

MANAGEMENT ANALYSIS: EFFECTIVENESS OF PRINCIPAL EXEMPLARY BEHAVIOR IN SHAPING TEACHERS' WORK CULTURE AT SMP NEGERI 28 BATAM

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Abstract

This study aims to describe the implementation of exemplary behavior within the environment of Junior High School 28 Batam and to assess its effectiveness in shaping a positive work culture. The research employed a descriptive qualitative approach with data collected through observation, perception questionnaires, limited interviews, and documentation. Observations were conducted to examine discipline, communication, and involvement among school members, while questionnaires were used to gather perceptions from teachers, education staff, and students. Documentation in the form of attendance records, activity photos, and school reports strengthened the observational findings. The results indicate that both the principal and teachers consistently practice exemplary behavior, as seen in punctual attendance, polite and open communication, and active participation in school activities such as flag ceremonies, community service, character-building programs, and student events. These exemplary practices contribute to increased discipline among teachers and students, a more harmonious work atmosphere, stronger cooperation among school members, and greater motivation and responsibility in carrying out duties. The study concludes that exemplary behavior in Junior High School 28 Batam is implemented effectively and exerts a direct influence on the formation of a positive work culture. The research recommends maintaining consistency in exemplary practices, providing ongoing professional guidance, and strengthening appreciation systems for school members who demonstrate positive behavior.

Keywords: exemplary behavior, positive work culture, discipline, motivation, school leadership.

INTRODUCTION

Schools as educational organizations carry significant responsibility in shaping a professional, productive, and quality-oriented work culture among teachers. In the context of educational management, the principal serves as the central figure who strongly influences the direction, dynamics, and success of teachers' performance. This aligns with the view of Mulyasa (2013), who states that the principal is the driving force that determines the progress of a school through managerial, supervisory, personal, and social competencies. Thus, the success of educational management is inseparable from the quality of leadership capable of guiding teachers toward building a strong work ethic and work culture.

As one of the first-generation "Sekolah Penggerak" (Driving Schools), Junior High School 28 Batam faces increasingly high expectations regarding teachers' work culture. The program requires teachers to be disciplined, communicative, collaborative, and actively involved in school development activities. However, in practice, several challenges remain, such as inconsistent teacher discipline, communication gaps, and varying levels of participation in school activities. These conditions indicate the need for leadership that not only directs but also demonstrates

exemplary behavior.

In the study of organizational behavior within education, leadership exemplification is considered fundamental to shaping teachers' workplace behavior. Robbins and Judge (2017) emphasize that leaders serve as role models whose behaviors are observed, interpreted, and internalized by members of the organization. Similarly, Wahjosumidjo (2010) asserts that exemplary behavior is one of the most effective forms of leadership because it influences subordinates through concrete examples rather than mere instructions. When principals demonstrate commendable behaviors such as punctuality, friendliness, responsibility, and active involvement in school activities, teachers are more likely to emulate such behavior.

Work culture itself is a crucial component of educational management. Rivai and Mulyadi (2012) define work culture as a set of values, norms, and habits that guide behavior and actions within an organization. Selvi, Putra, and Badrun (2024) reinforce this view by explaining that effective work culture in schools is characterized by discipline, collaboration, commitment, and consistent professionalism. Work culture does not form instantaneously; it emerges through a long process shaped by leadership, communication, and exemplary behavior.

In modern educational management, principals are not only administrators but educational leaders responsible for cultivating a strong work culture. Sergiovanni (1984) highlights that school leadership is moral leadership, in which leaders are expected to embody moral values, integrity, and exemplary behavior because school culture is built upon the moral character of its leaders. Therefore, the principal's exemplary behavior in discipline, communication, and participation becomes an essential foundation for strengthening teachers' work culture in Junior High School 28 Batam.

This study views leadership exemplification as a powerful strategy for addressing challenges in teachers' work culture. Teachers tend to be more motivated and engaged when their leaders consistently model expected behaviors. A strong work culture not only improves teachers' performance but also directly contributes to better educational quality and student achievement. Thus, this research seeks to analyze the effectiveness of the principal's exemplary behavior in shaping teachers' work culture at Junior High School 28 Batam. It is expected to provide theoretical contributions to the field of educational management and practical insights for strengthening work culture in schools.

