

**THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEE  
PERFORMANCE IN BANK BRI SHARIA  
MALANG BRANCH**

**SKRIPSI**



**BY:**

**ABDALLE MOHAMED HASSAN**

**NIM: 15540082**

**JURUSAN PERBANKAN SYARIAH (S1) FAKULTAS  
EKONOMI UNIVERSITAS ISLAM NEGERI  
MAULANA MALIK IBRAHIM  
MALANG  
2019**

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Submitted to:  
University of Islam Negeri Maulana Malik Ibrahim Malang to fulfill One of the  
Requirements for Obtaining a Bachelor Degree of Economics (SE)



**BY :**

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NIM: 15540082

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**LEMBAR PERSETUJUAN**  
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**MALANG BRANCH**

**SKRIPSI**

Oleh:



**ABDALLE MOHAMED HASSAN**

NIM: 15540082

Telah Disetujui, 20 Juni 2019  
Dosen Pembimbing,

  
**Dr. Siswanto, S.E., M.Si**  
NIP. 197509062006041001

Mengetahui:  
Ketua Jurusan,

  
  
**Eko Suprayitno, S.E., M.Si., Ph.D**  
NIP. 19751109 199903 1 003

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**LEMBAR PENGESAHAN**

**THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEE PERFORMANCE IN BANK BRI SHARIA MALANG BRANCH**

**SKRIPSI**

Oleh

**ABDALLE MOHAMED HASSAN**

NIM: 15540082

Telah Dipertahankan di Depan Dewan Penguji  
Dan Dinyatakan Diterima Sebagai Salah Satu Persyaratan  
Untuk Memperoleh Gelar Sarjana Ekonomi (SE)  
Pada Tanggal 14 Juni 2019

**Susunan Dewan Penguji**

**Tanda Tangan**

- |   |   |
|---|---|
| <p>1. Ketua Penguji<br/><b><u>Dr. Vivin Maharani, M.Si., MM</u></b><br/>NIDT. 19750426 20160801 2 42</p>  | <p>: (  )</p>   |
| <p>2. Sekretaris/Pembimbing<br/><b><u>Dr. Siswanto, S.E., M.Si</u></b><br/>NIP. 19750906 200604 1 001</p> | <p>: (  )</p> |
| <p>3. Penguji Utama<br/><b><u>Yayuk Sri Rahayu, SE., MM</u></b><br/>NIP. 19770826 200801 2 011</p>        | <p>: (  )</p> |

Mengetahui:  
Ketua Jurusan,



**Eko Suprayitno, SE., M.Si., PhD**  
NIP. 19751109 199903 1 003

## STATEMENT LETTER

The undersigned by:

Name : ABDALLE MOHAMED HASSAN

NIM : 15540082

Faculty / Department : Economics / Islamic Banking (S1)

stated that "Thesis" I made to fulfill the graduation requirements of the Islamic Banking Department (S1) Faculty of Economics, University of Islam Negeri (UIN) Maulana Maliki Ibrahim Malang, with the title:

**THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEE PERFORMANCE IN BANK BRI SHARIA MALANG BRANCH**

Is the result of my own work, not "duplication" of other people's work. Furthermore, if later there are "claims" from other parties, it is not the responsibility of the Supervisor and or the Faculty of Economics, but it is my own responsibility.

Thus I made this statement in truth and without coercion from anyone.

Malang, 27 May 2018

Best regards,

ABDALLE MOHAMED HASSAN

NIM : 15540082

## **DEVELOPMENT PAGE**

*In This Chance I Want To Thank :*

### **My Family :**

*AlhamduLillah thanks to the prayers, support and motivation of all sides, the pole can pass and get what is the dream of me. Hopefully it can be blessing and useful.*

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### **My Organizational Friends:**

*foreign friends especially (Somli brothers) i hope all of them hopeful and success life thanks all of them to help and supporting me in every aspect Lots of knowledge, experience and benefits that I receive from them. Hopefully it can be blessing and all the benefits.*

## **MOTIVATION**

***“YOUR MIND IS A POWERFUL THINGS, WHEN YOU FILL IT  
WITH POSITIVE THOUGHTS, YOUR LIFE START TO  
CHANGE”***

***“SUBAX DHALATAY CAADKEEDA HA KA BOGAN WAX SAARKEEDA  
ADIGUBA SAMEE MAANTA, BERITANA SARGOO HEEDHE  
NOLOSHABA INAAD SAAFTO QAABAYSO SAABKEEDA WAXAN  
SUURO GALIN MA AHA”***

***MOHAMED IBRAHIM WARSAME***

***“HADRAWI”***

## PREFACE

Thank you for the presence of Allah Subhanahu wa Ta'ala for His mercy and guidance so that a research entitled "The effect of leadership style on employee performance" can be resolved well.

Prayers and greetings are still poured out on our lord the Prophet Muhammad sallallahu 'alaihi wa sallam who has guided us from the path of darkness to the bright path of Islam.

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Malang, 27 May 2019

Author



## ABSTRACT

ABDALLE MOHAMED HASSAN. 2019, SKRIPSI. TITLE: “THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEE PERFORMANCE IN BANK JATIM SHARIA MALANG BRANCH ”

Supervisor : Dr. Siswanto S.E., M.Si

Keywords : Leadership style, Employee performance,

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The leadership style is the way of providing direction, investigation strategies and motivating individuals across the realization of the coveted objectives. Leadership styles are replicated in attitudes and behaviors but these in turn are the outcome of complex interactions between the way individuals think and feel. leadership is important to any aspect of the work organizational so every employee can dream a good leadership, from the opinion of the research the employee performance , it can be seen that performance is the result of work achieved by a person or a group of people in carrying out tasks assigned to him according to the criteria set.

The results of the study show that the Bank BRI sharia leadership style and Employee performance has a useful relationship. However, the relationship in those in two part still growing and develop by every year.

## ملخص

أسم الباحث : عبد الله محمد حسن. ٢٠١٩ ، البحث. العنوان: تأثير أسلوب القيادة على أداء الموظف في بنك الشعب الإندونيسي(بري) قسم الشريعة في مدينة مالانج  
 مشرف : دكتور. سيسوانتو. درجة البكالوريوس. إدارة الموارد البشرية  
 الكلمات الدالة : أسلوب القيادة ، أداء الموظف ،

أسلوب القيادة هو وسيلة لتوفير التوجيه واستراتيجيات التحقيق وتحفيز الأفراد عبر تحقيق الأهداف المنشودة. يتم تكرار أساليب القيادة في المواقف والسلوكيات ولكن هذه بدورها هي نتيجة تفاعلات معقدة بين الطريقة التي يفكر بها الأفراد ويشعرون بها. القيادة مهمة لأي جانب من جوانب العمل التنظيمي ، بحيث يمكن لكل موظف أن يحلم بقيادة جيدة ، من وجهة نظر البحث أداء الموظف ، يمكن أن نرى أن الأداء هو نتيجة العمل الذي قام به شخص أو مجموعة من الأشخاص القيام بالمهام الموكلة إليه وفقاً للمعايير المحددة.

تظهر نتائج الدراسة أن أسلوب الريادة في الشريعة لدى بنك الشعب الإندونيسي(بري) قسم الشريعة وأداء الموظف له علاقة مفيدة. ومع ذلك ، فإن العلاقة بين هولاء في جزأين لا تزال تنمو وتتطور كل عام.

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### CHAPTER I PRELIMINARY

#### 1.1 Background

Leadership is an organization needs to develop staff and build a climate of motivation that results in high levels of performance, so leaders need to think about their leadership style. Leadership style is a behavioral norm that is used by someone when the person tries to influence the behavior of others as he sees it, which aims to harmonize



perceptions among people will influence becomes very important position (Didik, 2008). One approach to knowing the success of a leader is to study his style, because many leadership styles influence the success of a leader in influencing the behavior of his subordinates.

The organization is a place for people to gather and work together to achieve common goals. In organizations, of course there needs to be a hierarchy of leaders and subordinates. Therefore, there is a need for quality human resources to become leaders and subordinates. Sudarsono (2006) reveals that human resources are potential workers and cannot be separated from organizations or work units. The role of a leader in influencing his subordinates is very important for the progress of the organization.

Koesmono (2007) revealed that the existence of a leader in an organization is needed to bring the organization to its intended goals. Leaders usually apply a certain leadership style to influence the performance of his subordinates. Leadership style is a leader behavior that is used by someone when they want to influence others. According to Robert House as quoted by Robbins (2007, h.448) revealed that there are four kinds of Path Goal leadership classifications, namely directive leadership style, supportive leadership style, participatory leadership style, and task-oriented leadership style. Various leadership styles can be used by a leader to influence and motivate his subordinates, so as to improve the performance of his subordinates in doing work.

These changes occur because of the changing environmental influences such as the rapid changes in technology, labor regulations so that workers are increasingly protected, the concepts of human resources are increasingly empowering people in terms of humanism where previously laborers were only robots but now appear to be involved in the process of decisions and other environmental changes.

These changes must be responded to by a leader by developing and increasing self capacity so that competition can be won. The new leadership style must also be adopted by subordinates and leaders in the future so that a sustainable leadership model is formed. This process must be remembered not to stop at one point but still follow the pattern of changes in the environment, even better if it is able to become a leader in change so that it is able to win increasingly fierce competition.

The orientation of the leadership style before the 21st century is more directed at individual work and appreciation, Management knows the best, does things right, contains meaning, avoids risk, tells and sells. The orientation changes after the 21st century becomes teamwork and team awards, everyone is a leader, doing right for everything, looking at words and processes, taking the necessary risks and training and delegating (Bill Gates in Klatt & Hiebert, 2001).

The path-goal theory (PGT), based on the Expectancy Motivation Theory, sees motivation as the corner stone of performance and job satisfaction (Evans, 1970) Motivation enables people to tackle challenges and stay focused on their goal, irrespective of whether they are personal or professional goals and targets (Baumeister and Voh, 2004). As leadership is the single most important factor in stimulating employees and improving productivity (Fulop and Linstead, 1999) the Path-Goal Theory proposes four types of leadership qualities for stimulating subordinates, for which an effective leader can use depending on the situations. From another view point, it can even suggest situations for which a particular leadership style is irrelevant and unimportant in terms of stimulating staff. The Path-Goal Theory is among the first leadership theories that convincingly specify multiple leader behaviors (Jermier, 1996)

Firstly, the Directive Leadership style lets subordinates know what they are expected to do by the giving of specific guidance, rules and procedures for the subordinates to follow. The subordinates know exactly what is expected of them, but they do not participate (House, 1971, 1996; House and Mitchell, 1974). The Directive Leadership style is applicable when the subordinates are inexperienced, the task is unstructured and complex, the guidelines and work procedures are not well formalized, or where insufficient feedback is given to the subordinates (Fry ; Kerr and Lee, 1986; Keller, 1989). On the other hand, the Supportive Leadership style is directed towards giving consideration to the needs and welfare of subordinates. The Supportive Leader creates a friendly climate in the workplace and is open and approachable. He/she also helps to reduce work stress, and at the same time, alleviates work frustration for his/her subordinates. This leadership style is appropriate when the subordinates do

not have confidence in their work as the supportive leader behavior can lead to self-confidence and social satisfaction of the subordinates

Meanwhile, the participative leader consults with subordinates and take into account their suggestions in the decision making process. In situations where the task is unstructured and the subordinates have a strong sense of achievement together with a high need for autonomy, the leader should exhibit participative leadership style. It is important to note that while the participative leader 'consults' his subordinates, the final decisions still rest with him/her.

On the contrary, the task -oriented leader sets challenging goals and define standards. Subordinates are to perform at their highest level and to continuously seek improvement in performance. task-oriented leadership style can be seen as a form of reinforcement because it can clarify changing goals and paths in response to the past success of the subordinates at rasking goals. Higher intrinsic job satisfaction should result from this leadership behavior since it gives subordinates the responsibility to set and achieve challenging goals (House, 1971, 1996; House and Dessler, 1974; House and Mitchell, 1974).

Changes in leadership style orientation before and after the 21st century are aimed at capturing the environmental changes that occur. Changes in the work environment where individual work has weaknesses when compared to teamwork. Team work can work in focus in dealing with all problems. The opinions of many people are better than the opinions of individuals where the capacity of individuals has limitations. Team work provides space for sharing information between team members so that ideas and solutions to problems can be accommodated more. Job success gets awards, awards are now given to the team not to individuals because each job must involve many people. Supervision must no longer be carried out by top management but enough in the team itself to support the work of team members.

Managers are ordinary people who have limited capacity. The problem faced is no longer based on the opinion of the manager but each member of the organization has a role in giving opinions on each issue. Combining the capacity of each member of the organization will give fantastic results. The problems faced by the work unit are

sufficiently resolved at the level of the work unit without having to consult with the top management. The top leaders can only get periodic reports about events that occur in the work unit. The current leader has more role as coordinator by delegating sufficient authority for subordinates to be able to make decisions in their respective fields.

Do things right and do right for everything. The fundamental difference in this change is that every employee must be aware of the duties and responsibilities, be able to do it right before acting, not see something then think what is done. The leader does not only see at a glance then conclude the meaning and content of each action but must be careful in taking action. Risk is something that must be faced is not something that must be avoided, behind the risk there are benefits that can be taken but of course must be measurable risk. The last change in orientation is that the leader not only informs and is able to make sales but also must be able to train subordinates and be able to delegate tasks, authority and responsibility.

The increasingly complex and ever-changing business environment as it is today, leadership is needed that is able to anticipate the future which is more relevant to complex situations like today. The task of a leader is to try to motivate his subordinates to be able to achieve beyond expectations and previous estimates. The essence of leadership is facilitating individual development to realize their potential.

There are various leader behaviors that can be applied to someone in the leadership of the leadership but this research limits itself to the behavior of task-oriented and relationship-oriented leaders. Leader behavior with both styles can influence employee behavior in the form of satisfaction, commitment, performance, discipline, motivation, and other forms of behavior, or better known as individual attributes, therefore a leader needs the ability to apply that style at the right time so that employees are able work with committed, performing, disciplined, motivated and other individual attributes.

From the various ways that are carried out by leaders in moving their subordinates to achieve organizational goals must ultimately also be able to generate performance from their subordinates. Indirectly leadership

determines the formation of employee performance. The better one's leadership towards subordinates, the higher the performance of his subordinates.

The success of a leader is marked by the success of his employees or subordinates in carrying out the duties and responsibilities given. Of course, most of the desire to work more productively lies with the subordinates themselves, but it can not be separated from how the leaders influence. To improve employee performance, a leader must know the psychology of each employee so that it easily provides motivation, guidance, advice, instruction, and even correction if necessary, so that it will automatically improve employee performance.

The study sought to answer questions such as how effective managerial leadership style enhance employee performance, To what extent does the leadership style used in the organization offer senses of job satisfaction and career development to employees. This study evaluates the relationship between leadership styles and employees' performance in an organization; employees are usually regarded as the most effective machinery through which the organizational goals and objectives can be easily achieved. The major objectives of this study include identifying the best leadership approach to be adopted by leaders in order to enhance employee performance, to determine the correlation between leadership style and employees performance, to determine the extent at which leadership style offer sense of job satisfaction and careers development to employee's of an organization and to determine the extent at which workers attitude to work influenced their leader's behavior. The significance of this study is to help managers and leaders in the organization to know the style of leadership preferred by their subordinates to enhance their performance.

The increase of organization productivity and employee performance is not possible without effective application of employees' ability and their motivation and the one of the leadership skill is that to strengthen the creativity and innovation in the staff. Certainly, the managers leadership styles are very effective in right driving of the employees for organizational purposes. Use of the best style of leadership will lead to increased organizational effectiveness and efficiency. This research is therefore necessary to take steps to improve employee performance, because the type of employee performance is perquisites to organizational effectiveness.

In fact, if the manager has the skills and techniques to effectively manage the relationship with employees, motivation and Job satisfaction levels of the employees are also higher and given that the engine of an organization is its employees, this can effectively help to improve the performance of total organization

Starting from the acquisition of PT. Bank Rakyat Indonesia (Persero), Tbk., Towards Bank Jasa Arta on December 19, 2007 and after obtaining permission from Bank Indonesia on October 16, 2008 through its letter o.10 / 67 / KEP.GBI / DpG / 2008, then on November 17 2008 PT. BRI Sharia Bank officially operates. Then PT. Bank BRI Sharia changed its business activities which were initially operating conventionally, then converted into banking activities based on Islamic sharia principles.

Two more years PT. BRI Sharia Bank is present to present a leading modern retail bank with financial services according to customer needs with the easiest reach for a more meaningful life. Serving customers with excellent service (service excellence) and offering a variety of products that meet customer expectations with sharia principles.

