The relationship between teacher perceptions of the collaborative management stage and the principal's tendency to utilize resources. Pearson correlations linking resources to collaborative management stages are presented in Table 2.

Table 2. Pearson Correlation Coefficients Linking Resources to Stages of Collaborative Management

Correlation	N	R	P
Referral power	310	0.67 **	0
Expert power	310	0.65 **	0
Valid power of attorney	310	0.51 **	0
The power of rewards	310	0.48 **	0
Coercive power	310	0.13*	0.02

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

The relationship between teacher perceptions of the collaborative management stage and the principal's supervisory communication style and each dimension. Cross-sectional correlation analysis of Pearson data results shows that teachers' perceptions of the collaborative management stage and supervisory communication style have a positive and significant relationship, namely $r = 0.59$, $p < 0.05$. The Correlation (R) of the Collaborative Management Stage with the Principal Supervisor's Communication Style is presented in Table 3 and Table 4.

Table 3. Correlation-Relationship (R) of the Collaborative Management Stage with the Principal Supervisor's Communication Style

Correlation	N	R	P
Principal supervisory communication style	310	0.59 **	0

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

Table 4. The Relationship between the Dimensions of the Principal's Supervision Communication Style and the Collaborative Management Stage

Correlation	N	R	P
Direction of work	310	0.57 **	0
Basic ideas and work ideology	310	0.59 **	0
Information	310	0.57 **	0
Please reply	310	0.48 **	0

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

Table 4 shows that there is a significant positive relationship between the four dimensions of principal supervisory communication styles and teacher perceptions of the collaborative management stage. The strength of the relationship is at a strong level except for the feedback dimension which is at a simple level. The Correlation of the Relationship (R) of the Collaborative Management Stage with Teacher Work Culture Practices is presented in Table 5.

Table 5. Correlation - Relationship (R) Collaborative Management Stage with Teacher Work Culture Practices

Correlation	N	R	P
Experience of teacher work culture	310	0.53 **	0

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

Table 6. Correlation-Relationship (R) Collaborative Management Stage with Teacher Ability Stage

Correlation	N	R	P
Teacher ability level	310	0.39 **	0

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

The Relationship between Teacher Perceptions of the Collaborative Management Stage and Teacher Skills Stage. Analysis in Table 6 shows that teachers' perceptions of the collaborative management stage show a positive, moderate and significant relationship with the teacher's ability stage ($r = 0.39$, $p < 0.05$). Although there is a significant relationship, the relationship is modest. It can be said that the teacher skill stage variable has a smaller influence on the dependent variable, namely the collaborative management stage, compared to other independent variables.The Correlation (R) of the Collaborative Management Stage with Organizational Structure is presented in Table 7.

Table 7. Correlation-Relationship (R) Collaborative Management Stage with Organizational Structure

Correlation	N	R	P
Organizational structure	310	0.60 **	0

**Significant at p < 0.01 (2 tailed)
*Significant at p < 0.05 (2 tailed)

The Relationship between Teacher Perceptions of the Collaborative Management Stage and Organizational Structure. Table 7 shows the relationship between teacher perceptions of the collaborative management stage and teacher perceptions of organizational structure. The research results show that there is a significant, strong and positive relationship between the stages of collaborative management and organizational structure ($r = 0.60$, $p < 0.05$). Organizational structure has a direct influence on the collaborative management stage and this influence is strong. Therefore, positive teacher perceptions of the organizational structure will provide a positive impression at the collaborative management stage. In other words, the collaborative management stage can be enhanced if the organizational structure is flexible and flexible.

Table 8. Correlation of Collaborative Management Stage with Key Demographic Factors

Main demographic factors		Breed	P
Gender	r pb	0.02	0.43
Ethnicity	Φ	0.05	0.70
Age	R	0.16*	0
Academic graduation	rs	–0.11*	0.03
Experience	R	0.03	0.63