METHODOLOGY

This study employed a quantitative approach using a survey design. Creswell (2014) explains that quantitative research is used to test theories by examining relationships among

measurable variables. Accordingly, this study aims to identify empirical relationships between the principal's exemplary behavior and teachers' work culture through systematic data measurement. The survey method was chosen because it enables the efficient collection of information from a broad population, consistent with Fraenkel and Wallen's (2012) view that surveys are appropriate for gathering information about respondents' perceptions, characteristics, and behaviors.

The research population consisted of all 37 teachers and educational staff at Junior High School 28 Batam. The study employed saturated sampling, in which the entire population was included as respondents. This technique follows Sugiyono's (2019) recommendation that saturated sampling is used when the population is relatively small. A total of 34 respondents provided complete questionnaire responses.

The research instrument consisted of questionnaires based on indicators of the principal's exemplary behavior—discipline, communication, and participation—and indicators of teachers' work culture. The instrument development followed the guidelines described by Arikunto (2010), who states that research instruments must accurately measure the intended variables and be clearly formulated. The researcher conducted validity and reliability tests before distributing the questionnaire. Reliability was assessed using Cronbach's Alpha, in line with Sekaran and Bougie's (2016) recommendation that instruments should exceed a reliability coefficient of 0.70 to be considered internally consistent.

Data collection involved distributing the questionnaire directly to teachers and education staff. This procedure followed Neuman's (2020) general steps of quantitative data collection, including preparing the instrument, identifying respondents, distributing the questionnaire, and coding the collected data for analysis. The data were then checked for completeness and accuracy. The data analysis consisted of descriptive analysis and multiple linear regression. Descriptive analysis was used to describe respondent characteristics and summarize tendencies in their responses. Multiple regression was employed to examine the influence of exemplary behavior on teachers' work culture, following Gujarati's (2015) explanation that multiple regression allows simultaneous analysis of one dependent variable and several independent variables. Prerequisite tests, including normality, multicollinearity, and heteroscedasticity, were conducted to ensure the model's feasibility.

Interpretation of the results was based on regression coefficients, significance values, and the coefficient of determination (R^2). These findings were discussed in relation to existing educational management theories and previous research to provide a comprehensive understanding of the effectiveness of exemplary leadership behavior in shaping teachers' work culture. Thus, the methodology adopted ensures that the research meets scientific standards and yields valid and

reliable results.