The presence of PT. BRI Sharia Bank in the midst of the national banking industry is reinforced by the meaning of the glow that follows the company's logo. This logo describes the wishes and demands of the community towards a modern bank in the class of PT. BRI ShariaBank that is capable of serving the public in modern life. The color combination used is a derivative of blue and white as a red thread with the brand PT. Bank Rakyat Indonesia (Persero), Tbk.,

PT. BRI Sharia Bank is getting stronger after December 19, 2008 the deed of separation of the Sharia Business Unit PT. Bank Rakyat Indonesia (Persero), Tbk., To merge into PT. BRI Sharia Bank (spin-off process) which was effective on January 1, 2009. The signing was carried out by Mr. SofyanBasir as President Director of PT. Bank Rakyat Indonesia (Persero), Tbk., And Mr. VentjeRahardjo as President Director of PT. BRI Sharia Bank.

At present, PT. BRI Sharia Bank is the third largest Islamic bank based on assets. PT. BRI Sharia Bank grew rapidly both in terms of assets, the amount of financing and the acquisition of third party funds. By focusing

on the lower middle segment, PT. Bank BRI Sharia targets to become a leading modern retail bank with a variety of banking products and services.

In accordance with his vision, currently PT. Bank BRI Sharia pioneered synergy with PT. Bank Rakyat Indonesia (Persero), Tbk., By utilizing the working network of PT. Bank Rakyat Indonesia (Persero), Tbk., As a Sharia Service Office in developing businesses that focus on community fund raising activities and consumer activities based on Sharia principles..

Maswita (2017) shows the results that the leadership style that includes authoritarian, paternalistic, laissez faire, democratic and charismatic simultaneously and partly has a positive and significant influence on the performance of employees at the national narcotics agency (BNN) in Palu. Likewise, the research conducted by Saputro (2017) shows the same results, namely the leadership style has a significant influence on employee performance. It's just that in this study through the motivation of work that exists in employees. Rokhman and Harsono (2002) state that leadership is a key element in organizational effectiveness.

Based on these phenomena and research gaps behind the need for research on financial institutions in the form of banks, in this case the research was conducted at the Bank BRI Sharia Malang Branch.

The Bank consistently standardizes leadership style and employee content for all Positions at BRI (except Staff and Administrative Officers). This is intended to ensure that performance objectives and fairness of performance assessment are maintained. In addition to standardization of all employees content in 2017, the Bank has performed to solve the problem of relationship between leaders and employee target achievement for Position of devaloping of value of the bank and implemented achievement monitoring with Performance Assessment cycle 3 monthly (Quarterly).

BRI designs leaders and employee's remuneration structure based on several factors such as work performance, supportive, share resolution work unit to ensure a fair, competitive system, as well as the Bank's needs and capabilities.

BRI Corporate University successfully obtained ISO 9001: 2015 certifications from Lloyd's Register Certification Institute. The certification recognizes the Management System Standard of BRI Corporate University in terms of "Provision of Banking Training Services". And founded some of problem between leaders and employees. This is evidence that BRI Corporate University always improves the operational quality of education and prioritizes employees performances(PT BANK RAKYAT INDONESIA (PERSERO) TBK)

### **1.2 Formulation of the problem**

Based on the background above, the formulation of the problem in this study are:

1. Is there an influence of directive leadership style on the employees performance of Bank BRI Sharia Malang Branch?
2. Is there an effect of supportive leadership style on the employees performance of Bank BRI Sharia Malang Branch?
3. Is there an influence of participatory leadership style on the employees performance Bank BRI Sharia Malang employees?
4. Is there an effect of Task-oriented leadership style on the employees performance Bank BRI Sharia Malang employees?

### **1.3 Research purposes**

Based on the formulation of the problem, the objectives in this study are:

1. To determine the effect of directive leadership style on the performance of employees of Bank BRI Sharia Malang Branch.
2. To find out the effect of supportive leadership style on the performance of employees of Bank BRI Sharia Branch Malang.
3. To determine the effect of participatory leadership style on the performance of employees of Bank BRI Sharia Malang Branch.



## 1.4 Benefits of Research

The usefulness of the results of this study is expected to benefit the education world, namely at:

1. The company, the results of this study can be used as material for consideration or reference in the company's leadership to improve employee performance.
2. Researchers, the results of research can enrich insight and increase knowledge and as one of the requirements to get a bachelor's degree in management science education



## CHAPTER II LITERATURE REVIEW

### 2.1 Previous research

Previous research has become one of the references in conducting research so that it can enrich the theory used in reviewing the research conducted. From previous studies, the authors did not find research with the same title as the research title described above. But the authors raised several studies as references in enriching the study material under study,

Previous research is a reference in conducting research so that it enriches the theory used to review the research conducted. Below are some previous studies described as references taken from journals as follows:

Table 2.1 Previous research

| No | Name Of Researcher                     | Title   | Research Result   |
|----|--|---|---|
| 1  | Tri Eva<br>JuniangsihRitonga<br>(2015) | The Influence of<br>Leadership on<br>Employee<br>Performance at the<br>Sub-Department<br>Office                             | Leadership has a positive and<br>significant effect on employee<br>performance.   |
| 2  | Maswita (2017)                         | Effect of Leadership<br>Style on Employee<br>Per <sup>13</sup> at the<br>National Narcotics<br>Agency (BNN) of<br>Palu City | The leadership style that<br>includes authoritarian,<br>paternalistic, laissez faire,<br>democratic and charismatic<br>simultaneously and partly has a<br>positive and significant<br>influence on the performance of<br>employees at the national<br>narcotics agency (BNN) in Palu. |
| 3  | Guntur BayuSaputro<br>(2017)           | The Effect of<br>Leadership Style on<br>Employee<br>Performance<br>Through Intervening                                      | Leadership style has a<br>significant influence on<br>employee performance through<br>work motivation that exists<br>within employees.  |

|   |                                  |   |   |
|---|----------------------------------|---|---|
|   |                                  | Variables in Work<br>Motivation in PT<br>Marifood's Head<br>Office                              |   |
| 4 | Defghi Salman<br>Ramadhan (2018) | Effect of Leadership<br>Style on Employee<br>Performance at<br>NgurahRai-Bali<br>Commercial SBU | The influence of the leadership<br>style on the performance of<br>strong employees with a value of<br>0.170 and significant at 0.713.   |
| 5 | Ebenezer Malcalm<br>(2017)       | Examining<br>Leadership Style On<br>Employee<br>Performance In The<br>Public Sector Of<br>Ghana | All leadership styles have no<br>effect on employee performance.<br>However, leaders were found to<br>show a mixture of leadership<br>transformation and transactional<br>attributes. |

|   |   |  |  |
|---|---|--|--|
| 6 | SajjadNazir, 2016,                                    | Influence of organizational rewards on organizational commitment and turnover intentions | The study suggests that satisfaction with extrinsic benefits, supervisor support, coworker support, autonomy, and participation in decision making have a positive impact on employees' affective and normative commitment. These findings have significant implications for managers in the Chinese public and private sectors. |
| 7 | Cynthia Mathieu, Bruno Fabi, Richard Lacoursière 2015 | The role of supervisory behavior, job  | Results show that person-oriented leadership behavior affects turnover intentions through job satisfaction and organizational  |
| 8 | Anthony Gatling, Hee Jung Annette Kang 2016           | The effects of authentic leadership and organizational commitment on turnover intention  | As the results from the current study suggest, organizational commitment is positively affected and turnover intention negatively affected by Authentic Leadership.  |

|    |                  |   |  |
|----|------------------|---|--|
| 9  | Dahliaani (2014) | Analysis of the Effect of Leadership Behavior on Employee Performance at the Samarinda City and Tata Office | Leadership behavior has a very strong influence on the performance of employees of the Samarinda City and Tata Office, which means that if the leadership's positive behavior is improved in the implementation of the activities, the performance of the employees will be greatly improved |
| 10 | RendykaDio(2017) | Effect of Leadership Style on Employee Performance at PT. Freeport Indonesia                                | Simultaneously and partially the Leadership Style variable has a significant influence on employee performance.  |

## 2.2 Theoretical Review

### 2.2.1 Leadership

#### 2.2.1.1 Understanding of Leadership

Leadership is the process of a person's activities in leading, guiding, influencing the thoughts, feelings and behavior of others in order to achieve a goal. In general, leadership is defined as a person's ability to influence a group towards achieving goals (Robbins, 2012).

The definition of leadership according to Jacobs and Jaques cited by Yukl (2010) is a process of giving meaning (meaningful mobilization) to the collective effort and which results in the willingness to make the desired effort to achieve the goal. Most definitions of leadership reflect the assumption that leadership involves a process of social influence which in this case influences intentionally carried out by one of the other people to structure activities and relationships within a group or organization.

Whereas Robbins (2012) defines leadership as the ability to influence groups of people towards achieving goals Source of influence can be formal. For example, someone can carry out a leadership role solely because of his position in the organization.

From the explanation of leadership can be concluded that:

- 1) Leadership includes the use of influence and that all relationships can involve leadership,
- 2) Leadership includes the process of communication, clarity and accuracy of communication affecting the behavior and performance of followers,
- 3) Effective leadership must focus on aim.

#### **2.2.1.2 Leadership Style**

The definition of leadership style according to Hersey and Blanchard, translated by Dharma (2003), is a pattern of consistent behavior that they set in working with and through others as perceived by those people. These patterns arise in people as they begin to respond in the same way under similar conditions, the pattern forming habits of action that can at least be predicted for those who work with those people. Wexley and Yukl (2005) say that leadership behavior is what leaders do.

According to Rivai (2004), leadership style is a comprehensive pattern of the actions of a leader, both visible and unseen by his subordinates. Leadership style describes a consistent combination of philosophy, skills, traits and attitudes that underlie a person's behavior. Leadership style that shows, directly or indirectly, about a leader's beliefs in the abilities of his subordinates. That is, leadership style is behavior and strategy, as a result of a

combination of philosophy, skills, attitudes that are often applied by a leader when he tries to influence the performance of his subordinates.

From some of the opinions above, it can be concluded that leadership style is a pattern of leadership style when influencing subordinates who are perceived by others / subordinates, leadership is a human factor that binds a group together and gives it motivation towards certain goals both in the short and long term. This is in accordance with one of the functions of management, namely the directing function. What is meant here is the extent to which a leader can motivate subordinates. This means that between leadership and motivation have strong ties. This bond can be seen in the principles of motivation (Hasibuan, 2001) dividing it into, the principle of including subordinates, the principle of communication, the principle of recognition, the principle of delegation of authority and the principle of reciprocity.

Leaders can take various steps to be able to retain employees or grow commitment, because they are very large investments compared to other investments in the company. The steps a leader can take in connection with the business can be in the form of implementing a leadership style that looks at the level of maturity of employees, motivates them and can fulfill their needs so that there is satisfaction. This performance assessment includes the qualitative and quantitative aspects of carrying out work. the performance of employees or employees in general is the maximum level of ability of an employee or employee in the form of achievement in completing work.

### **2.2.1.3 Two Dimensions of Leader Behavior**

Wider research on leader behavior was carried out by the Research Center at the University of Michigan, examining two basic types of leader behavior identified, namely, employee-centered behavior primarily oriented towards interpersonal relationships and the need for subordinates and behavior centered on work oriented work done.

Along with Michigan research, a similar study was conducted at Ohio State University where the group of researchers identified two general categories of leader behavior. One category is called consideration and is defined as behavior oriented towards attention to feelings of employees, mutual trust, open communication and respect.

Other categories are called structures to start and are defined as behaviors that are oriented towards achieving goals and determining and directing the performance of subordinates.

Table 2.2

Results of the Leadership Study Behavior Model by Ohio State University

| Manager Initiation Structure |      |                  |                            |                              |                 |                            |
|------------------------------|------|------------------|----------------------------|------------------------------|-----------------|----------------------------|
|                              |      | High             |                            |                              | Low             |                            |
| Manager's consideration      | High | High performance | Low levels of displeasure  | Low employee turnover        | Low performance | Low levels of displeasure  |
|                              | Low  | High performance | High levels of displeasure | High employee entry and exit | Low performance | High levels of displeasure |

Source: Jewell and Siegall (2007), page 443

From the model it can be concluded that the performance results are more related to the behavior of the initiation structure of the manager (task orientation), while the satisfaction results in the form of complaints, the entry and exit of employees are more related to consideration full behavior (relationship orientation). From the results of the study, psychologists recommend that training programs be held to help organizational leaders change their behavior to adjust to the ideal profile (a combination of these two leadership styles).

#### 2.2.1.4 Leadership Models Evans and House

Evans and House developed the Path Goal leadership model, which explained how leader behavior influences the satisfaction and performance of subordinates. According to House quoted by Yukl (2010), the motivating function of the leaders mentioned above resulted in increasing the personal benefits of the subordinates



for the achievement of work goals and opened the way so that the benefits would be easier to run by clarifying them, reducing obstacles and traps on the road and increase opportunities for employee satisfaction with these leaders.

According to this theory the impact of leader behavior on satisfaction depends on aspects of the situation including the task characteristics and characteristics of subordinates. Furthermore according to the Path-Goal theory, the behavior of a leader is motivating to the extent that (1) making subordinates need satisfaction that depends on effective performance and (2) providing training, guidance, support and rewards that are necessary for effective performance.

There are four dimensions that highlight the Path-Goal theory.

- Directive Leadership

Directive leadership is defined as the process of providing the subordinates with a guideline for decision making and action that is in favour with a leader's perspective (Fiedler, 1995; Sagie, 1997). It is also commonly perceived as a task-oriented behaviour, with a strong tendency to control discussions, dominate interactions, and personally direct task completion (Cruz, Henningson & Smith, 1999). Leaders who give directives to subordinates, focus less on participation as compared to leaders who takes subordinates' development as the most important part of effective leadership (Fiedler, 1995; Sagie, 1997). This leader therefore, makes organisational members to be more dependent and inflexible, facilitating them to be less initiative (Euwema, Wendt & Van Emmerik, 2007) , (Instructive leadership) that is a leader who always tells subordinates what is expected of them, gives specific guidance, asks subordinates to follow rules and procedures, arranges time and coordinates their work.

The directive leadership clarifies expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules (House, 1996; & Leana, 2013). However, Okumbe (1999) argued directive leadership subordinates are not active since the leader provides them with specific guidance, standards and work plans, including rules and regulations standards and work

plans, including rules and regulations. The directive style is appropriate with newly hired or inexperienced subordinates and in situations that require immediate action (Negron, 2008).

Nevertheless Martin (2012) pointed directive leadership is most effective when people are unsure what tasks they have to do or when there is a lot of uncertainty within their working environment. This occurs primarily because a directive style clarifies what the subordinates need to do and therefore reduces task ambiguity. In addition, the directive leadership style makes clear the relationship between effort and reward and therefore the expectancy that effort lead to a valued outcome (Martin, 2012). To this end, directive leadership style may be perceived as aggressive, controlling, descriptive, and structured by dictating what needs to be done and how to do it.

- **Supportive Leadership**

The concept of supportive leadership (or leader behaviour) has been quite well documented in research. For instance, researchers have considered supportive leader behaviours to be an important component of individualised consideration - a part of transformational theories of leadership. Indeed, Avolio and Bass (1995) and Podsakoff, MacKenzie, Moorman, and Fetter (1990) defined supportive leadership in terms of general support for the efforts of followers and 'behaviour on the part of the leader which indicates that he or she respects his or her followers and is concerned with followers' feeling and needs'. House (1978) and Rafferty and Griffin (2004) have similarly defined supportive leadership as behaviour that 'expresses concern for followers and their individual needs'. It is this latter definition that has been adopted in this study. Supportive leader behaviours have been espoused to have considerable influence on various outcomes.

House and Mitchell (1974) asserted that supportive leader behaviours can facilitate a 'friendly and psychologically supportive working environment', providing an avenue for the reduction of stress and frustration that may be experienced by employees otherwise in high stress jobs. Indeed, a reasonable amount

of research has supported pro- well-being assertions with respect to the reduction of perceived strain experienced by employees.

- Participatory Leadership

Participative leadership is defined as the process of having a shared influence in decision making, by a leader and his or her subordinates (Koopman & Wierdsma, 1998). It is an important concept in research, policy, and organisation practice (Durham, Knight & Locke 1997; Yukl, 2002). Although there is more research on participative leadership in organisations, there are few or none empirical studies that have been specifically directed toward ascertaining the impact of this leadership style on organisational culture (Yammarino & Naughton, 1992). It is also viewed as a relatively equal participation level in decision making within an organisation (Torres, 2000). Furthermore, scholars argue that participation, (participatory leadership) that is a leader who has the characteristics of involving subordinates and taking into account their opinions and suggestions.

