
The Influence of Strategic Leadership Style and Cognitive Behavior on Work Motivation and Its Impact on Organizational Performance in the Pidie Education Office

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Abstract

The purpose of this study is to see the effect of strategic leadership style and cognitive behavior on work motivation and their impact on organizational performance. The population in this study was all employees at the Education Office of Pidie Regency, Indonesia, as many as 353 people. The sampling technique used was the proportional stratified random sampling method and provided a total sample of as many as 187 people. The results show that of the 5 existing direct hypotheses all have a significant effect. The role of work motivation in the two indirect effects tested is partial mediating. Therefore, the organizational performance improvement model in this research has proven can be implemented in the Pidie Education Office, namely by applying the right strategic leadership style, appropriate cognitive behavior, and high work motivation, it will be able to improve the performance of the Pidie Education Office. The findings also prove that on a direct influence, strategic leadership style is the strongest variable that can influence the improvement of organizational performance compared to cognitive behavior style and work motivation, while on an indirect influence, cognitive behavior is more able to influence organizational performance improvement by utilizing work motivation as a mediator, compared to strategic leadership style which also uses work motivation as a mediator variable. For further researchers can develop this model tested using moderating variables related to gender or age so that a sub-group analysis can be carried out to find out more specific about the employee behavior according to age group and gender group, so the information must be very useful for management in conducting more customized interventions in each of these subgroups.

Keywords: Strategic Leadership Style, Cognitive Behavior, Work Motivation, Organizational Performance.

1. Introduction

The development of the strategic environment always demands leaders who think pragmatically, can anticipate future developments, build a vision, mission, and strategy as well as develop policy steps, institutional systems, and government management that are relevant to the complexity of developments, problems, and challenges faced. both at the national and international levels (Özer & Tınaztepe, 2014).

Strategic Leadership in addition to having the ability to anticipate, have a vision, is also able to maintain flexibility, empower others to create strategic change (Oladele & Akeke, 2016). This strategy has an important effect on the organization's efforts to gain strategic competitiveness and achieve above-average targets. Effective strategic leadership is required to formulate and implement strategies successfully (Azhari, Musnadi, & Tabrani, 2017).

Another factor that affects organizational performance is the cognitive behavior of employees (Wright, 2004). According to (Wright, 2004), cognitive behavior has a very large role in influencing employee work motivation. Cognitive or thinking and behavioral or behavior are two related theories in psychological theory. At first, learning theory is a theory that emerged first and developed into clinical psychology which is used for behavioral therapy. (Turner, 2010) stated that learning theory is a separator between behavior and thoughts from a person's overall psychological identity. Psychodynamics and conventional views say that behavior comes from processes that occur in the human mind.

The purpose of this research is to test and analyze the variables of Strategic Leadership Style, Cognitive Behavior, Work Motivation, and Organizational Performance, and those relationships, at the Education Office of Pidie Regency, Indonesia.

2. Literature Review

Organizational Performance

As indicated by (Thoyibatun, 2012), performance is an interpretation of "achievement" which is regularly deciphered as an appearance, show, or accomplishment. Performance is the degree of accomplishment of hierarchical objectives on a continuous premise, while as indicated by (Ahdiyana, 2009) performance is a depiction of the degree of accomplishment of the execution of a program, action, or strategy in acknowledging authoritative objectives, targets, vision, and mission contained in the essential arranging of an association.

The authoritative model is seen from the idea of collaboration carried out by these individuals, the idea of participation in the association is a larger number of affiliation participation designs, and not collaboration or collective collaboration as in the family. The benchmark for the presentation of public associations is identified with the proportion of progress that can be accomplished by the association. The important units of estimation utilized are the productive preparing of assets and the degree of administration quality that can be given to general society.

Motivation

Motivation is a mover from inside an individual's heart to do or accomplish an objective. Motivation can likewise be said as an arrangement or want to make progress and keep away from disappointment throughout everyday life (Fachreza, Musnadi, & Shabri, 2018). So motivation is a cycle to accomplish objectives, or at the end of the day, motivation is the main impetus to attempt to accomplish objectives. Motivation by (Emeka, Amaka, & Ejim, 2015) is characterized as a readiness to use an undeniable degree of exertion towards hierarchical objectives adapted by the

capacity of the push to meet an individual need. All in all, inspiration is an interaction of satisfying requirements.