The independent variable for academic graduation uses an ordinal scale and teacher perceptions of the collaborative management stage use a gap scale, namely using Spearman Rho correlation analysis. The results of the research show that there is a significant relationship between teachers' perceptions of the collaborative management stage and the principal's academic graduation. The results of the Spearman correlation coefficient analysis, $rs = –0.11$, $p < 0.05$, indicate that there is a weak and negative relationship between teachers' perceptions of collaborative management and the principal's academic performance. The results of the Pearson correlation coefficient analysis $r = 0.03$, $p > 0.05$ show that there is no significant relationship between teacher perceptions of the collaborative management stages and the principal's experience. Of the five demographic factors studied, three of them were found to have no significant influence on the collaborative management stage at the 0.05 significance level. These factors are gender ($rpb = 0.02$, $p > 0.05$), ethnicity ($Φ = 0.05$, $p > 0.05$), and experience ($r = 0.03$, $p > 0.05$). Two other demographic factors that showed a significant influence on teachers' perceptions of the collaborative management stage at the 0.05 significance level were age ($r = –0.16$, $p < 0.05$) and academic graduation ($rs = –0.11$, $p < 0.05$). The results of the research show a relationship between teacher perceptions of the collaborative management stage and principal demographic factors.

Discussions

The research results show that the tendency to use referral resources has the strongest relationship between the five sources of power and teachers' perceptions of the collaborative management stage. The stage of tendency to use expert sources of power also has a second strong relationship with teachers' perceptions of the stage of collaborative management. Meanwhile, the tendency to use legitimate sources of power and the tendency to use sources of power that are rewards. It turns out that the tendency to use coefficient power sources tends to be less felt by teachers at the collaborative management stage. In other words, teachers' perceptions of the collaborative management stage are strongly correlated with the level of tendency to use sources of referent power, expert power, and legitimating power, that is, the more frequently these sources of power are used, the higher the level of success. level of success. collaborative management stage. Meanwhile, teachers' perceptions of the collaborative management stage were found to be slightly correlated with the tendency to use reward power and weakly correlated with the tendency to use coercive sources of power (Zubair & Sasongko, 2021). There is a strong relationship between teachers' perceptions of the collaborative management stage and the principal supervisor's communication style. This finding is in line with previous findings which state that a leader's communication style is related to performance management (Ntalakos et al., 2023;Pellegrini et al., 2020).

The relationship between teachers' perceptions of the collaborative management stages with the rational dimensions of work and ideology has the greatest value, while the relationship between teachers' perceptions of the collaborative management stages and the feedback dimension. The relationship between teachers' perceptions of the stages of collaborative management with the dimensions of work direction and information shows a Pearson correlation and significance between the dimensions of the school principal's

supervisory communication style. Meanwhile, teachers' perceptions of the collaborative management stage have a positive, strong and significant relationship to teachers' work culture practices. This proves that the more positive a teacher's work culture practices are, the more his level of collaborative management will increase. Vice versa, any negative work culture practices will endanger the collaborative management stage. In relation to teachers' perceptions of the stages of collaborative management with the principal's demographic factors, the principal's age is measured using a ratio scale, while teachers' perceptions of collaborative management are measured using a ratio scale (Dasmo et al., 2022)vv. This shows that there is a significant but weak negative relationship between the collaborative management stage variable based on teacher perceptions and the principal's age. This explains that the principal's age factor has a small and negative influence on teacher perceptions and the collaborative management stage. In other words, as leaders age, they become less involved in collaborative management and provide less support for collaborative management.

The findings of this research indicate that leaders must provide reasonable attention to their subordinates with a communication style that is easy to understand and can be applied in their supervision. This is because an effective supervisor's communication style is easy, complete and easy to understand, thereby ensuring that information or directions can be conveyed quickly and accurately. The relationship between the four dimensions of leader communication style and the collaborative management stage shows a significant and positive relationship. The findings of this research also show that there is a strong relationship between the dimensions of a leader's communication style and the collaborative management stage, except for the feedback dimension which has a simple relationship. Even though it only has a small influence on the implementation of collaborative management, this dimension should not be underestimated. The relationship between work culture practices and collaborative management stage was found to be strong, significant, and positive. In other words, work culture is important and should not be ignored in implementing collaborative management. Active teacher involvement should not happen alone. Therefore, it is part of the responsibility of schools, especially principals, to play an important role in ensuring ways that can encourage teachers to involve themselves in the school management process. Implementing a positive work culture can increase subordinates' self-esteem, set higher achievement goals, and encourage teachers in the decision-making process.