According to Polston-Murdoch (2013), leaders who use the participative style attain better employee performance than those who don't. Investigation of literature also reveals that path-goal leadership styles can predict subordinates' commitment and as a result lead to improved employee performance (Aboiyassin & Abood, 2013). Dixon and Hart (2010) also found a significant positive correlation between path-goal leadership styles and workgroup effectiveness culminating into superior employee performance. According to Negron (2008), participative leadership style points to an increase in employee performance characterized by high profits. Szilagyi and Sims (2008) supported the path-goal theory's propositions concerning the relationship between a leader initiating structure and subordinate satisfaction, but not leader initiating structure and subordinate performance, the same view is held by Dess & Robinson (2010). Malik (2013) showed that participative leader behavior is effective for attaining high employee performance because the leader consults with subordinates in setting, clarifying and achieving goals and also indicated that there is significant correlation between all the four path-goal leadership styles and employee performance

According to Mohammed, Olafemi, Sanni, Ifeyinwa, Bature and Kazeem (2014), there exists a significant relationship between participative leadership style and employee performance in an organization. Leadership therefore, has a significant effect on the performance of workers and organization growth in general; Dixon Hart (2010) also emphasize this correlation. According to Menz (2010), employee performance is impacted by the leadership style applied and affects the ability of employees in achieving corporate goals and objectives

- Task-Oriented Leadership

According to Larman (2015), a relationship-oriented leader understands the importance of tasks, but also places a tremendous amount of time and focus on meeting the needs of everyone involved in the assignment. This may involve offering incentives like bonuses, providing mediation to deal with workplace or classroom conflicts, spending individual time with employees to learn their strengths and weaknesses, offering above-average financial compensation, or just leading in a personable or encouraging manner. Anzalone(2017) posits that a people-oriented leader focuses on creating overall success by building lasting relationships with employees. This type of leader does care about tasks and schedules, but he/she believes that work culture is more important. A people-oriented leader uses relationship building techniques, such as employee recognition and team-building exercises, to create an environment where employees feel appreciated and motivated enough to invest personally in the success of the business and work at their highest possible levels.

To Friedman (2013), a people-oriented management style tends to energize employees because it makes them feel appreciated for the work they do. One of the biggest benefits of people-oriented management is that the focus on employee relationships makes employees feel that they make a difference in the company. And better, more effective efforts come from people who feel that they“ re a part of a company“ s success.

Friedman however notes that peopleoriented leadership comes with a number of challenges

## 2.2.2 Employee performance

### 2.2.2.1 Definition of Employee Performance

Gibson et al. (2008) say that performance is the desired result of behavior. Focusing on work results, Musanef (2006) gives an understanding that work performance is a person's ability to achieve better work towards organizational goals. According to Mulyadi (2001) Performance is the success of personnel, teams, or organizational units in realizing previously defined strategic goals with expected behavior. In the same sense according to the dimension of time, Moenir (2007) provides a definition that performance is as a result of one's work on a certain unit of time or size.

The results achieved can come from a person or group of people, as said by Dharma (2003) that work performance is meant to be something that is done or a product / service produced or given by a person or group of people. The notion that is slightly different from that stated by Hasibuan (2012) states that work performance is a result of work achieved by a person in carrying out tasks assigned to him based on skills, experience and sincerity.

From some of the opinions above, it can be seen that performance is the result of work achieved by a person or group of people in carrying out tasks assigned to him according to the criteria set.

There are many factors to see this work performance, Flippo (2011) mentions among others related to quality of work (quality of work), quantity of work (work quantity), dependability (reliability), attitude (attitude). Furthermore Schuler (1999) mentions more or less as follows: quality of work (quality of work), quantity of work (quantity of work), cooperation (cooperation), knowledge of the job (knowledge of work). Fred Luthan in Miftah Toha (2014) suggests four characteristics of people who have high achievements, among others, are brave enough to take risks, need immediate feedback, achievement-oriented, integrated with the task..

Robbins and Timothy (2015) suggest that job satisfaction is a positive feeling towards work that results from an evaluation of its characteristics. a job is more than just scrambling paper, writing program code, ordering customers, or driving trucks. work requires interaction with coworkers and bosses, following organizational rules and policies meeting performance standards, living with less ideal working conditions, and so on.

brayfield and rothe (in panggabean 2004) suggest that job satisfaction is predictable from the attitude of a person with his job. Basically, job satisfaction depends on what one person wants from the employee. What funds will be obtained from the work results so that someone will be satisfied because they have many choices and get a lot of them.

research that examines the relationship between job satisfaction and employee performance has been done by sani and troena (2012), Risambessy et al. (2012), Crossman and Zaky (2003), Triwahyuni and mahrani (2017), Setia and sani (2017) stated that there is a significant influence between leadership style on employee performance.

### **2.2.2.2 Performance Measurement**

Performance appraisal according to Mulyadi (2009) performance appraisal is a performance assessment as a periodic determinant of the operational effectiveness of an organization, part of an organization, and employees based on predetermined targets, standards and criteria. Thus, the adoption of performance appraisal is the basis for designing a reward system, so that personnel produce performance that is in line with the performance expected by the organization or company.

Based on the statement above it appears that to find out the performance of employees there is a need for standards or benchmarks mentioned by Dharma (2003), namely:

- Quantity, which is the amount that must be completed,
- Quality, namely the quality produced
- Timeliness, that is the suitability of the planned time.

Overall the benefits of measuring performance are very large. According to Lynch and Cross (1993) written in Yuwono (2003), the benefits of good performance measurement are as follows:

1. Tracing performance against customer expectations so that it will bring the company closer to its customers and make all people in the organization involved in member satisfaction efforts to customers.
2. Motivate employees to do service as part of the customer and internal supplier chain.
3. Identifying various wastes while encouraging efforts to reduce these wastage.

4. Making a strategic goal that is usually still blurred becomes more concrete so that it accelerates the organizational learning process.
5. Build consensus to make a change with reward for the expected behavior.

The benefits of performance appraisal according to Handoko et.al. (2001: 135), are as follows:

- 1) Improvement of work performance
  - 2) Adjustment of compensation
  - 3) Placement decisions
  - 4) Training and development needs
  - 5) Career planning and development
  - 6) Improving staffing process irregularities
  - 7) Reducing inaccurate information
  - 8) Correcting work design errors
  - 9) Fair job opportunities
  - 10) Helping to face external challenges
- Based on the above benefits,

It can be said that improper work performance evaluations will be very detrimental to employees and companies / organizations. The impact of declining employee motivation is job dissatisfaction which in turn will greatly affect the productivity of the company's performance. For companies, the results of improper performance appraisal will affect staffing decision making that is not appropriate, for example promotion. Promoting employees who are not right for the management level will reduce the quality of the company. Declining quality will ultimately affect the results of achievement and away from the goals and hinder the company's vision and mission (Zoeldhan: 2012).

Other measurements add three criteria that Bernandin and Russell (1995) mention include 6 (six) primary criteria, namely:

- *Quality*, is the degree to which the process or outcome of the activities approaching perfection or approaching the expected goals.
- *Quantity*, is the amount generated, for example the number of rupiahs, the number of units, the number of cycles of activities completed.
- *Timeliness*, is the extent to which an activity is completed at the and the time available for other activities.
- *Cost effectiveness*, the extent to which the use of organizational resources (human, financial, technological, material) is maximized to achieve the highest yield or reduction in losses from each unit of resource use.
- *Need for supervision*, is the extent to which a worker can carry out a job function without requiring the supervision of a supervisor to prevent undesirable actions.
- *Interpersonal impact*, is the degree to which employees maintain self-esteem, good name and cooperation between coworkers and subordinates.

From the description above, researchers refer to opinions from (Bernandin and Russel: 1995) because in measuring a performance against employees using quality, quantity, time compatibility, cost effectiveness, supervision needs, and the impact of individual relationships are considered more able to provide something more performance measurement means for sub-companies and especially on the impact of employee performance.

### **2.2.2.3 Determinants of employee performance.**

The employee performance can be affected by many factors. A number of studies have conducted by previous researchers regarding the factors that affect job performance (Saetang et.al, 2010; Razek, 2011; Azril et.al, 2010). In the Gibson theory cited by Illyas (1999), there are three groups of variable that influence work behavior and performance, namely: individual variables, organizational variables and psychological variables. Individual variables are grouped in the sub-variable abilities and skills, backgrounds and demographics. Organizational variables have indirect effect on behavior and individual performance. Organizational variables are classified in the



sub-variable resources, leadership, compensation, structure, and job design. Psychological variables consist of sub-variables of perception, attitude, personality, learning, and motivation. These variables are heavily influenced by the family, the level of previous work experience and social demographic variables.

The purposes of this study were to describe and analyze employee perceptions related to the factors that affect employee performance. to examine factors that actually affect employee performance. This research was conducted at PT. WymCycle Indonesia Surabaya, East Java Province. Researcher divided these factors into two dimensions: individual dimensions (ability, work experience, work motivation) and organizational dimensions (leadership, communication, organizational climate).

The employee performance have six determinant that we explain as follow:

### **1 : Environment**

There are a few factors that could affect employees' performance in term of the physical work environment. The factors are such as the lightings of the workplace. There are also some other disturbance that could affect the employees performance, the other disturbances are such as noise which will cause discomfort on the employees and thus reduce the employees' performance. In addition, the satisfaction of the employees can result to the performance of the employees. Therefore, in order to make the employees satisfied, the factor of physical workplace need to be applied to all workplace. Temessek (2009) stated that features assist on the functional and aesthetic side, the décor, and design of the workplace environment that ultimately helps improve the employees experience and necessitate better performance. Furthermore, once the employees had become stressors at the workplace, the employees have the high potential of getting their job done very slowly and it will affect the employees' performance. An employees could be affected depending on the task they are given and also the environment of the place they are working. By having a good environment, the employees could apply their energy and their full attention to perform work.

### **2: Leadership Style**

Stogdill (in Stonner et.al, 1996) stated that leadership style is a process of directing and influencing activities associated with the work of group members. According to Ermaya (1999), leadership is the ability of a leader to control, lead, influence thoughts, feelings or behavior of others to achieve goals that had been predetermined.

Greenberg and Baron (2003) stated that leadership style as the process which is one individual influences others toward the attainment of organizational goals. Hill and Carroll (1997) argued that the leadership style can be defined as ability to encourage a number of people (two or more people) to cooperate in carrying out activities which focus on common goals. The organizational structure is a framework or structure of the unit or units of work or functions that are translated from the task or the main activities of an organization, in order to achieve its goals. Every unit have their respective positions, so there are different levels or unit level and there is also who same level or degree from each other

DuBrin (2005) argued that the leadership is the effort to influence many people through communication to achieve goals, how to influence people with instructions or orders, actions that cause others to act or respond and create positive change, an important dynamic force that motivates and coordinates the organization in order achieve the goal, ability to create confidence and support among subordinates for organizational goals can be achieved. Meanwhile, Lok and Crawford (2001) view leadership as a process of influencing the activities of an organization in an effort to set and achieve goals.

Based on several scholar opinions above, it can be seen that the leadership used to achieve predetermined objectives through the activities of controlling, directing, influencing our thoughts, feelings or behavior. If linked to the performance, when leaders set goals to be achieved is to increase the performance, then the leader will use his leadership style to control, lead, influence thoughts, feelings or behavior leads to his subordinates for performance improvement. As a result, through the leadership of the organization will successfully achieve the expected level of performance.

### **3 : Job designe**

In the view of Opatha (2002), 'Job design is the functions of arranging task, duties and responsibilities in to an organizational unit of work'. The working definition for the study purpose is that, 'The job design is the way to organize the contents, methods and relationship of jobs in order to achieve organizational goals and objectives as well as satisfaction of job holders. There are various approaches to job design. Regarding this Aswathappa (2006) explained that, various approaches to job design are namely; Job Rotation, Job Engineering, Job Enlargement, and Job Enrichment.

According to Herzberg's theory, only a challenging job has the opportunity for achievement, recognition, advancement and growth that will motivate personnel. Because of that, job characteristics model (JCM) superseded the two-factor theory and it is the most widely recognized model (Garg & Rastogi, 2006). The Hackman & Oldham model suggests the relationship between five core job dimensions – skill variety, task identity, task significance, autonomy and feed back – and the occurrence of intrinsic motivation (Samarakoon , 2002).

In the view of Garg & Rastogi (2006), Skill variety refers to the extent to which the job requires the employee to draw from a number of different skills and abilities as well as upon a range of knowledge, Task identity refers to whether the job has an identifiable beginning and end or how complete a module of work the employee performs, Task significance refers the degree to which the job affects the lives or work of other people, Autonomy refers the degree to which the job provides freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures, and Feedback refers the degree to which carrying out the work activities required by the job results in the individual's obtaining direct and clear information about the effectiveness of his or her performance

#### **4 : Employee performance evaluation**

Employee performance appraisals has been practiced by numerous organizations since centuries. Though performance appraisals system has been debated by many, however, overall, it is viewed that performance appraisal is an inseparable part of organizational life. Longenecker and Fink (1999) cited several reasons that formal performance appraisals are to stay in organizations. According

to them, formal appraisals are required to justify a wide range of human resource decisions such as pay raises, promotions, demotions, terminations, etc. It is also required to determine employees' training need. The authors cited a recent study on high performance organizations that the practice of performance appraisal was cited as one of the top 10 vehicles for creating competitive advantage. However, sufficient caution should be observed in implementing appraisal system. Ineffective appraisal system can bring many problems including low morale, decreased employee productivity, a lessening of an employee's enthusiasm and support for the organization (Somerick, 1993).

It is mainly the TQM proponents who oppose the implementation of performance appraisal in organizations (Deming, 1986; Glaser, 1993; Kane and Kane, 1992). Deming believes that 85% of the factors that affect the employee's performance stem from the system which are beyond the control of the employee, only 15% of the factors are attributable to the employee. On the other hand, human resource (HR) practitioners do not subscribe the view of TQM proponents. HR practitioners claim that performance appraisal is an essential part of an organizational culture and it is required to assess organizational progress towards goals (Daley, 1993; Landy and Farr, 1983). Aldakhilallah and Parente (2002) have developed a performance appraisal process, called TQMPE (Total Quality Management Performance Evaluation) which they claim as a revised version of the traditional methods of performance appraisal that fits with the philosophy of TQM.

## **5. Feedback**

There is no single definition of performance feedback. Prue & Fairbank (1981) state that performance feedback is the information provided for past performance. Other definitions include an information of previous behavior which helps the recipient to improve or adjust current performance (Daniels, 2000 cited in Palmer, Johnson & Johnson, 2015); and feedback is information given to recipient after their behavior (Mayer, Sulzer-Azaroff, & Wallace, 2013 cited in Palmer, Johnson & Johnson, 2015). Feedback has become a buzz word in an organization, and the practice of using feedback either formally or informally is increasing. Formally in the sense that feedback is captured in technologically aided systems i.e. Human Resource Integrated System; and informally

in a sense of team leaders providing weekly basis feedback within a team. The use of weekly and end of shift feedback has been rapidly increasing in the sales and hospitality industry, and Halford (2011) states that people receiving feedback apply it about 30% of the time.

Feedback has been a growing concern in academia and organizations, most notably after McKinsey's publication of 'The War for Talent' that drove high performing business to dive into talent management, where the philosophy of gaining competitive advantage started focusing on human resources. With the advent of technology and its adoption, perceptions of human resource management shifted from Personnel Department managing personal files to the department managing competency profiles of employees. The leading shift in the arena of supporting human performance was the availability of technological aids to capture and monitor feedback. Companies like Halogen, 2 TalentSoft, HR Smart, SAP, and iTalent developed a module in the software that aided performance feedback. Due to technological support, the trend of managers providing feedback expanded into 360-degree feedback, where a manager provides the feedback to staff, staff provides feedback to manager, and staff provides feedback to each other (peer feedback).

## **6. Work administration**

Employee work administration (Selden and Moynihan 2000, 74). One of the leading public personnel texts devotes only a single brief mention to turnover in reference to the Volcker Commission Report (Nigro, Nigro, and Kellough 2007, 43) and another does not mention it at all (Dresang 1999). A search of the JSTOR archives for Public Administration Review and the Journal of Public Administration Research and Theory finds a total of only five articles since 1980 (Clingermayer and Feiock 1997; Lewis 1991; Lewis and Durst 1995; Romzek 1990; Wilson 1994). Although an electronic search of the Review of Public Personnel Administration found 34 articles that mentioned the word "work administration" anywhere in the manuscript, most merely mentioned the term as an aside or in the bibliography (exceptions were Coursey 2005; Jamison 2003; Kellough and Nigro 2002; Lan, Riley, and Cayer 2005; Lewis and Hu 2005).

This relatively low level of attention is surprising because work administration requires organizations to devote substantial resources to replacing workers (Griffith and Horn 2001,2; Wright and Kim 2004, 19) and because high levels of turnover might indicate a significant problem with low employee morale (Rainey 2003).<sup>1</sup> It is also surprising because turnover was considered extremely important in early public administration writing; a classic public personnel administration text (Mosher and Kingsley 1936) devoted an entire chapter to turnover and separations. In contrast, the private sector literature has seen a recent surge in turnover-related research, particularly research focused on the organizational level, rather than the individual level, and research that considers turnover as an independent variable. One provocative argument in that literature is that employee turnover is not necessarily bad for the organization—that in some situations, increased turnover may benefit the organization (see also Mosher and Kingsley 1936 and below).