Strategic Leadership Style

Strategic leadership is the capacity to expect, have a dream, look after adaptability, and enable others to make the important key changes (Masungu, Marangu, Obunga, & Lilungu, 2015). A key initiative is multifunctional, fundamentally including overseeing through others and assisting associations to adapt to the progressions that give off an impression of being filling dramatically in the present worldwide climate. (Hatta, Musnadi, & Mahdani, 2017). Vital authority requests the capacity to oblige and incorporate outside and inner conditions and the capacity to oversee uncertainty and take part in complex data handling.

Cognitive Behavior

(Porter, Bigley, & Steers, 2003) explained that cognition is the ability to imagine and describe things or events in memory and play a role based on these descriptions. From the interpretation above, it can be understood that cognition is a term used by psychologists to describe all mental activities related to thinking, thinking, remembering, and processing data that allow a person to gain knowledge. Cognitive is a person's intellectual expertise in thinking, recognizing, and dismantling problems.

Research paradigm

Paradigms or relationships between concepts (variables) in this study can be illustrated in Figure 1 below.

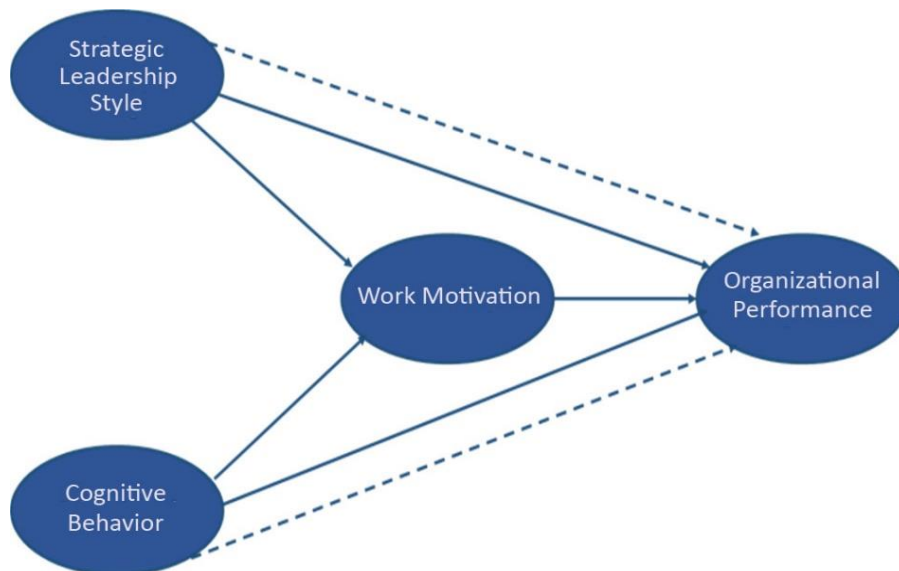


Figure 1. Research Paradigm

Hypothesis

Based on the phenomenon and the theoretical basis that has been stated previously, several alternative hypotheses can be stated as follows:

H1: Strategic Leadership Style affects employee Work Motivation of Pidie Education Office

H2: Strategic Leadership Style affects Organizational Performance of Pidie Education Office

H3: Cognitive behavior affects employee work motivation of Pidie Education Office

H4: Cognitive Behavior affects Organizational Performance of Pidie Education Office

H5: Employee work motivation affects Organizational performance of Pidie Education Office

H6: Strategic Leadership Style affects Organizational Performance of Pidie Education Office through work motivation

H7: Cognitive Behavior affects Organizational Performance at the Education Office of Pidie Regency through work motivation

3. Method

Research Location and Object

This research was conducted at the Pidie Education Office, in Pidie Regency, Indonesia. As the subject of this research was the employees, and the variables of this research were organizational performance, work motivation, strategic leadership style, and cognitive behavior.

Sampling

The population in this examination was all representatives who worked at the Education Office of Pidie Regency, upwards of 353 individuals. The number of tests utilized in this investigation used the Structural Equation Model (SEM), which was 187 examples.