RESULTS AND DISCUSSION

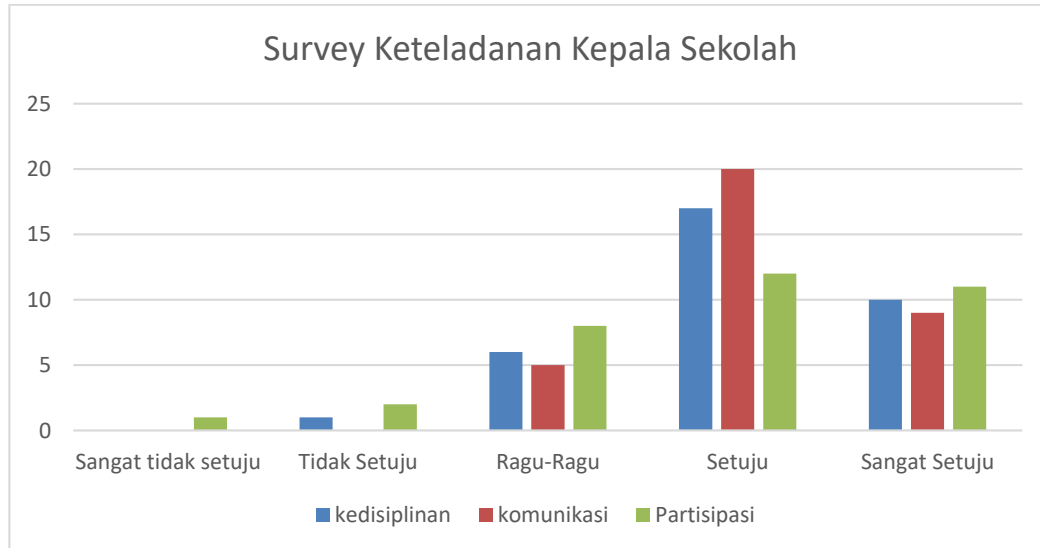


Figure 1. Survey Keteladanan Kepala Sekolah

The results of this research describe how the principal's exemplary behavior in the areas of discipline, communication, and participation contributes to the formation of teachers' work culture at Junior High School 28 Batam. Based on questionnaires completed by 34 respondents, quantitative data on teachers' perceptions of the principal's behavior were obtained.

The responses indicate that most teachers perceive the principal's exemplary behavior positively. In the discipline aspect, the majority of respondents agree or strongly agree that the principal demonstrates consistent discipline, including punctuality and responsible execution of managerial duties. Only one respondent expressed disagreement, suggesting that the principal's discipline is widely accepted.

Regarding communication, perceptions were even more positive. Most respondents agree or strongly agree that the principal communicates clearly, openly, and effectively. This indicates that the principal successfully builds a constructive work atmosphere, encourages dialogue, and provides clear guidance. Such communication supports healthy and productive relationships, consistent with the views of Robbins and Judge (2017), who describe communication as a fundamental component of workplace effectiveness.

In terms of participation, although the responses were generally positive, the number of uncertain responses was relatively higher compared to the other aspects. This suggests that some teachers may perceive inconsistency in the principal's involvement across various school activities. Nevertheless, the majority still view the principal's participation as active and positive.

Overall, the findings demonstrate that the principal's exemplary behavior has a significant influence on shaping teachers' work culture. Teachers tend to emulate the positive behaviors demonstrated by the principal, aligning with Wahjosumidjo's (2010) argument that exemplary leadership is one of the most effective forms of influence.

The discussion further shows that work culture is shaped through interactions between exemplary leadership and organizational values. The principal's discipline directly influences teachers' discipline. Effective communication creates an open and collaborative work environment. The principal's participation encourages teachers to stay motivated and actively involved in school activities. These findings support Rivai and Mulyadi's (2012) theory that work culture develops from consistent positive behaviors within an organization, particularly those demonstrated by its leaders.

Thus, the study affirms that the principal's exemplary behavior plays a strategic role in building a conducive, cooperative, and productive work culture among teachers. Teachers respond more positively to concrete behavioral examples than to instructions alone, reinforcing the importance of leadership through role modeling.

CONCLUSION AND SUGGESTION

This research concludes that the principal's exemplary behavior significantly and positively contributes to the development of teachers' work culture at Junior High School 28 Batam. The principal is perceived as demonstrating consistent discipline, clear and open communication, and active participation in school activities. These behaviors effectively motivate teachers to improve their work ethic, professionalism, and involvement in school programs. Exemplary behavior functions not only as moral guidance but also as a driving force that shapes teachers' attitudes and behavior.

The formation of teachers' work culture in the school is influenced by the synergy between the principal's exemplary behavior and the organizational values embedded within the school environment. Through positive modeling, teachers become more aware of their responsibilities, maintain integrity, and show greater commitment to both instructional and non-instructional tasks. The study reinforces the idea that exemplary leadership is a key determinant in creating a collaborative and productive work culture.

The study recommends that the principal continue to enhance the quality of exemplary behavior, particularly in maintaining consistent discipline, fostering open and empathetic communication, and increasing involvement in school programs. Teachers and educational staff are also encouraged to support leadership efforts by embracing organizational values and demonstrating

commitment to the expected work culture. Regular professional development activities, work culture workshops, and communication forums can help strengthen exemplary leadership and sustain a positive school culture.

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The researcher hopes that this study contributes to the advancement of educational management, particularly in strengthening school work culture. May all those who have contributed receive abundant blessings and rewards.

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