## **2.3 Conceptual framework**

### **2.3.1 Relationship of Leader Behavior Against Employee Performance**

Timpe in Mukzam (2000), states that leadership style is one of six factors that influence employee performance. The six factors are: environment, leader style, job design, employee performance evaluation, feedback and work administration.

According to Cummings and Schwab (1973) employees must be committed to meeting organization's objectives instead of their personal objectives. According to Maritz (1995); and Bass (1997) good leadership is the most significant factor for monitoring, evaluating and encouraging the employee performance. Outstanding organization has outstanding leadership and growing organizations replicate their performance. According to Jones & George (2000) leaders are efficient when they cast influence on their subordinates for accomplishing the organizational objectives.

According to Bass (1997) leadership is the most important aspect for determining organizational performance. Therefore it is important to know the leadership progress and its impact on employee performance. On the whole the intention is to check the leadership growth and its influence on employee performance

The link between the leadership and employee job performance effected by communication competence gripped by the leader is of key apprehension. When managers are able to provide employees with accurate and useful task and organizational information, this aids employees' sense making and reduces uncertainty (Kernan&Hanges, 2002).

According to research findings of Cetin et al., 2012 Leadership style also has a significant impact on employee job satisfaction, commitment and productivity, where productivity is indicating employee job performance. Employees are organization important assets, a capable leader, leads followers towards achieving desired goals.

To realize the expected employee performance, then each forecast regarding employee performance must begin by recognizing that each individual and group working is part of a large organization. In addition, factors such as organizational strategy, authority structure, selection procedures, reward systems can provide a favorable climate for individuals or groups operating within them..

employee performance shown and applied into a leadership style is one of the factors in improving employee performance, because basically as the back bone of organizational development in encouraging, and influencing good morale to subordinates. For that leaders need to think about and show the right leadership style in its application.

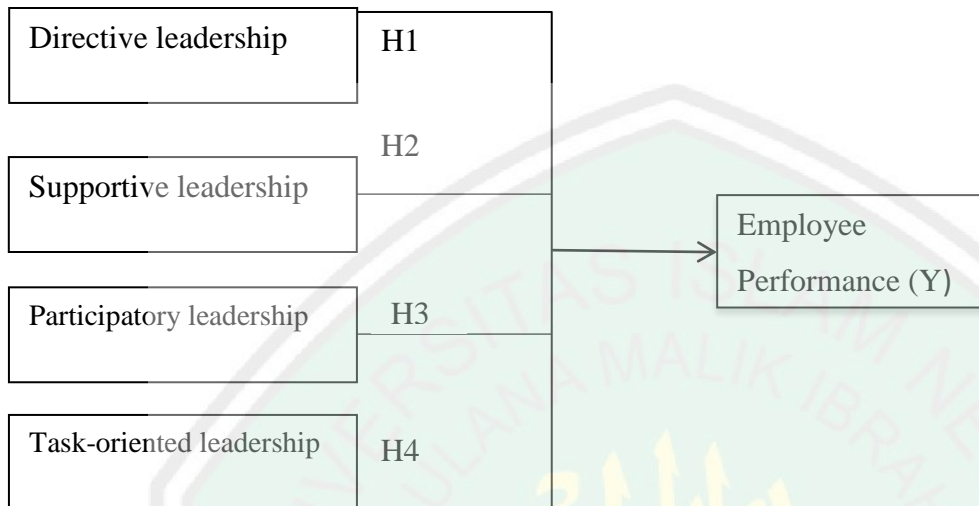
Leadership style is a pattern of behavior and strategies that are liked and often applied by leaders, by uniting organizational goals with the goals of individuals or employees, in order to achieve goals or objectives that have become joint commitments

The organization is a collection of people who work together to achieve a common goal. In an effort to achieve these goals there is an activity process in the form of interaction, communication, cooperation and so on among people in the organization. And to be coordinated and the effectiveness of the process of implementing the organization's activities must be equipped with an organizational structure that reflects the division of tasks, responsibilities and authorities. Or in other words in the organization there must be a leadership process that can direct, guide, influence the thoughts, feelings

or behavior of others in order to achieve a goal, (Robbins, 1996). Without organizational leadership it is only a group of people who are chaotic, irregular and will not give birth to behavioral goals (Davis, 1996)

## 2.4 Model Hypothesis

Figure 2.2 Model Hypothesis



- The influence of Directive leadership style to employee performance:

Directive leadership style is a certain leadership style which used power as a tool to suppress employee performance to do any task or job (Puni, Ofei, & Okoe, 2014).

The indicators of directive leadership style in this research are the high power and authority of leader, the leader very decisive on creates policy and procedure, tight supervision of leader on employee performance, lack of trust from employee to leader, and the low level of commitment, innovation, and creativity of employee (Ojokuku, Odetayo, & Sajuyigbe, 2012).

- The influence of Supportive leadership style to employee performance :

Employees perform well when a supervisor acts as a supportive leader and has the qualities of a leader. Employees are more committed when supported by appropriate styles of leadership (Mitchell, 2002).

A supervisor can play a role as a supportive leader for polishing the capabilities of employees. A supportive leader always provides support to its followers. Supervisors are considered as agents of the organization and



this is the only reason that why supervisor support facilitates positive behavior and attitudes toward the organization Karatepe, O. M., & Kilic, H. (2007).

- The influence of Participatory leadership style to employee performance :

Participative leadership style in which employee performances takes part in the decision-making process. Opinions of the group are sought by the participative leader who uses this information to make decisions. The group is kept informed about the future and are allowed to debate and proposed Changes to a long-term policy. Furthermore, the leadership behavior influences the employee performance of subordinates by creating very high levels of trust (Huang, Iun, Liu, & Gong, 2009).

- The influence of Task-oriented leadership style to employee performance Task-oriented leadership is a behavioral approach, in which the leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard. The task-oriented leadership style covers some features of task management. Task-oriented management, requires coordination of job-related activities, giving importance to administrative activities, supervising product quality and preparing financial reports. Thus, it can be concluded that the leaders who adopt task-oriented leadership style, focus on completing necessary tasks in order to reach organizational targets. One of the distinctive characteristics of these leaders, is that they are less concerned with the employees, who are actually the critical agents to achieve the desired goals. On the contrary, they are more concerned with following a planned path in order to achieve specific organizational targets (Forsyth and Donelson, 2010).

## 2.5 Hypothesis

Based on the hypothesis model, the hypothesis formulated and will be tested for truth through this research is:

1. H1: Directive leadership has a positive and significant impact on employee job performance.
2. H2: Supportive leadership has a positive and significant impact on employee job performance.
3. H3: Participatory leadership has a positive and significant impact on employee job performance.

4. H4: Task-oriented has a positive and significant impact on employee job performance



CHAPTER III

## RESEARCH METHODS

### 3.1 Types and Research Approaches

This type of research is quantitative research with a causal comparative approach. Quantitative research is a research method that looks for facts or causes of social phenomena objectively and tests hypotheses on the data studied (Wijaya, 2013: 37). Verification research method is a method that aims to determine the relationship between two or more variables, This method is also used to test the effect or form of causal relationships of problems that are being investigated or submitted in the hypothesis, The verification method in this study is used to answer the problem formulation which is knowing how much influence compensation and motivation have on work discipline and its impact on employee performance (Sugiyono, 2013: 55).

### **3.2 Research Sites**

The study was conducted in Bank BRI Sharia Malang Branch.

### **3.3 Populations and Samples**

Population is a whole collection of elements that can be used to make some conclusions (Wijaya, 2013: 27). The population in this study were all employees at the bank of Bank BRI Sharia Malang branch.

While the sample is part of the population determined based on certain characteristics and techniques (Wijaya, 2013: 27). The sample used in this study is employees who work at the Bank BRI Sharia Malang branch, in this research connected the employees of the Bank Jatim Syariah Malang Branch and Bank Jatim Syariah Batu branch totaling 40.

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### **3.4 Sampling Techniques**

In this study the sampling technique used was nonprobability sampling with purposive sampling technique. According to Sugiyono, (2013) purposive sampling is a technique of sampling certain data sources with certain considerations. The reason the author uses purposive sampling technique because not all samples have criteria that are in accordance with the phenomenon under study. Therefore, the authors chose purposive sampling technique by determining certain considerations that must be met by the sample used in this study.

### **3.5 Data Types**

In this study the data used by the writer as a type of data in preparing this thesis are secondary data and primary data. The description of the type and research approach used by the author are primary data, which is data obtained directly from the source, observed and recorded for the first time. Primary data sources are objects that provide information directly to researchers related to the object of research (Tugiso et al, 2016).The primary data used in this study was obtained from a questionnaire filled by 45-50 in this research connected with the employees of the Bank BRI Sharia Malang Branch

Secondary data, which is a source of research data obtained by researchers from various sources who have documented the data clearly planned to meet the needs of researchers (Sangadji & Sopiah, 2013: 304).Secondary data in this study were obtained from the Malang Islamic jatim bank and jatim syariah stone bank, data about customers, books, journals, publications published by the bank jatim, the relevant bank, the Financial Services Authority, the mass media, and others. The data sources in this study include the following:

- a. Respondents, are those who can provide responses as well as information about research data. In this study the respondents were employees at the Bank Jatim Syariah Malang Branch and Bank Jatim Syariah Batu Branch .
- b. Informants, are various parties who can provide information about matters relating to research. The informants in this study were Bank Jatim syariah malang and batu branches offices.

### **3.6 Data Collection Techniques**

According to Creswell (2016) in Ardlia (2018) data collection used is including efforts to restrict research, gather information through observation and interviews, whether structured or not, documentation, visual materials, and attempts to record information or record. The procedure of data collection in quantitative research involves four types of strategies, including the following: According to Creswell (2016) in Ardlia (2018) data collection used is covering efforts to limit research, gather information through observation and interviews, whether structured or not, documentation , visual materials, and attempts to

record information or record. The procedure for collecting data in quantitative research involves four types of strategies, including the following:

**1. Library Research :**

In this library research the author reads, researches, studies written materials such as books, articles, magazines, news, journals and other written information. With this research concepts, theories and definitions that researchers will use as a ground of thinking and analysis in the research process. Data obtained through secondary and primary data approaches.

**2. Field Research :**

- Interview, namely the author does this method to dig data through direct interviews or conversations with related parties and is authorized to explain about Bank BRI Sharia Malang branch.
  - Questionnaire, this method is a method of data collection by providing a written list of questions to the employees' performance in the Bank BRI Sharia Malang branch obtain primary data. The questionnaire for the customer aims to determine the Perceived of usefulness, perceived ease of use, reliability, privacy, security, and perceived risk that is generated by the workforce in the Bank BRI Sharia Malang branch Calculate the service quality questionnaire using a Likert scale. The Likert scale contains five answer levels in the form of 1-5 numbers, namely 1 = Strongly disagree, 2 = disagree, 3 = neutral , 4 = agree, 5 =Strongly agree.
- 3. Documentation Study, which collects documentation data from Bank BRI Syariah Malang branch which contains books or magazines containing history, public information, products, and others that are in the Bank BRI sharia Malang branch.**

### 3.7 Operational Definition of Variables

Research variables are everything in the form of what is determined by the researcher to be studied so that information about it is obtained, then draw conclusions (Sugiyono, 2016: 38).

Operational definitions are instructions on how a variable is measured, so that measurements can be known. The operational definitions in this study are:

#### 1. Independent variable

This variable is often called a stimulus variable, predictor, antecedent. According to the Indonesian dictionary, the independent variable is usually called the independent variable. The independent variable is a variable that affects or is the cause of the change or the emergence of the dependent variable. (Suharso, Puguh. 2009) also mentions independent variables or independent variables (X) or predictor variables, which are variables that can influence positive or negative relationships. The independent variable (X) in this study consists of:

##### a) *Directive leadership style (X1)*

The indicators of directive leadership style in this research are the high power and authority of leader, the leader very decisive on creates policy and procedure, tight supervision of leader on employee performance, lack of trust from employee to leader, and the low level of commitment, innovation, and creativity of employee (Ojokuku, Odetayo, & Sajuyigbe, 2012).

##### b) *Supportive leadership style (X2)*

Employees perform well when a supervisor acts as a supportive leader and has the qualities of a leader. Employees are more committed when supported by appropriate styles of leadership (Mitchell, 2002).

##### c) *Participatory leadership style (X3)*

Participative leadership style in which employee performances takes part in the decision-making process. Opinions of the group are sought by the participative leader who uses this information to make decisions. The group is kept informed about the future and are allowed to debate and proposed Changes to a long-term policy. Furthermore, the leadership behavior influences the employee performance of subordinates by creating very high levels of trust (Huang, Iun, Liu, & Gong, 2009).

d) *Task-oriented leadership style (X4)*

Thus, it can be concluded that the leaders who adopt task-oriented leadership style, focus on completing necessary tasks in order to reach organizational targets. One of the distinctive characteristics of these leaders, is that they are less concerned with the employees, who are actually the critical agents to achieve the desired goals. On the contrary, they are more concerned with following a planned path in order to achieve specific organizational targets (Forsyth and Donelson, 2010).

2. **Dependent variable**

The dependent variable is a variable that is influenced or is a result, because there are independent variables. Dependent variable (Y) in this study is employee performance.

**Table 3.1**

**Operational Definition of Variables**

| Concept                             | Variable  | Indicator  | Item |          |    |          |
|-------------------------------------|---|--|------|----------|----|----------|
| Leadership Style                    | Directive leadership style (X1).  | 1. Employees want to be a part of the decision-making process.   |      | (O<br>&S |    |          |
|                                     |   | 2. In complex situations, leaders should let subordinates work problems out on their own.                                    |      |          |    |          |
|                                     |   | 3. Providing guidance without pressure is the key to being a good leader   |      |          |    |          |
|                                     |   | 4. The leader is the chief judge of the achievements of the members of the group.  |      |          |    |          |
|                                     |   | 5. Most employees feel insecure about their work and need direction.   |      |          |    |          |
|                                     | Supportive leadership style (X2).   | 1. Effective leaders give orders and clarify procedures  |      |          | (M |          |
|                                     |   | 2. Most workers want frequent and supportive communication from their leaders.   |      |          |    |          |
|                                     |   | 3. In complex situations, leaders should let subordinates work problems out on their own.                                    |      |          |    |          |
|                                     |   | 4. Leaders need to help subordinates accept responsibility for completing their work   |      |          |    |          |
|                                     | Participatory leadership style (X3)                                       | 1. As a rule, leaders should allow subordinates to appraise their own work   |      |          |    | (H<br>Go |
|                                     |   | 2. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives. |      |          |    |          |
|                                     |   | 3. In most situations, workers prefer little input from the leader.  |      |          |    |          |
| Task-oriented leadership style (X4) | 1. People are basically competent and if given a task will do a good job. | (Fo  |      |          |    |          |



|                      |                         |  |   |    |
|----------------------|-------------------------|--|---|----|
|                      |                         | 2. Employees need to be supervised closely, or they are not likely to do their work. |   | Do |
| Employee Performance | Employee Performance(Y) | 1.Quantity   | 1.work according to standards<br>2.workload accordingly     |    |
|                      |                         | 2. Quality   | 1.pay attention to accuracy<br>2. pay attention to neatness |    |
|                      |                         | 3. Accuracy  | 1.work on time<br>2. completion of work on time             |    |

### 3.8 Data Analysis

Data analysis is a process of simplifying data into a form that is easy to read and understand. The data analyzed is the power obtained from the field, then processed to draw conclusions. All data were tested using the Microsoft Excel and SPSS programs. Data analysis through three stages, systematically arranged as follows :

1. Test the quality of data there are two concepts to measure it, because the research instrument must be valid and reliable, because the quality of instruments in research is very important, therefore, validity and reliability must be met.

#### a. Validity

In this study using Spearman correlation, which is by correlating the value of each question item with its total value, with a standard value of correlation above 0.5, if the correlation coefficient value is 0.5 or more, then the data is declared valid.

## **b. Reliability**

Reliability refers to the answer to the implementation of one instrument to another, if repeated measurements of Thinking of Quitting Intention to Search for one unit of Alternatives Intention to Turnover Intention, will produce the same output (Ety, 2007). The reliability test uses Cronbach alpha above 0.6, if the Cronbach alpha value is above 0.6 then the question in the questionnaire is reliable.

## **2. Test of Classical Assumptions**

Classic assumption test is a statistical requirement that must be fulfilled in ordinary least square (OLS) based linear regression analysis. There are four classic assumption tests, namely:

### **a. Normality test**

This test aims to test the regression model, is there a normal residual or variable. To detect normality, it can be done in two ways, namely by means of graph analysis and statistical tests, whether the residuals are normally distributed or not. The statistical test used is normal probability plots (Normal PPlot).

### **b. Heteroscedasticity Test**

Heteroscedasticity refers to the condition that the variable is not the same (constant) between observations with one another (Wijaya, 2009: 124). To test whether or not there is heteroscedasticity, can be used glacier test, park test, white test and scatterplot.