Data analysis method

Processing of data obtained in the field was carried out using an equation model technique, namely the multivariate statistical analysis technique to be able to analyze not only the influence between variables but also the relationship between variables and their respective indicators. Ha acceptance criteria were Critical Ratio (CR) > 1.96 and Probability (P) < 0.05.

4. Result

Loading Factor with Measurement Test

Testing the validity of the loading factor can be seen in the following figures and tables:

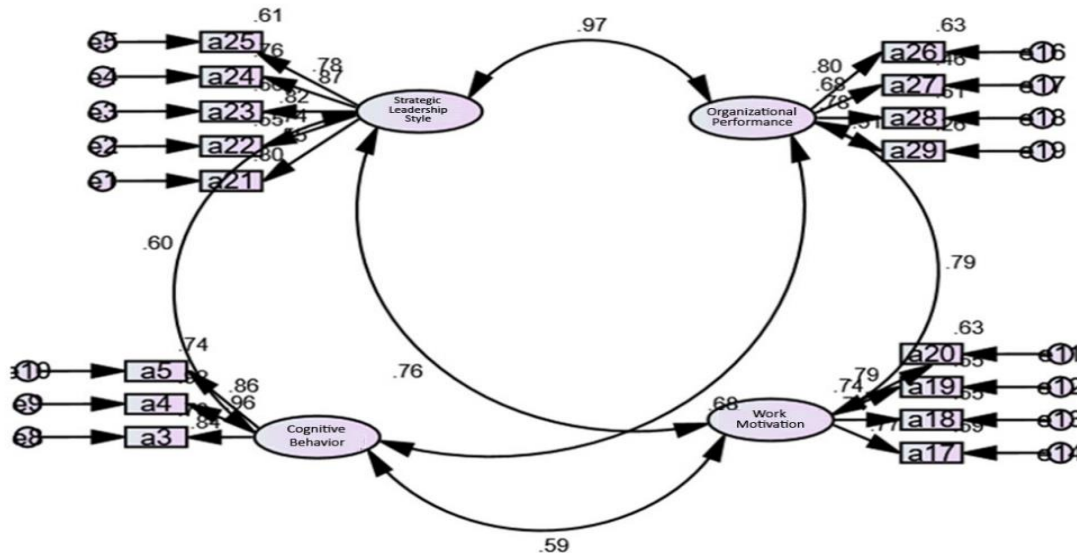


Figure 2. Loading Factor

The estimation test results show that some of the measured factors have a loading factor value below 0.5. The accompanying table shows the consequences of the net estimation test which can later be remembered for the primary test.

Table 1. Loading Factor

No	Indicator		Variable	Estimate
1	a21	<---	SL_Style	.547
2	a22	<---	SL_Style	.740
3	a23	<---	SL_Style	.815
4	a24	<---	SL_Style	.874
5	a3	<---	Cog_B	.839
6	a4	<---	Cog_B	.959
7	a5	<---	Cog_B	.859
8	a20	<---	Motivation	.792
9	a19	<---	Motivation	.745
10	a18	<---	Motivation	.739
11	a17	<---	Motivation	.768
12	a26	<---	Org_Perf	.795
13	a27	<---	Org_Perf	.678
14	a28	<---	Org_Perf	.782
15	a29	<---	Org_Perf	.513
16	a25	<---	SL_Style	.778

Table 1 shows the loading factor of all the indicators in the model, and it has met the requirements for further processing because it has a loading factor value of > 0.5.

Table 2. The Goodness of Fit Criteria

Size Index Criteria	Cut-off Value	Analysis Results	Model Evaluation
CMIN/DF	< 2.00	1974	Good
RMSEA	<0.080	.070	Good
GFI	>0.90	0.899	Good
IFI	>0.90	0.955	Good

Structural Model

Direct Influence

The results of the structural tests that have been carried out have produced the information needed to answer the hypotheses that have been built previously whether they are proven or not. Figure 3 below illustrates the influence between variables