This research found that there is still a positive and significant but modest relationship between teacher skill levels and the collaborative management stage. Teacher skill level is not an important factor in increasing the level of collaborative management. This may happen because teachers believe that personal ability is not the main factor, even though parental and environmental factors have a higher influence. Examples include accuracy in selecting work team members, determining and dividing organizational tasks, support from leadership, and so on. The research results found that the organizational structure variable has a positive and strong relationship with the collaborative management stage. This correlation value is the third highest after the variable level of tendency to use reference sources and the level of tendency to use expert sources. This means that a flexible and flexible organizational structure is the driving force for implementing collaborative management. The findings of this research also support the findings of independent research conducted (Baas et al., 2020). When reviewing the relationship between the collaborative management stage and the principal's demographic factors, it was found that the principal's age and academic graduation alone had a significant relationship with the collaborative management stage. Although there was a significant relationship between collaborative management stage and demographic factors such as academic completion and age, the relationship was negative and weak.

Negative coefficient values indicate that leaders who are older and have high academic qualifications do not practice a high level of collaborative management.

On the other hand, lower academic qualifications of school principals such as principals with bachelor's degrees and young principals tend to encourage collaborative management. This may happen because older leaders are labeled as administrators who stick to the status quo and do not dare to make changes to their organizations (Jena, 2020). This finding is strengthened by previous research that collaborative management has a close relationship with teacher work culture (Erichsen & Reynolds, 2020;Vuong et al., 2018). At the collaborative management stage, it has a positive, strong and significant relationship with sources of power such as expert power at a significant level. A person's tendency to use sources of power is found to be less capable or weak in influence at the collaborative management stage. The findings of this study are in line with the findings of independent research such as (Abdulklik et al., 2020). Leaders who use positive forms of power are more effective in democratic leadership (Morph & Bakker, 2022). These sources of power successfully mobilize individuals and teams to develop the strengths and skills necessary to succeed as individuals or members of organizations (Abdulklik et al., 2020;Rahim et al., 2021;Balakrishnan et al., 2021). However, there are still differences regarding the use of legitimate sources of power. The findings showed a significant negative relationship in the research correlation analysis, but this study found a strong and positive relationship. Leaders should increase the use of referent resources and expert power in addition to reducing the use of coercive resources (Baker et al., 2022;Monje-Amor et al., 2020). The leader's communication style has a positive, strong and significant correlation with the collaborative management stage (Kim et al., 2020). The results of this study were found to be in line with previous research findings (Negra et al., 2020;Schneider et al., 2020;Kang et al., 2020).

The strength of this research is that it found complete information regarding the relationship between leadership styles, collaboration and effective communication in educational management in secondary schools. This research implies that schools have adapted their leadership styles to the communication styles in their respective school cultures. Good leadership style communication has implications for performance and management as well as collaboration in schools. Based on research outlining its findings, teachers already know how a good work culture and good communication from a good leadership style can have a positive impact. Another advantage of this research is that it provides a complete picture of the steps that must be taken in communicating with teachers to improve daily performance. This research also answers the research objective, namely to find out how the level of tendency to use the principal's power base, communication style and work culture, teacher competence, organizational structure, and leadership factors are related to collaborative management in schools. Communication style and work culture are closely related to leadership competence in the organization. This research means that leaders can build closer communication with teachers in improving performance by building collaboration in the organizational environment. The weakness of this research is that this research does not evaluate teacher performance in implementing the learning process for students. This research is limited only to leadership and teachers. The suggestion is that an evaluation of teacher performance in the field be carried out using this research as a reference in looking at the impact of the effectiveness of leadership communication on the performance of collaborative teachers in the student environment in the learning process. The implications of this research can provide a positive picture and impact for leaders to communicate and collaborate massively and actively with teachers.

4. CONCLUSION

This research concludes that there is a positive and significant relationship between the tendency to use sources of power, leader communication style, teacher work culture practices, and teacher competency levels and organizational structure at the collaborative management stage. All of these variables have a strong and positive correlation with the collaborative management stage except the teacher ability stage. However, increases in these five variables can explain most of the differences in collaborative management. Therefore, it is natural that to increase the level of collaborative management, these five variables need to be emphasized in the organizational management structure environment to improve teacher performance in the school environment.

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