The occurrence of heteroscedasticity is characterized by dots in the form of regular patterns such as waves, widening, and narrowing. If heteroscedasticity does not occur, it is indicated by the spread of the top and bottom points of number 0 on the Y axis without forming a pattern (Ghozali, 2005: 162).

### c. Multicollinearity Test

The multicollinearity test aims to determine the deviation by looking at the linear influence between the independent variables in the regression model. The testing method used by looking at the Inflation Factor (VIF) value in the regression model. If the VIF value is less than 10 and tolerance is greater than 0.1, then multicollinearity between independent variables does not occur.

### d. Autocorrelation Test

Autocorrelation aims to determine whether or not there is a correlation between confounding variables in a given period and previous variables (Wiratna, 2014). This autocorrelation occurs if there is an observation error that correlates with the others. To find out whether there is autocorrelation, it can be done through the Durbin-Watson method with the SPSS program, which in general can be taken several indicators, namely:

1. If the D-W value is below -2, then autocorrelation is positive.
2. If the D-W value is above +2, then the autocorrelation is negative.

if the D-W value between -2 to +2, it does not occur autocorrelation.

## 3. Statistic test

### a. Coefficient of Determination

The hypothesis in this study was tested using multiple linear regression, which was used to see the effect of the number of variables on dependent variables, each of which has an interval scale (Jakaria, 2005). The multiple linear regression equation models are as follows:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_3x_3 + b_4x_4 + e$$

Information :

Y=Employee performance

A= Constants

B1-B2 = regression coefficient

X1=Directive

X2= Supportive

X3= Participatory

X4= Task-oriented

E= Error

b. T test (Partial Influence)

This method aims to test the regression coefficient partially from variable X to Y. This t test shows how far the influence of one variable X individually in explaining variable Y (Singgih, 2006). Taking this criterion is done by the level of Sig. by 5%, if Sig. t smaller than 0.05, then there is an influence between variable X and Y. If t count is greater than t table, then there is a significant influence between variables X and Y.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Overview of Research Sites

##### 4.1.1 Brief Of Company History

Starting from the acquisition of PT. Bank Rakyat Indonesia (Persero), Tbk., Towards Bank JasaArta on December 19, 2007 and after obtaining permission from Bank Indonesia on October 16, 2008 through its letter o. 10 / 67 / KEP.GBI / DpG / 2008, then on November 17 2008 PT. BRI Sharia Bank officially operates. Then PT. Bank BRI Sharia changed its business activities which were initially operating conventionally, then converted into banking activities based on Islamic sharia principles.

Two more years PT. BRI Sharia Bank is present to present a leading modern retail bank with financial services according to customer needs with the easiest reach for a more meaningful life. Serving customers with excellent service (service excellence) and offering a variety of products that meet customer expectations with sharia principles.

The presence of PT. BRI ShariaBank in the midst of the national banking industry is reinforced by the meaning of the glow that follows the company's logo. This logo describes the wishes and demands of the community towards a modern bank in the class of PT. BRI Sharia Bank that is capable of serving the public in

modern life. The color combination used is a derivative of blue and white as a red thread with the brand PT. Bank Rakyat Indonesia (Persero), Tbk.,

PT. BRI Sharia Bank is getting stronger after December 19, 2008 the deed of separation of the Sharia Business Unit PT. Bank Rakyat Indonesia (Persero), Tbk., To merge into PT. BRI ShariaBank (spin-off process) which was effective on January 1, 2009. The signing was carried out by Mr. Sofyan Basir as President Director of PT. Bank Rakyat Indonesia (Persero), Tbk., And Mr. Ventje Rahardjo as President Director of PT. BRI Sharia Bank.

At present, PT. BRI Sharia Bank is the third largest Islamic bank based on assets. PT. BRI ShariaBank grew rapidly both in terms of assets, the amount of financing and the acquisition of third party funds. By focusing on the lower middle segment, PT. Bank BRI Sharia targets to become a leading modern retail bank with a variety of banking products and services.

In accordance with his vision, currently PT. Bank BRI Sharia pioneered synergy with PT. Bank Rakyat Indonesia (Persero), Tbk., By utilizing the working network of PT. Bank Rakyat Indonesia (Persero), Tbk., As a Sharia Service Office in developing businesses that focus on community fund raising activities and consumer activities based on Sharia principles..

#### **4.1.2 Form of Legal Entity and Company Ownership Status**

PT. Bank Rakyat Indonesia (Persero) Tbk as the holding company of PT. Bank Rakyat Indonesia (Persero) Tbk Malang ShariaBranch, is a State-Owned Enterprise (BUMN) in the form of PT (Persero).

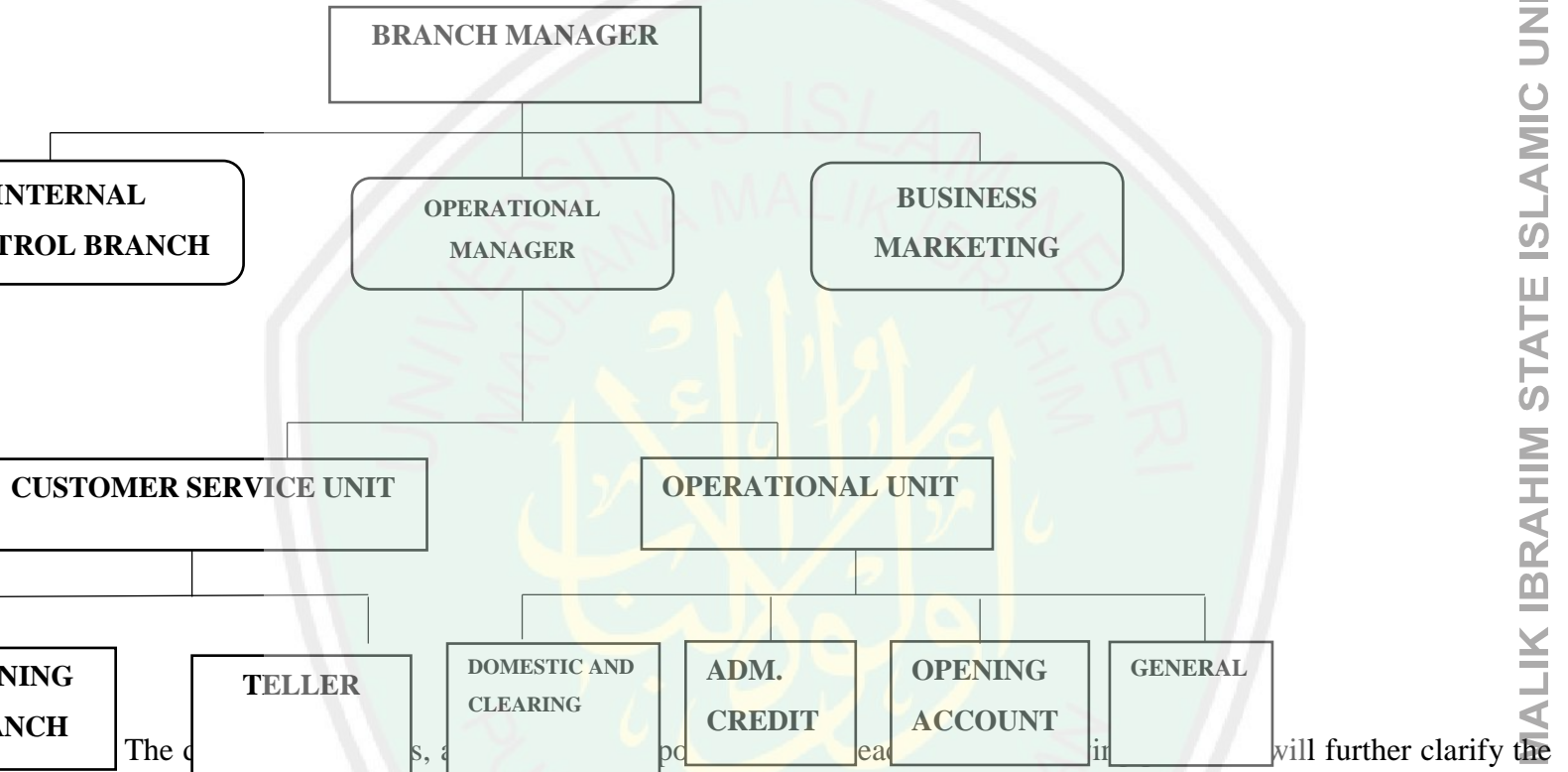
The consequence of the legal form of a state bank after Law No.7 of 1992 as PT (Persero) is that government ownership is no longer 100% owned by the government, because it might partially shift to private investors through the capital market when going public. The composition of Bank BRI's current shareholdings is: Republic of Indonesia 64.79% and the public 35.21%.

#### **4.1.3 Organizational structure**

In a company the existence of an organizational structure, it is important to describe clearly the task flow and authority and responsibilities of each employee in the organization. The organizational structure of PT. Bank Rakyat Indonesia (Persero) Tbk Malang Sharia Branch

**Figures 4.1**  
**Organizational structure**

**PT. Bank Rakyat Indonesia Malang Sharia Branch**



The form of relationships within the organizational structure.

**A. Branch Manager:**

- Representing the directors in the working area of the branch office so that they always maintain the good name of the company both in and out.
- Always maintain the health level of the Branch Office..
- Carry out and secure special tasks that are directly given to the leader of the sharia business unit.

## B. Branch Internal Control:

- Helping Branch Managers to control / supervise the process of daily activities and Branch management.
- Distribute incoming letters relating to provisions concerning the implementation of a banking transaction / activity.
- Examining cooperative administration / finance and womens drama.

## C. Operational manager:

- Leading units under it so that high profitability is achieved with effective and efficient implementation.
- Conduct continuous investigations to enable the application of new technology, so that work efficiency continues to increase, formulate it and forward it to the Head Office for approval in its implementation.
- Carry out special tasks given by the Branch Manager.

## D. Customer Service Unit Supervisor:

- Striving for front office activities related to customer service takes place more effectively and efficiently with the aim of optimizing profitability and minimizing risk.
- Carry out special tasks given by the Operations Manager and or Branch Manager.

## E. Opening of Branch Account :

- Serving information about products / services within the country and abroad.
- Serve opening of Current, Savings and Deposit accounts.
- Serving the issuance of Card Plus (ATM), Credit Cards, and others.

## F. Teller :



- Serve all types of cash transactions and book transfers.
- Serving core and custodian customers.
- Serving domestic and foreign service transactions (except import-export).

G. Operational Unit Supervisor:

- Striving for Branch Office operations that include credit administration, financial administration, Domestic administration and General administration to be effective and efficient.
- Carry out special tasks given by the Branch Manager or Operations Manager.

H. Domestic and Clearing:

- Manage clearing transactions and administration (including Domestic-Collection).
- Enter clearing / transfer financial transactions into the system.

I. Credit Administration:

- Organizing credit documentation files (making credit agreements, binding collateral items and closing credit and collateral credit insurance policies).
- Monitor the realization of interest payments and principal debt.
- Make credit reports required by BI and BRI Bank Management.

J. Accounting and Bookkeeping:

- Check the correctness / accuracy of financial transactions.
- Processing daily output / reports from the system.
- Handle interest / service settlement and penalties as well as customer account administration fees.

K. General :

- Managing personnel administration.
- Manage logistical problems.
- Organizing general administration.

#### L. Business Marketing Unit Supervisor:

- Market banking products and services to customers / candidates customer.
- Increase cross sales to customers / candidates customer.
- Manage credit requests.

#### 4.1.4 Personnel and Labor Relations.

**Table 4.1**

**The number of employees of PT Bank Rakyat Indonesia Malang Sharia Branch Based on Education**

| Level          |           |                                  |
|----------------|-----------|----------------------------------|
| Last education | Total     | Occupation                       |
| S - 2          | 2 person  | Administration staff             |
| S - 1          | 30 person | Administration staff             |
| SLTA           | 8 person  | Officers, Drivers & Night Guards |

Source: PT Bank Rakyat Indonesia Malang Sharia Branch

#### 4.1.5 Working hours

PT Bank Rakyat Indonesia Malang Sharia Branch implements a system of five working days. Working days are Monday to Friday, while Saturdays and Sundays are off.

To regulate working hours of PT Bank Rakyat Indonesia Malang Sharia Branch stipulates the following:

**Table 4.2**

**Working Hours of PT Bank Rakyat Indonesia Malang Sharia Branch**

| Day               | Hour              |                   |
|-------------------|-------------------|-------------------|
|                   | Working           | Break             |
| Monday – Thursday | 08.00 – 17.15 WIB | 12.30 – 13.30 WIB |
| Friday            | 08.00 – 17.15 WIB | 11.30 – 13.30 WIB |
| Saturday          | Holiday           | -                 |

Source: PT Bank Rakyat Indonesia Malang Sharia Branch.

Especially on Friday, the breaks are longer to give employees the opportunity to pray on Friday prayers.

#### **4.1.6 Salaries and allowances**

The salary system applied by PT Bank Rakyat Indonesia is a fixed salary per month. The amount of salary is based on the level of position of employees and their class of employees. The higher the position and class of employee civil servants, the greater the salary per month received

The components of the salary provided consist of:

- a. Basic salary.
- b. Meal allowances.
- c. Health benefits.

In addition there are benefits provided per year:

- a. Leave Benefits
- b. Holiday allowance.

#### **4.1.7 Workforce Development**

Workforce development for PT Bank Rakyat Indonesia Malang Sharia Branch, carried out continuously in accordance with internal needs and the need to anticipate global competition. The development program that is quite often done is a training program. The training held is considered a necessary investment, and not as a cost.

This training is held every year, and is usually held at the regional office or at the head office (LPM). This training is intended for each employee according to their competence, and is not only aimed at top level employees, but also aimed at lower middle level employees. Training material can be an overview or even new material at all

The company also provides opportunities for its employees to continue their education to the bachelor level. However, to get this opportunity must first fulfill the requirements and pass a special test. Requirements for continuing education to the bachelor level include: a minimum manager's position, the age has not passed a certain age, and based on a work assessment for several years.

#### **4.1.8 Products of the of BRI Sharia Malang branch**

##### **a. Funding and Banking Services Group.**

###### **- IB BRI Sharia Savings**

The sharia concept used is using contracts that are in accordance with DSN Fatwa No. MUI / IV / 2000 concerning savings: akad wadiah yad ad dhamanah, which is a deposit given by one party to another to be guarded and returned when asked to return.

###### **- IB BRI Sharia Savings Account** The sharia concept is the same as the concept of iB BRI Sharia savings

###### **- IB BRI Sharia Hajj Savings**

The concept of Sharia Hajj Savings BRI Sharia iB uses a contract in accordance with DSN Fatwa No. 2 / DSN / 2000 concerning savings, namely: Akad Mudharabah Mutlaqoh, which is a contract of cooperation between two parties where the owner's funds provide all capital, while the fund manager / bank acts as the manager, and business profits are divided among them according to the agreement set forth in the contract

###### **- Dream Savings BRI Sharia iB**

The sharia concept used is the same as the iB BRI Sharia Hajj Savings.

- Current account BRI Sharia iB The Sharia concept used is the same as the iB BRI Sharia Savings
- Deposits IB BRI Sharia Deposits The Sharia concept used is the same as the iB BRI Sharia Dream Savings

#### b. E- Banking

- CMS (Cash Managemen System)

Namely the BRIS Electronic Banking Service that can be used by corporate customers to carry out activities on their current account at BRI Sharia and obtain bank information through an internet connection.

- ATMs, ATM Cards and Co-Branding

ATMs in English are known as Automatic Teller Machines, or in Indonesian known as automated teller machines, ATMs are electronic devices used for electronic transactions such as checking balances, transferring money and also taking money from ATM machines without the need for a teller.

The BRIS ATM card is a facility for assistances issued by BRI Sharia in the form of cards, which can be used electronically on ATM sites, and can also function as payment cards (debit cards). Co-Branding is the collaboration of card issuers for members and or consumers of partner institutions (customers)

- EDC (Electronic Data Capture)

EDC Micro is an online pickup service for installments of BRIS microfinance through EDC machines by BRIS micro officers EDC Branch, BRIS EDC machines placed in BRIS branch offices both at CS, Teller, and in the Hall, which function as EDC mini ATMs

EDC Mitra, a scheme of cooperation in the placement of EDC BRIS machines at the customer's location (both individuals and legal entities) as a business tool for these customers, EDC Purchase, a card-based transaction media that uses wireless technology (GPRS) so that it can be operated on a mobile basis to

receive shopping payment transactions (debit cards), which are placed on merchants as managers of EDCBRIS machines with a partnership scheme.

- E-payroll It is a service feature of the BRI Sharia CMS that can be used to process salary payments collectively.

- SMS Banking

BRIS SMS Banking service is a 24X7 hour service that can be accessed by customers via cellular telephone using plain short message service media from telecommunications operators to short dialing code

- Mobile BRIS

The BRIS mobile service has features that consist of 2 categories, financial, such as balance inquiry, mutation inquiry, the last 3 transactions, telephone bill inquiry and others and non-financial transactions consisting of transfers between BRI Sharia accounts, ZIS payments, transfers between other banks and others .