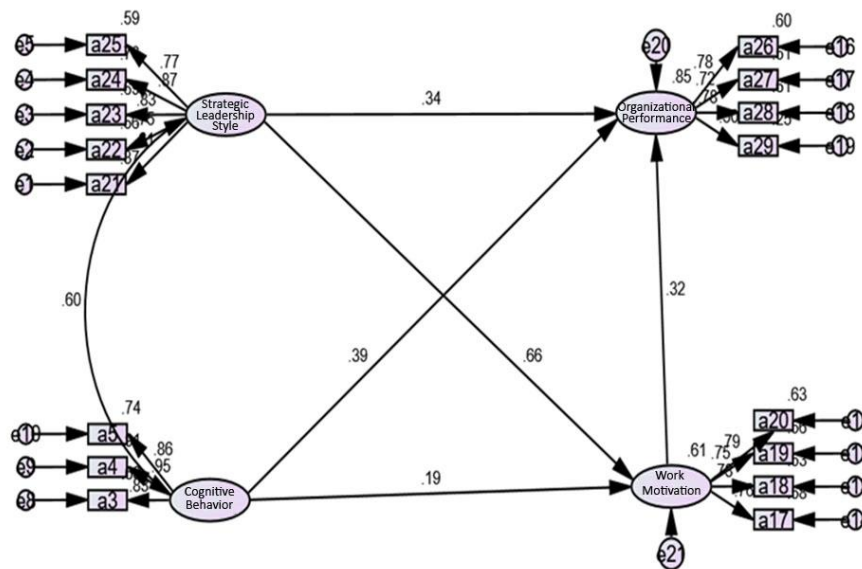


Figure 3. Structural Model

Figure 3 explains the influence of between variables is strategic leadership style, cognitive behavior, work motivation, and organizational performance. An overview of all hypothesis testing along with the results can be seen in Table 3 below:

Table 3. Direct Effect Hypothesis Conclusion

No	Hypothesis	CR Cut off >1.96	P-Value Cut off < 0.05	Coefficient	Information
H1	There is an Influence of Strategic Leadership Style on Work Motivation	6.365	***	.656	accepted
H2	There is an Influence of Strategic Leadership Style on Organizational Performance	7.206	***	.342	accepted
H3	There is an Influence of Cognitive Behavior on Work Motivation	2.467	.014	.189	accepted
H4	There is an Influence of Cognitive Behavior on Organizational Performance	7,200	***	.390	accepted
H5	There is an Influence of Work Motivation on Organizational Performance	3,683	***	.324	accepted

It can be seen from the 5 existing direct hypotheses that all of them have a significant effect because they have a CR value greater than 1.96 and a P value less than 0.05 which meets the minimum requirements for the accepted hypothesis. In other words, the independent variables, namely Strategic Leadership Style and Cognitive Behavior, have the effect of increasing the dependent variable, namely organizational performance as long as the independent variable can be increased by the leadership or management of the Pidie Education Office.

Indirect Influence

In the following, the conclusions of the indirect hypothesis are presented, namely the influence of Strategic Leadership Style and Cognitive Behavior on Organizational Performance through Work Motivation as shown in Table 4 below:

Table 4. Indirect Hypothesis Conclusion

No	Indirect Hypothesis	P-Value < 0.05	Coefficient	Information	Mediation Role Type
H6	The Influence of Strategic Leadership Style on Organizational Performance of Pidie Education Office through work motivation	0.001	0.213	accepted	Partial Mediation
H7	The Influence of Cognitive Behavior on Organizational Performance of Pidie District Education Office through work motivation	0.039	0.612	accepted	Partial Mediation

Meanwhile, if we look at the indirect effect of the two hypotheses tested, the role of work motivation in mediating the influence of cognitive behavior on educational performance at the Pidie Education Office is more dominant than the role of strategic leadership style on educational performance at the Pidie district education office.

5. Conclusion

From the results, the authors conclude that:

1. The result of testing the influence of strategic leadership style on employee work motivation shows the CR value and probability that meets the requirements for acceptance of Ha. Thus, it explains that the effect of strategic leadership style on employee motivation is significant.
2. The results of testing the influence of strategic leadership style on the organizational performance show the CR value and the probability that has met the requirements for the acceptance of Ha. Thus it reveals that the influence of strategic leadership style on organizational performance is significant. So that organizational performance will improve if the Strategic Leadership Style also improves.
3. The results of testing the Effect of Cognitive Behavior on Work Motivation of employees at the Education Office of Pidie shows the CR value and probability that has met the requirements for the acceptance of Ha. Thus, it indicates that the influence of cognitive behavior on employee work motivation at the Pidie Education Office is significant. This shows an increase in Cognitive Behavior will increase work motivation.
4. The results of testing the effect of cognitive behavior on organizational performance at the Pidie Education Office show the CR value and the probability that meets the requirements for acceptance of Ha. It describes that the effect of cognitive behavior on organizational performance at the Pidie Education Office is significant. Thus, the impact it has on increasing the influence of cognitive behavior on educational performance at the Pidie Education Office is quite significant in magnitude, although other variables have a greater influence than this variable.
5. The results of testing the influence of employee work motivation on the educational

performance of the Pidie Education Office show the CR value and the probability that meets the requirements for the acceptance of H_a . It reveals that the influence of employee work motivation on the organizational performance of the Pidie Education Office is significant. Thus, the impact it has on increasing the influence of employee work motivation on the organizational performance of the Pidie Education Office is quite significant in magnitude.

6. The results of testing the Effect of Strategic Leadership Style on Organizational Performance at the Education Office of Pidie through work motivation have a p-value score and Sobel t statistic that meets the requirements for the acceptance of H_a . It reveals that the influence of strategic leadership style on organizational performance at the Pidie Education Office through work motivation is significant. Thus, it can be seen that there is a mediating role in the work motivation variable on the influence of strategic leadership style on the performance of the education office. Because the P-value of The Effect of Strategic Leadership Style on organizational Performance at the Pidie District Education Office is significant and the indirect effect of the Strategic Leadership Style on Organizational Performance at the Pidie Education Office through work motivation is also significant, then we can say the role of Work Motivation in mediating these two variables is Partial Mediating.
7. The results of testing the Effect of Cognitive Behavior on organizational Performance at the Education Office of Pidie through work motivation have a p-value score and Sobel t statistic that meets the requirements for the acceptance of H_a . Thus, it explains that the effect of cognitive behavior on organizational performance at the Pidie Education Office through work motivation is significant. Because the P-value of The Effect of Cognitive Behavior on organizational Performance at the Pidie District Education Office is significant and the indirect effect of the Cognitive Behavioral Effect on Organizational Performance at the Pidie Education Office through work motivation is also significant, then we can say the role of Work Motivation in mediating these two variables is Partial Mediating.
8. The novelty of this study lies in the combination of causality theory between variables from previous studies. An interesting result of his research is that based on the results of the direct effect test, it proves that in the Pidie Education Office, strategic leadership style is the strongest variable that can affect the improvement of organizational performance when compared to cognitive behavior style and work motivation, while the results of indirect influence testing prove that cognitive behavior those in the organization are more able to influence the improvement of organizational performance by utilizing work motivation as a mediator, compared to strategic leadership styles which also use work motivation as a mediator variable.

Some suggestions are provided from the analysis, that are :

1. All the tested hypotheses showed a significant effect. The significance that occurs in the direct test indicates that there is a match between the research model developed and the facts at the Pidie Education Office where this research was conducted. Based on the results or findings presented in the previous section, it means that the variables of Strategic Leadership Style, Cognitive Behavior, Work Motivation are indeed the determinant variables of improving the

performance of the Pidie Education Office. So that the management can use these three variables as tools to improve the performance of this Pidie education office through improving the performance of its employees for sure.

2. Based on the findings in the results of this study, to support the improvement of the organizational performance can be done directly by improving the Strategic Leadership Style variable, because this variable has the largest magnitude number compared to the other three variables (direct effect model).
3. While on the indirect effect from the two hypotheses tested, although both showed significant results the role of work motivation as an intervening variable is better on the path of the influence of Cognitive Behavior on Organizational Performance than on the path of the effect of Strategic Leadership Style on the organizational performance. Thus, to maximize the role of work motivation as a mediating variable, it would be better to use the Employee Cognitive Behavior than Strategic Leadership Style.
4. For further research development, moderating variables related to gender or age can also be added, so that a sub-group analysis can be carried out to find out more specific employee behaviour according to age group and gender group. This information is very useful for management in conducting more customized interventions in each of these subgroups.

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