#### c. Customer Financing Group

- HFO (home financing ownership) BRI Sharia iB Home ownership financing to individuals to fulfill part or all of the need for occupancy by using the principle of buying and selling (murabaha) where the payment is in installments with the installments that have been set up in advance and paid every month.

- HFO prosperous iB

For home financing with the support of housing finance liquidity facilities (FLPP) to low-income communities (MBR) in the context of prosperous home ownership purchased from the developer (developer)

- KKB (motorized vehicle ownership) BRI Sharia iB Financing car ownership to individual customers to meet the needs of motorized vehicles by using the principle of buying and selling (murabaha) where the payment is in installments with the installments that have been set up in advance and paid every month.

- EmBP (Employee Banefit Program) BRI Sharia iB  
the cooperation program from BRIS as outlined in the master agreement is in the form of direct financing facilities for employees from companies that meet the criteria of the Islamic bank
- KMG / KMJ (multi-use ownership) BRI Sharia iB Financing which provides benefits for company employees who have carried out a master agreement with the BRI Sharia bank, to fulfill all consumptive goods / services needs in an easy way.
- PKE (financing of gold ownership) of BRI Sharia iB  
Financing to individuals for the purpose of ownership of Gold by using the Murabahh Agreement where the return on financing is carried out by extending each month up to the completion period in accordance with the agreement.  
PPHI (financing of pilgrimage management) BRI Sharia iB Financing from BRIS to arrange booking the seat of the pilgrimage by using a qard contract and ijarah contract.
- Pawn BRI Sharia  
Financing for urgent needs and business working capital with collateral in the form of gold pawn using a loan agreement (qard) and a service agreement in the form of gold maintenance.

## 4.2 Overview of Respondents

Based on the results of research conducted by researchers on 40 respondents through distributing questionnaires to Malang Branch BRI Sharia employees, some descriptions can be drawn about the composition of employees based on sex, work period and age. The description of the respondent's characteristics in detail is as follows:

### 4.2.1 Overview of Respondents by Gender

**Table 4.3**  
**Overview of Respondents by Gender**

| Gender | Total | Percentage (%) |
|--------|-------|----------------|
| Man    | 21    | 52,5%          |

|       |    |       |
|-------|----|-------|
| Women | 19 | 47,5% |
| Total | 40 | 100   |

Source :Primary data is processed, 2019

The data in table 4.3 shows that there were 21 male respondents (52.5%) and female respondents as many as 19 people (47.5%). According to the data above, it can be concluded that the majority of respondents are male.

#### 4.2.2 Overview of Respondents by Age

**Table 4.4**  
**Overview of Respondents by Age**

| Age (year) | Total | Percentage (%) |
|------------|-------|----------------|
| 20 - 30    | 27    | 67,5%          |
| 31- 40     | 10    | 25%            |
| 41 - 50    | 3     | 7,5%           |
| Total      | 40    | 100            |

Source :Primary data is processed, 2019

The data in table 4.4 shows that employees who have age 20-30 years as many as 27 people (67.5%), employees who have the age of 31-40 years as many as 10 people (25%), it can be concluded that the respondents are aged 41 - 50 years with 3 people (7.5%).

### 4.3 Testing of Research Instruments

#### 1. Validity Test

Azwar (2000) suggests that validity is the accuracy and accuracy of a measuring instrument in performing its measuring function. An instrument can be said to have high validity if the tool carries out its measuring function, and gives the measurement results according to the purpose of the measurement.

Validity testing in this study uses product moment correlation analysis, by correlating the scores of each item with the total score as the number of item scores. The validity testing criteria are If the probability is  $<0.05$  or  $r$  count value  $> r$  table then the questions are valid and vice versa if the probability is  $> 0.05$  or the value of  $r < r$  table then the question item is invalid. The results of testing the validity of the instrument are presented below.

**Table 4.5**



### Validity Test Results

| No | Item             | Product Moment Correlation | Significance | Description of Results |
|----|------------------|----------------------------|--------------|------------------------|
| 1. | X <sub>1.1</sub> | 0,744                      | 0.000        | Valid                  |
|    | X <sub>1.2</sub> | 0,507                      | 0.000        | Valid                  |
|    | X <sub>1.3</sub> | 0,756                      | 0.000        | Valid                  |
|    | X <sub>1.4</sub> | 0,804                      | 0.000        | Valid                  |
|    | X <sub>1.5</sub> | 0,463                      | 0.000        | Valid                  |
| 2. | X <sub>2.1</sub> | 0,781                      | 0.000        | Valid                  |
|    | X <sub>2.2</sub> | 0,408                      | 0.000        | Valid                  |
|    | X <sub>2.3</sub> | 0,863                      | 0.000        | Valid                  |
|    | X <sub>2.4</sub> | 0,786                      | 0.000        | Valid                  |
| 3  | X <sub>3.1</sub> | 0,651                      | 0.000        | Valid                  |
|    | X <sub>3.2</sub> | 0,771                      | 0.000        | Valid                  |
|    | X <sub>3.3</sub> | 0,480                      | 0.000        | Valid                  |
| 4  | X <sub>4.1</sub> | 0,671                      | 0.000        | Valid                  |
|    | X <sub>4.2</sub> | 0,700                      | 0.000        | Valid                  |
| 5  | Y <sub>1</sub>   | 0,748                      | 0.000        | Valid                  |
|    | Y <sub>2</sub>   | 0,318                      | 0.000        | Valid                  |
|    | Y <sub>3</sub>   | 0,759                      | 0.000        | Valid                  |
|    | Y <sub>4</sub>   | 0,734                      | 0.000        | Valid                  |
|    | Y <sub>5</sub>   | 0,620                      | 0.000        | Valid                  |

Source :Primary data is processed, 2019

From the table 4.5 above, it is known that the Sig. (2-tailed) for all the variables X1, X2, X3, X4 and Y variables below 0.05. It can be said that all the elements of the variable are valid.

## 2. Reliability Test

Reliability shows the extent to which the measurement results remain consistent if measurements are taken twice or more for the same symptoms. Reliability test was carried out using the Cornbach Alpha formula with a real level of 5%. With criteria when the reliability coefficient reaches 0.60, the item is declared reliable. The reliability test results of each variable can be seen in the appendix. There is also another opinion that is done at the 0.05 level of significance, meaning that the instrument can be said to be reliable if the alpha value is greater than 0.6 (Azwar, 2000).

**Table 4.6**  
**Research Variable Reliability Test**

| Variable   | Alpha | Information |
|--|-------|-------------|
| Directive leadership style (X <sub>1</sub> )     | 0,753 | Reliable    |
| Supportive leadership style (X <sub>2</sub> )    | 0,771 | Reliable    |
| Participatory leadership style (X <sub>3</sub> ) | 0,742 | Reliable    |
| Task-oriented leadership style (X <sub>4</sub> ) | 0,726 | Reliable    |
| Employee performance (Y)                         | 0,751 | Reliable    |

Source :Primary data is processed 2019

Instrument reliability testing is done on items that are valid. Instruments are declared reliable if the value of reliability obtained is greater than 0.6. The reliability test results presented in the table above show that the reliability coefficient value of X1 is 0.748, the reliability coefficient value of X2 is 0.318, the reliability coefficient

of X3 is 0.759, the reliability coefficient of X4 is 0.726, the Y variable reliability coefficient is 0.751 , all of which are greater than 0.6 so that the instrument used is declared reliable.

#### 4.4 Descriptive Statistics Analysis

Descriptive statistics describe a summary of research questionnaire item data such as the mean, standard deviation, variance, mode and others. When the data is collected, then data processing is carried out, presented in table form and analyzed. In the study researchers used descriptive analysis of the independent and dependent variables which were then classified into the total score of respondents. From the total score-respondent's answers obtained then the assessment criteria are compiled for each item statement b To answer the description of each research variable, then the range of assessment criteria is used as follows:

$$RS = \frac{n(m-1)}{m}$$

Information:

n = Number of samples

m = Number of alternative answers foreach item

According to Arikunto (2012) to determine the ranking in each research variable can be seen from the comparison between the actual score and the ideal score. To get the tendency of the respondent's answer will be based on the average score of the answer score which will then be categorized in the range of the following scores:

$$\text{Lebar Skala} = \frac{5-1}{5} = 0.8$$

Minimum score = 1, maximum score =5

Thus the scale category can be determined as follows:

**Table 4.7**  
**Scale Category**

| Scale       | Category  |
|-------------|-----------|
| 1.00 - 1.80 | Very low  |
| 1.81- 2.60  | Low       |
| 2.61- 3.40  | Medium    |
| 3.41- 4.20  | High      |
| 4.21- 5.00  | Very high |

Source :Arikunto (2012)

In this study has descriptive analysis will be carried out by providing an overview of data about frequency, amount of data, minimum value, maximum value, average, and assessment criteria.

### 1. Directive leadership style( $X_1$ )

**Table 4.8**  
**Respondents answer distribution on variable Directive leadership style ( $X_1$ )**

|           | STS |     | TS |      | N  |      | S  |      | SS |      | Mean |
|-----------|-----|-----|----|------|----|------|----|------|----|------|------|
|           | f   | %   | f  | %    | f  | %    | f  | %    | f  | %    |      |
| $X_{1.1}$ | 0   | 0   | 2  | 5.0  | 7  | 17.5 | 21 | 52.5 | 10 | 25.0 | 3.97 |
| $X_{1.2}$ | 2   | 5.0 | 6  | 15.0 | 11 | 27.5 | 17 | 42.5 | 4  | 10.0 | 3.37 |
| $X_{1.3}$ | 0   | 0   | 2  | 5    | 4  | 10   | 24 | 60.0 | 10 | 25.0 | 4.05 |
| $X_{1.4}$ | 0   | 0   | 1  | 2.5  | 3  | 7.5  | 22 | 55.0 | 14 | 35.0 | 4.22 |
| $X_{1.5}$ | 0   | 0   | 0  | 0    | 9  | 22.5 | 21 | 52.5 | 10 | 25.0 | 4.03 |
|           |     |     |    |      |    |      |    |      |    |      | 3.93 |

Source :Primary data is processed,2019

Information :

$X_{1.1}$  = I want to be part of the decision making process

X<sub>1.2</sub> = Leaders give subordinates the opportunity to solve their own problems

X<sub>1.3</sub> = The leader provides instructions for working without pressure

X<sub>1.4</sub> = My leadership provides standards for acting to employees

X<sub>1.5</sub> = Employee leadership requires direction

The item I want to be part of the decision-making process (X<sub>1.1</sub>) shows that out of 40 respondents 2 respondents (5.0%) said they did not agree, as many as 7 respondents (17.5%) stated neutral, 21 respondents (52.5%) agreed and 10 respondents (25.0%) stated strongly in agreement. The average item X<sub>1.1</sub> is 3.97, this means that respondents tend to agree that I want to be part of the decision making process

The Leadership Item gives the opportunity for subordinates to resolve their own problems (X<sub>1.2</sub>) indicating that out of 40 respondents as many as 2 respondents (5.0%) stated strongly disagree, as many as 6 respondents (15.0%) said they did not agree, 11 respondents (27.5%) stated neutral, 17 respondents (42.5%) agreed and 4 respondents (10.0%) agreed strongly. The average item X<sub>1.2</sub> is 3.37, this means that respondents tend to agree that the leadership gives the opportunity for subordinates to solve their own problems

The Leadership Item provides guidance on non-stressed work (X<sub>1.3</sub>) indicating that out of 40 respondents as many as 2 respondents (5.0%) stated disagree, as many as 4 respondents (10.0%) stated neutral, as many as 24 respondents (60.0%) agreed and 10 respondents (25.0%) stated strongly in agreement. The average item X<sub>1.3</sub> is 4.05, which means that respondents tend to agree that the Leader provides instructions for working without pressure.

Item My leader gives an employee standard. (X<sub>1.4</sub>) shows that out of 40 respondents as much as 1 respondent (2.5%) stated disagree, as many as 3 respondents (7.5%) stated neutral, as many as 22 respondents (55.0%) agreed and as many as 14 respondents (35.0%) states strongly agree. The average item X<sub>1.4</sub> is 4.22, this means that respondents tend to agree that my leadership gives the standard of acting to employees.

The employee leadership item requires direction (X<sub>1.5</sub>) indicating that out of 40 respondents as many as 9 respondents (22.5%) stated neutral, as many as 21 respondents (52.5%) agreed and as many as 10 respondents

(25.0%) stated strongly in agreement. The average item X1.5 is 4.03, this means that respondents tend to agree that the leadership of employees needs direction

The results of the average score of respondents' answers or the value of the grand mean variable The directive leadership style of 3.93 can be categorized as high value. Functional Aspect carried out by management or leadership is through sufficient work instructions, provision of work program information, submission of work issues. While formal communication of employees is through proposals or suggestions for improvement, contributions of thoughts or new ideas about work, colleagues and organizations, input about difficulties in completing work. From the two formal communications, it is expected that management and employees can establish good communication so that information on the distribution of different working groups can work and coordination of tasks between departments runs well.

The highest average answer distribution lies in item X1.4 (My leader gives the standard of acting to the employee) with a score of 4.22. This shows that the communication that exists in this company both between employees and with the leadership goes well. The occurrence of two-way communication makes good working conditions for employees. This shows that formal communication by employees in the company influences work performance at PT. BRI Sharia Malang Branch.

## 2. Supportive leadership style (X<sub>2</sub>)

**Table 4.9**  
**Respondents answer distribution on variable Supportive leadership style (X<sub>2</sub>)**

|                  | STS |   | TS |   | N  |      | S  |      | SS |      | Mean |
|------------------|-----|---|----|---|----|------|----|------|----|------|------|
|                  | f   | % | f  | % | f  | %    | f  | %    | f  | %    |      |
| X <sub>2.1</sub> | 0   | 0 | 0  | 0 | 5  | 12.5 | 25 | 62.5 | 10 | 25.0 | 4.13 |
| X <sub>2.2</sub> | 0   | 0 | 0  | 0 | 11 | 27.5 | 25 | 62.0 | 4  | 10.0 | 3.83 |
| X <sub>2.3</sub> | 0   | 0 | 0  | 0 | 5  | 12.5 | 25 | 62.5 | 10 | 25.0 | 4.15 |
| X <sub>2.4</sub> | 0   | 0 | 0  | 0 | 3  | 7.5  | 23 | 57.5 | 14 | 35.0 | 4.27 |
|                  |     |   |    |   |    |      |    |      |    |      | 4.10 |

Source :Primary data is processed,2019

Information :

X<sub>2.1</sub> = An effective leader gives the order that is explained

X<sub>2.2</sub> = Most workers want supportive communication.

X<sub>2.3</sub> = In complex situations, leaders must let subordinates solve their own problems

X<sub>2.4</sub> = My leader helps subordinates accept responsibility for completing their work

In table 4.9, it can be seen that for the item the leader who effectively gives the command explained (X<sub>2.1</sub>) shows that from 40 respondents as many as 5 respondents (12.5%) stated neutral, as many as 25 respondents (62.5%) agreed and 10 respondents (25.0 %) strongly agree. The average item X<sub>2.1</sub> is 3.93, this means that respondents tend to agree that an effective leader gives the order explained.

Items Most workers want punitive communication (X<sub>2.2</sub>) indicating that out of 40 respondents as many as 27 respondents (67.5%) stated neutral, as many as 25 respondents (62.5%) agreed and 4 respondents (10.0%) agreed strongly. The average item X<sub>2.2</sub> is 4.10, this means that respondents tend to agree that most workers want punitive communication.

Item In complex situations, leaders must let subordinates solve their own problems (X<sub>2.3</sub>) indicating that out of 40 respondents as many as 5 respondents (12.5%) stated neutral and as many as 25 respondents (62.5%) agreed, 10 respondents (25.0%) states strongly agree. The average item X<sub>2.3</sub> is 3.80 this means that respondents tend to agree that in complex situations, leaders must let subordinates solve their own problems

The items my leader helped him accept responsibility for completing their work (X<sub>2.4</sub>) showed that out of 40 respondents as many as 3 respondents (7.5%) stated neutral, as many as 23 respondents (57.5%) agreed and as many as 14 respondents (35.0%) stated strongly agree. The average item X<sub>2.4</sub> is 4.27, this means that respondents tend to agree that my leader helps the subordinates accept responsibility for completing their work.

The results of the average score of respondents' answers or the value of the grand mean variable Supportive leadership style of 4.08 can be categorized as high value. The highest average answer distribution lies in item X<sub>2.4</sub> (My leader helped the subordinates accept responsibility for completing their work) with a score of 4.27.

### 3. Participatory leadership style(X<sub>3</sub>)

**Table 4.10**  
**Respondents answer distribution on variable Participatory leadership style(X<sub>3</sub>)**

|                  | STS |   | TS |   | RR |      | S  |      | SS |      | Mean |
|------------------|-----|---|----|---|----|------|----|------|----|------|------|
|                  | f   | % | f  | % | f  | %    | f  | %    | f  | %    |      |
| X <sub>3.1</sub> | 0   | 0 | 0  | 0 | 11 | 27.5 | 19 | 47.5 | 10 | 25.0 | 3.98 |
| X <sub>3.2</sub> | 0   | 0 | 0  | 0 | 6  | 15.0 | 25 | 62.5 | 9  | 22.5 | 4.08 |
| X <sub>3.3</sub> | 0   | 0 | 0  | 0 | 6  | 15.0 | 28 | 70.0 | 6  | 15.0 | 4.00 |
|                  |     |   |    |   |    |      |    |      |    |      | 4.03 |

Source :Primary data is processed,2019

Information :

X<sub>3.1</sub> =leaders respect the performance of their subordinates

X<sub>3.2</sub> = subordinates are given an award or punishment for motivating him..

X<sub>3.3</sub> = Employees prefer a little input from the leader.

In table 4.10, it can be seen that for leadership items valuing the performance of subordinates (X3.1) shows that out of 40 respondents 11 respondents (27.5%) stated neutral, as many as 19 respondents (47.5%) agreed and as many as 10 respondents (25.0%) stated strongly agree. The average item X3.1 is 3.98, this means that respondents tend to agree that the leader respects the performance of his subordinates.

Subordinate items are given rewards or punishments for motivating them (X3.2) showing that out of 40 respondents as many as 6 respondents (15.0%) stated neutral, as many as 25 respondents (62.5%) agreed and as many as 9 respondents (22.5%) agreed strongly. The average item X3.2 is 4.08, this means that respondents tend to agree that subordinates are given an award or punishment for motivating them.

Item Employees prefer a little input from the leader (X3.3) shows that out of 40 respondents as many as 6 respondents (15.0%) stated neutral and as many as 28 respondents (70.0%) agreed, as many as 6 respondents (15.0%) stated strongly agree. The average item X3.3 is 4.00 this means that respondents tend to agree that Employees prefer a little input from the leader.



The results of the average score of the respondents' answers or the value of the grand mean variable Participatory leadership style of 4.03 can be categorized as high scores. The highest average answer distribution lies in item X3.2 (subordinates are given an award or punishment for motivating it) with a score of 4.08.

#### 4. Task-oriented leadership style(X<sub>4</sub>)

**Table 4.11**  
**Respondents answer distribution on variable Task-oriented leadership style(X<sub>4</sub>)**

|                  | STS |   | TS |   | RR |      | S  |      | SS |      | Mean |
|------------------|-----|---|----|---|----|------|----|------|----|------|------|
|                  | f   | % | f  | % | f  | %    | f  | %    | f  | %    |      |
| X <sub>4.1</sub> | 0   | 0 | 0  | 0 | 11 | 27.5 | 22 | 55.0 | 7  | 17.5 | 3.90 |
| X <sub>4.2</sub> | 0   | 0 | 0  | 0 | 10 | 25   | 21 | 52.5 | 9  | 22.5 | 3.98 |
|                  |     |   |    |   |    |      |    |      |    |      | 3.94 |

Source :Primary data is processed,2019

Information :

X<sub>4.1</sub> =People are basically competent and if given the task they will do a good job.

X<sub>4.2</sub> = Employees need to be watched closely, or they may not do their jobs.

In table 4.11 it can be seen that for items People are basically competent and if given the task of doing good work (X<sub>4.1</sub>) shows that out of 40 respondents 11 respondents (27.5%) stated neutral, as many as 22 respondents (55.0%) agreed and as many as 7 respondents (17.5%) stated strongly agree. The average item X<sub>4.1</sub> is 3.90, this means that respondents tend to agree that people are basically competent and if given the task will do a good job.

Employee items need to be closely monitored, or they may not do their work (X<sub>4.2</sub>) indicating that out of 40 respondents 10 respondents (25%) stated neutral, 21 respondents (52.5%) agreed and as many as 9 respondents (22.5%). ) states strongly agree. The average item X<sub>4.2</sub> is 3,94, this means that respondents tend to agree that employees need to be watched closely, or they may not do their jobs.

The results of the average score of respondents' answers or the value of the grand mean of Personal Aspect variables of 3.95 can be categorized as high scores. The highest average answer distribution lies in item X<sub>4.2</sub>

(Employees need to be closely monitored, or they may not do their work) with a score of 3,94

A good

informal relationship between employees can lead to cohesiveness and a sense of care between employees.

## 5. Employee performance(Y)

**Table 4.12**

**Respondents answer distribution on variables  
Employee performance(Y)**

|                      | STS |   | TS |   | RR |      | S  |      | SS |      | Mean |
|----------------------|-----|---|----|---|----|------|----|------|----|------|------|
|                      | f   | % | f  | % | f  | %    | f  | %    | f  | %    |      |
| <b>Y<sub>1</sub></b> | 0   | 0 | 0  | 0 | 7  | 17.5 | 23 | 57.5 | 10 | 25.0 | 4.08 |
| <b>Y<sub>2</sub></b> | 0   | 0 | 0  | 0 | 10 | 25.0 | 26 | 65.0 | 4  | 10.0 | 3.85 |
| <b>Y<sub>3</sub></b> | 0   | 0 | 0  | 0 | 5  | 12.5 | 25 | 62.5 | 10 | 25.0 | 4.12 |
| <b>Y<sub>4</sub></b> | 0   | 0 | 0  | 0 | 5  | 12.5 | 21 | 52.5 | 14 | 35.0 | 4.23 |
| <b>Y<sub>5</sub></b> | 0   | 0 | 0  | 0 | 11 | 27.5 | 19 | 47.5 | 10 | 25.0 | 3.98 |
|                      |     |   |    |   |    |      |    |      |    |      | 4.05 |

Source: Primary data is processed,2019

Information :

Y<sub>1</sub> = Employee work meets company standards

Y<sub>2</sub> = Employee workloads are in accordance with the salary earned

Y<sub>3</sub> = Employees pay attention to accuracy in carrying out their duties

Y<sub>4</sub> = Employees work on time at work

Y<sub>5</sub> = Employee work is completed on time.

In table 4.12, it can be seen that for work items employees have met company standards (Y1) indicating that out of 40 respondents as many as 7 respondents (17.5%) stated neutral, as many as 23 respondents (57.5%) agreed and as many as 10 respondents (25.0%) stated strongly agree. The average item Y1 is 4.08, this means that respondents tend to agree that the work of employees has met company standards.

Item Employee workload is in accordance with the salary earned (Y2). It was shown that out of 40 respondents there were 10 respondents (25.0%) stated neutral, as many as 26 respondents (65.0%) agreed and as

many as 4 respondents (10.0%) stated strongly agree. The average item Y2 is 3.85, this means that respondents tend to agree that the workload of employees is in accordance with the salary earned.

Item Employees pay attention to accuracy in carrying out their duties (Y3) shows that out of 40 respondents as many as 5 respondents (12.5%) stated neutral, as many as 25 respondents (62.5%) agreed and as many as 10 respondents (25.0%) stated strongly agree. The average Y3 item is 4.12, this means that respondents tend to agree that the Employees pay attention to accuracy in carrying out their duties.

Employee items working on time at work (Y4) show that out of 40 respondents 5 respondents (12.5%) stated neutral, 21 respondents (52.5%) agreed and 14 respondents (35.0%) agreed strongly. The average Y4 item is 4.23, this means that respondents tend to agree that employees work on time at work.

Employee work items are completed on time. (Y5) shows that out of 40 respondents 11 respondents (27.5%) stated neutral, as many as 19 respondents (47.5%) agreed and as many as 10 respondents (25.0%) stated strongly agree. The average item Y5 is 3.98, this means that respondents tend to agree that the work of employees is completed in a timely manner.

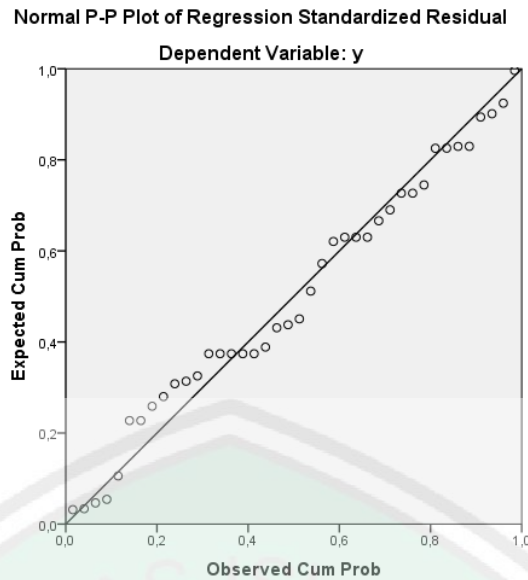
The results of the average score of respondents' answers or the value of the grand mean variable Employee performance of 4.05 can be categorized as high scores. The highest average answer distribution lies in the Y4 item, ie Employees working on time in working very well with a score of 4.23. While the lowest average answer distribution lies in item Y2 (Employee workload is in accordance with the salary earned) with a score of 3.85.

## **4.5 Inferential Statistical Analysis**

### **4.5.1 Classic assumption Test**

#### **a. Normality Test.**

Data normality test is intended to show that the sample data comes from populations that are normally distributed. There are several techniques that can be used to test the normality of data, among others by looking at the P.Plot graph.



**Figure 4.2 Graph of PP Plot Normality Test**

Based on the figure above it can be seen that the points are close to the diagonal line. If the residual data distribution is normal, then the line describing the actual data will follow the diagonal line. It can be concluded that the model is fit or good and it can be stated that the distribution of residual data is normal.

**b. Multicollinearity Test.**

Test this assumption about multicollinearity is intended to prove or test whether there is a linear relationship between independent variables. This assumption is expected to be done by looking at the Variance Inflation Factor (VIF) and the tolerance value of each independent variable to the dependent variable. If the VIF value is not more than 10 and the tolerance value is  $> 0.1$ , the model is declared to have no symptoms of multicollinearity of VIF values and tolerance. The results of testing the assumption of multicollinearity can be seen in table 4.15.

**Table 4.13**

**Multicollinearity Test Results**

| Free variable | Collinearity Statistics |
|---------------|-------------------------|
|---------------|-------------------------|

|                                     | <i>Tolerance</i> | <b>VIF</b> |
|-------------------------------------|------------------|------------|
| Directive leadership style (x1)     | 0,261            | 3,837      |
| Supportive leadership style(x2)     | 0,131            | 7,631      |
| Participatory leadership style (x3) | 0,140            | 7,140      |
| Task-oriented leadership style (x4) | 0,607            | 1,647      |

Source :Primary data is processed,2019

Based on table 4.13, it can be concluded that the VIF value of formal communication and informal communication  $<10$  and tolerance value  $> 0.1$  means that all independent variables in this study are declared not multicollinearity.

### c. Heteroscedasticity Test

Heteroscedasticity test is used to determine whether the residual has a homogeneous (constant) variety or not. The expected residual heteroscedasticity has a homogeneous variety. Heteroscedasticity testing can be seen through scatter plots. Residuals are said to have a homogeneous variety if the residual points on the scatter plot spread randomly.

From the test results in Figure 4.3, it can be seen that the diagram looks scatter plot forming a certain pattern. It can be concluded that there are symptoms of heteroscedasticity. The test results of heteroscedasticity assumptions can be seen in figure 4.3.

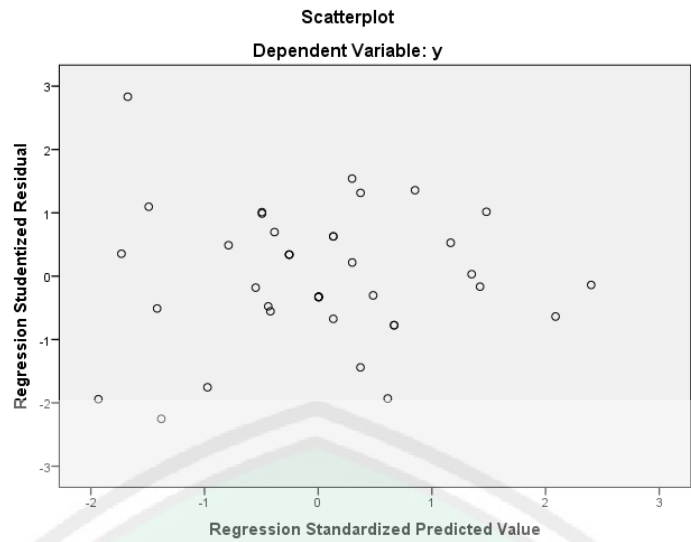


Figure 4.3 Heteroscedasticity Test Results

Source: Primary data processed, 2019

**d. Autocorrel**

Autocorrelation aims to determine whether or not there is a correlation between confounding variables in a given period and previous variables (Wiratna, 2014). This autocorrelation occurs if there is an observation error that correlates with the others. To find out whether there is autocorrelation, it can be done through the Durbin-Watson method with the SPSS program, which in general can be taken several indicators, namely:

1. If the D-W value is below -2, then autocorrelation is positive.
2. If the D-W value is above +2, then the autocorrelation is negative.
3. If the D-W value between -2 to +2, it does not occur autocorrelation.

**Table 4.14**

**Autocorrelation Test Results**

| Variabel              | Durbin Watson |
|-----------------------|---------------|
| <b>X1, X2, X3, X4</b> | <b>1.505</b>  |

Source :Primary data is processed,2019

Based on the table 4.14 above, it is known that the Durbin Wotsen value is 1.505, indicating that the data is not subject to autocorrelation. Because the D-W value between -2 to +2, it does not occur autocorrelation.

#### 4.6 Analysis of Multiple Linear Regression

This regression analysis was used to calculate the magnitude of the influence between the independent variables namely leadership style (x1) Directive, Supportive leadership style (x2), Participatory leadership style (x3) and Task-oriented leadership style (x4). the dependent variable is Employee performance (Y). Regression equation is used to determine the form of the relationship between independent variables and dependent variables using SPSS 23 for Windows. The results of the calculation of multiple linear regression analysis can be seen in table 4.16 as follows:

**Table 4.14**  
**Multiple Linear Test Results**

| Model | Unstandardized Coefficients |            | Standardized Coefficients |       | t    | Sig. | Correlations |         |       | Collinearity Statistics |     |
|-------|-----------------------------|------------|---------------------------|-------|------|------|--------------|---------|-------|-------------------------|-----|
|       | B                           | Std. Error | Beta                      |       |      |      | Zero-order   | Partial | Part  | Tolerance               | VIF |
|       | 1 (Constant)                | ,887       | 1,431                     |       |      |      | ,620         | ,540    | ,887  | 1,431                   |     |
| x1    | ,261                        | ,098       | ,311                      | 2,672 | ,011 | ,261 | ,098         | ,311    | 2,672 | ,011                    |     |
| x2    | ,223                        | ,217       | ,168                      | 1,027 | ,311 | ,223 | ,217         | ,168    | 1,027 | ,311                    |     |
| x3    | ,634                        | ,254       | ,396                      | 2,494 | ,017 | ,634 | ,254         | ,396    | 2,494 | ,017                    |     |
| x4    | ,372                        | ,175       | ,162                      | 2,123 | ,041 | ,372 | ,175         | ,162    | 2,123 | ,041                    |     |

a. Dependent Variable: y

Source : Primary data is processed,, 2019

Based on the results of calculations from multiple linear regression analysis, it can be concluded that the regression equation is:

$$Y = 0,887 + 0,261X_1 + 0,223X_2 + 0,359X_3 + 0,634X_4 + 0,431$$

From the multiple linear regression equation, it can be seen that:

- a. The constant of 0.887 indicates that the leadership style (x1) Directive variables, Supportive leadership style (x2), Participatory leadership style (x3) and Task-oriented leadership style (x4) are assumed to be 0, so the Employee performance (Y) variable is 0.887.
- b. The regression coefficient of the leadership style (x1) Directive variable of 0.261 indicates that if there is an increase in the leadership style (x1) Directive, it will cause a decrease in the Employee performance (Y) variable of 0.261 with the assumption that the other independent variables are constant or unchanged. This indicates that the leadership style Directive influences Employee performance . This means that the higher the leadership style Directive tends to be to increase Employee performance.
- c. The Supportive leadership style (X2) variable regression coefficient of 0.223 indicates that if there is an increase in the Supportive leadership style (X2) it will increase the Employee performance (Y) variable by 0.223 assuming the other independent variables are constant or unchanged. This indicates that Employee performance has an effect on Employee performance (Y). This means that the higher Supportive leadership style tends to increase Employee performance (Y).
- d. The variable regression coefficient Participatory leadership style (x3) of 0.634 indicates that if there is an increase in Participatory leadership style (x3) it will result in an increase in the Directive leadership style (Y) variable of 0.634 assuming the other independent variables are constant or unchanged. This indicates that the Participatory leadership style influences Employee performance. This means that the higher the Participatory leadership style tends to increase Employee performance .
- e. The variable regression coefficient Task-oriented leadership style (x4) of 0.372 indicates that if there is an increase in Task-oriented leadership style (x4) it will result in an increase in the Directive leadership style (Y) variable of 0.372 assuming the other independent variables are constant or unchanged. This indicates that the Task-oriented leadership style influences Employee performance. This means that the higher the Task-oriented leadership style tends to increase Employee performance .



Conclusions from the results of the multiple linear regression analysis above are the leadership style (x1) Directive, Supportive leadership style (x2), Participatory leadership style (x3) and Task-oriented leadership style (x4) have a relationship direction to the Employee performance(Y) variable. Therefore, if the leadership style (x1) Directive variables, Supportive leadership style (x2), Participatory leadership style (x3) and Task-oriented leadership style (x4) increase, it will be followed by an increase in the Employee performance (Y) variable.

#### 4.7 Hypothesis Testing

##### a. Partial Test (t Test)

Partial test (t test) is used to determine whether each independent variable partially has a significant effect on the dependent variable. The way of decision making by comparing the significance value of t with alpha ( $\alpha$ ). If the significance value is  $t < \alpha$  then  $H_0$  is rejected and  $H_a$  is accepted, meaning the result is significant. Whereas if the significance of  $t > \alpha$  then  $H_0$  is accepted and  $H_a$  is rejected, meaning the result is not significant. Based on table 4.13, the following results are obtained:

- a. The results of the t test of the leadership style (X1) Directive variable on the Employee performance (Y) variable produce a significance value of 0.011. The test results show that Sig.  $< \alpha$  (0.05), the effect of the Directive leadership style (X1) variable on the Employee performance (Y) variable is significant. This means that  $H_0$  is rejected  $H_a$  accepted. So that if the leadership style Directive increases, the leadership style Directive will increase. The influence of leadership style variable (X1) towards variables Employee performance (Y) = 0.261 (26,1%).
- b. The results of the t test for the Supportive leadership style (x2) variable, for the employee work performance variable (Y) produce not significance value of 0,311. The test results show that Sig.  $< \alpha$  (0.05), the effect of the Supportive leadership style (x2) variable on the Directive leadership style (Y) variable is not significant. The influence of the Supportive leadership style (x2) variable on the Employee performance (Y) variable = 0.311 (31,1%). This means that  $H_a$  is rejected  $H_0$  accepted. the reason of this variable is not

significant it's the data of the respondent is not enough if we found more than 40 employees this variable will be significant, or maybe the employees on bank BRI sharia Malang branch they don't answer truly on the questionnaire.

- c. The t test results of the Participatory leadership style (x3) variable on the Employee performance (Y) variable produce a significance value of 0,017. The test results show that  $\text{Sig.} < \alpha (0.05)$ , the effect of the Participatory leadership style (x3) variable on the Employee performance (Y) variable is significant. The influence of Participatory leadership style (X3) variable on the Directive leadership style variable (Y) is 0.634 (63,4%). This means that  $H_0$  is rejected  $H_a$  accepted. So that if employee increases, the leadership style Directive will increase.
- d. Test results t The Task-oriented leadership style (x4) variable for the Supportive leadership style (X4 variable) produces a significance value of 0.041. The test results show that  $\text{Sig.} < \alpha (0.05)$ , the effect of the Task-oriented leadership style (x4) variable on the Employee performance (Y) variable is significant. The influence of Task-oriented leadership style (x4) variable on the Employee performance (Y) variable is 0.372(37.2%). This means that  $H_0$  is rejected by  $H_a$ . So that if employee increases, the leadership style Directive will increase.

The conclusions obtained from the results of the t test show that Employee performance (X1), Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) partially (individually) have a significant effect on Employee performance (Y).

#### **b. Simultaneous Test (Test F)**

Simultaneous tests (Test F) are conducted to determine whether the independent variables simultaneously (together) have an influence on the dependent variable. The way of decision making by comparing the significance

of F with the value of alpha ( $\alpha$ ) is 0.05. If the significance of  $F < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This means that independent variables have an effect simultaneously on the dependent variable. Meanwhile, if the significance of  $F > 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. This means that the independent variable does not influence significantly towards the dependent variable. The results of the F test can be seen in table 4.14 below.

**Table 4.15**  
**Simultaneous Test Results (Test F)**

ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 159,109        | 4  | 39,777      | 62,178 | ,000 <sup>b</sup> |
|       | Residual   | 22,391         | 35 | ,640        |        |                   |
|       | Total      | 181,500        | 39 |             |        |                   |

a. Dependent Variable: y

b. Predictors: (Constant), x4, x1, x3, x2

Source :Primary data is processed,2019

Based on table 4.15 it is known that the calculated F value of 62,178 is greater than F table which is 2,92 the value of  $\text{Sig. } F < \alpha$  is 0,000  $< 0,05$ , the regression analysis model is significant. This means that  $H_0$  is rejected and  $H_a$  is accepted so that it can be concluded that the leadership style Directive (X1), Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) have a significant effect on Directive leadership style (X1). If the leadership style (X1) Directive, Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) owned by employees increase, it will be followed by an increase in Employee performance .

**e. Dominant variable**

In determining the dominant independent variable in influencing the dependent value of variables in a linear regression model, the researcher uses standard values of beta coefficients. Based on the results of the regression analysis in table 4.15 it is known that the Supportive leadership style variable (X1), has a beta value of 0.311, the Supportive leadership style variable (X2), has a beta value of 0.168 and the Participatory leadership style variable

(X3) has a beta value of 0.396. and Task-oriented leadership style (x4) has a beta value of 0.162. It can be concluded that the the Participatory leadership style variable (X3) has a beta value of 0.396 variable is the dominant variable in this study because it has a beta value greater than the beta value of the Directive leadership style (X1) variable. If the leadership style Directive (X1), Supportive leadership style (X2), Participatory leadership style (X3)

#### 4.8 Coefficient of Determination ( $R^2$ )

The coefficient of determination aims to determine the contribution of independent variables, namely the leadership style Directive (X1), Supportive leadership style (X2), and Participatory leadership style (X3), Task-oriented leadership style (x4) to the dependent variable, Employee performance (Y). The calculation results from this study can be seen in the following table 4.16:

**Table 4.16**  
**Correlation Coefficient and Determination**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0,936 <sup>a</sup> | 0,877    | 0,863             | 0,800                      |

Source :Primary data is processed,2017

Based on table 4.16 shows that the coefficient of determination (R square) is 0.976. This shows that the Directive leadership style (X1). If the leadership style Directive (X1), Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) amounted to 87,7% of Employee performance (Y). While the remaining 12,3% is influenced by other variables not included in this study

#### 4.9 Correlation coefficient (R)

The correlation coefficient is used to measure the magnitude of the linear relationship between the independent variables of the Directive leadership style (X1). If the leadership style Directive (X1), Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) on the dependent variable (Employee performance (Y)). The calculation results of correlation coefficient (R) can be seen in the table 4.13. Based on table 4.16 shows that the correlation coefficient (R) in this study is 0.936. This correlation value

shows about the relationship between variables (leadership style directive (X1), motivation (X2) and satisfaction (X3) on the Employee performance (Y) variable 93,6% to interpret the results of the correlation can be seen in the table below:

**Table 4.17**

**Interpretation of the Correlation Coefficient**

| <b>Coefficient interval</b> | <b>Relationship Level</b> |
|-----------------------------|---------------------------|
| 0,00-0,199                  | Very low                  |
| 0,20-0,399                  | Low                       |
| 0,40-0,599                  | Medium                    |
| 0,60-0,799                  | Strong                    |
| 0,80 – 1,00                 | Very strong               |

Source :Sugiyono, 2013:189

If seen in table 4.17 the correlation coefficient of 0.936 is in the category 0.80 - 1.00. This shows that the independent variables and dependent variables have a very strong relationship. The conclusion is that the relationship between the independent variable and the dependent variable is positive. So when the variables are independent (If the leadership style directives (X1), Supportive leadership style X2), Participatory leadership style (X3) and Task-oriented leadership style (x4) increase, the Employee performance will increase.

#### **4.8 Discussion of the Results**

##### **1. The effect of Directive leadership( X1) on employee performance( Y )**

Directive leadership( X1) has influence in to the Employee performances (Y) directive leadership style may be perceived as aggressive, controlling, descriptive, and structured by dictating what needs to be done and how to

do it, Directive leadership is defined as the process of providing the subordinates with a guideline for decision making and action that is in favour with a leader's perspective (Fiedler, 1995; Sagie, 1997).

## 2. The effect of Supportive leadership style ( X2) on Employee performance(Y)

Supportive leadership style has not influence to the Employees performances (Y) , This means that  $H_0$  is rejected  $H_1$  is accepted. the reason of this variable is not significant it's the data of the respondent is not enough if we found more then 40 employees this variable will be significant, or maybe the employees on bank BRI sharia Malang branch they don't answer truly on the questionnaire

## 3. The effect of Participatory leadership style (X3) on Employee performance (Y)

Participatory leadership style (X3), has influence to the Employee performance (Y) , Dixon and Hart (2010) also found a significant positive correlation between path-goal leadership styles and workgroup effectiveness culminating into superior employee performance.

## 4. The effect of Task-oriented leadership style (X4) on Employee performance(Y)

Task-oriented leadership style has influence in to the Employee performance (Y) , A task oriented is one of the factors that helps to reach any goal, all the leaders are made good tasks and have no impact in delaying targeted targets, and the BRI sharia leaders has some task oriented on their employees to achieve a appropriate to the connecting the leaders and employees, On the contrary, the task -oriented leader sets challenging goals and define standards. Subordinates are to perform at their highest level and to continuously seek improvement in performance. task-oriented leadership style can be seen as a form of reinforcement because it can clarify changing goals and paths in response to the past success of the subordinates at rasking goals. Higher intrinsic job satisfaction should result from this leadership behavior since it gives subordinates the responsibility to set and achieve challenging goals (House, 1971, 1996; House and Dessler, 1974; House and Mitchell, 1974).



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. The results of the t test of the leadership style Directive variable on the Employee performance variable produce a significance value of t . The test results show that  $\text{Sig. } t < \alpha$  the effect of the Directive leadership style variable on the Employee performance variable is significant. This means that  $H_0$  is rejected  $H_a$  accepted. So that if the leadership style Directive increases, the leadership style Directive will increase. The influence of the leadership style Directive variable on the Employee performance variable
2. The results of the t test for the Supportive leadership style ( variable, for the employee work performance variable produce not significance value of t The test results show that  $\text{Sig. } t < \alpha$ , the effect of the Supportive leadership style variable on the Directive leadership style variable is significant. The influence of the Supportive leadership style variable on the Employee performance variable. This means that  $H_0$  is rejected  $H_a$  accepted. So if motivation increases, the leadership style Directive will increase.
3. The t test results of the Participatory leadership style variable on the Employee performance variable produce a significance value of t . The test results show that  $\text{Sig. } t < \alpha$ , the effect of the Participatory leadership style variable on the Employee performance variable is significant. The influence of Participatory leadership style variable on the Directive leadership style variable. This means that  $H_0$  is rejected  $H_a$  accepted. So that if satisfaction increases, the leadership style Directive will increase.
4. Test results t The Task-oriented leadership style variable for the Supportive leadership style variable produces a significance value of t. The test results show that  $\text{Sig. } t < \alpha$ , the effect of the Task-oriented leadership style variable on the Employee performance variable is significant. The influence of Task-oriented leadership style variable on the Employee performance variable . This means that  $H_0$  is rejected by  $H_a$ . So that if satisfaction increases, the leadership style Directive will increase.



## 5.2 Suggestion

Based on the conclusions above, some suggestions can be stated as follows:

1. It is better for BRI Bank to further enhance the leadership Directive Supportive leadership style, Participatory leadership style and Task-oriented leadership style can influence Employee performance .
2. For further research, it is expected to increase the number of variables other than the leadership Directive Supportive leadership style, Participatory leadership style and Task-oriented leadership style that can affect Employee performance.

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## Correlations

Correlations

|      |                     | x1.1   | x1.2   | x1.3   | x1.4   | x1.5   | x1     |
|------|---------------------|--------|--------|--------|--------|--------|--------|
| x1.1 | Pearson Correlation | 1      | ,167   | ,601** | ,653** | ,047   | ,744** |
|      | Sig. (2-tailed)     |        | ,302   | ,000   | ,000   | ,773   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |
| x1.2 | Pearson Correlation | ,167   | 1      | ,042   | ,058   | ,094   | ,507** |
|      | Sig. (2-tailed)     | ,302   |        | ,799   | ,722   | ,565   | ,001   |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |
| x1.3 | Pearson Correlation | ,601** | ,042   | 1      | ,763** | ,194   | ,756** |
|      | Sig. (2-tailed)     | ,000   | ,799   |        | ,000   | ,231   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |
| x1.4 | Pearson Correlation | ,653** | ,058   | ,763** | 1      | ,304   | ,804** |
|      | Sig. (2-tailed)     | ,000   | ,722   | ,000   |        | ,056   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |
| x1.5 | Pearson Correlation | ,047   | ,094   | ,194   | ,304   | 1      | ,463** |
|      | Sig. (2-tailed)     | ,773   | ,565   | ,231   | ,056   |        | ,003   |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |
| x1   | Pearson Correlation | ,744** | ,507** | ,756** | ,804** | ,463** | 1      |
|      | Sig. (2-tailed)     | ,000   | ,001   | ,000   | ,000   | ,003   |        |
|      | N                   | 40     | 40     | 40     | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Reliability

Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,753             | 6          |

### Correlations

|      |                     | x2.1   | x2.2   | x2.3   | x2.4   | x2     |
|------|---------------------|--------|--------|--------|--------|--------|
| x2.1 | Pearson Correlation | 1      | -,151  | ,674** | ,609** | ,781** |
|      | Sig. (2-tailed)     |        | ,352   | ,000   | ,000   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     |
| x2.2 | Pearson Correlation | -,151  | 1      | ,078   | -,077  | ,308   |
|      | Sig. (2-tailed)     | ,352   |        | ,632   | ,635   | ,053   |
|      | N                   | 40     | 40     | 40     | 40     | 40     |
| x2.3 | Pearson Correlation | ,674** | ,078   | 1      | ,617** | ,863** |
|      | Sig. (2-tailed)     | ,000   | ,632   |        | ,000   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     |
| x2.4 | Pearson Correlation | ,609** | -,077  | ,617** | 1      | ,786** |
|      | Sig. (2-tailed)     | ,000   | ,635   | ,000   |        | ,000   |
|      | N                   | 40     | 40     | 40     | 40     | 40     |
| x2   | Pearson Correlation | ,781** | ,408** | ,863** | ,786** | 1      |
|      | Sig. (2-tailed)     | ,000   | ,043   | ,000   | ,000   |        |
|      | N                   | 40     | 40     | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Reliability

Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,771             | 5          |

## Correlations

#### Correlations

|      |                     | x3.1   | x3.2   | x3.3   | x3     |
|------|---------------------|--------|--------|--------|--------|
| x3.1 | Pearson Correlation | 1      | ,386*  | ,063   | ,651** |
|      | Sig. (2-tailed)     |        | ,014   | ,699   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     |
| x3.2 | Pearson Correlation | ,386*  | 1      | ,145   | ,771** |
|      | Sig. (2-tailed)     | ,014   |        | ,373   | ,000   |
|      | N                   | 40     | 40     | 40     | 40     |
| x3.3 | Pearson Correlation | ,063   | ,145   | 1      | ,480** |
|      | Sig. (2-tailed)     | ,699   | ,373   |        | ,002   |
|      | N                   | 40     | 40     | 40     | 40     |
| x3   | Pearson Correlation | ,651** | ,771** | ,480** | 1      |
|      | Sig. (2-tailed)     | ,000   | ,000   | ,002   |        |
|      | N                   | 40     | 40     | 40     | 40     |

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Reliability

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,742             | 4          |

**Correlations**

**Correlations**

|      |                     | x4.1   | x4.2   | x4     |
|------|---------------------|--------|--------|--------|
| x4.1 | Pearson Correlation | 1      | -,060  | ,671** |
|      | Sig. (2-tailed)     |        | ,712   | ,000   |
|      | N                   | 40     | 40     | 40     |
| x4.2 | Pearson Correlation | -,060  | 1      | ,700** |
|      | Sig. (2-tailed)     | ,712   |        | ,000   |
|      | N                   | 40     | 40     | 40     |
| x4   | Pearson Correlation | ,671** | ,700** | 1      |
|      | Sig. (2-tailed)     | ,000   | ,000   |        |
|      | N                   | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Reliability**

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,726             | 3          |

**Correlations**

**Correlations**

|    |                     | y1     | y2    | y3     | y4     | y5     | y      |
|----|---------------------|--------|-------|--------|--------|--------|--------|
| y1 | Pearson Correlation | 1      | -,172 | ,749** | ,671** | ,217   | ,748** |
|    | Sig. (2-tailed)     |        | ,289  | ,000   | ,000   | ,178   | ,000   |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |
| y2 | Pearson Correlation | -,172  | 1     | -,018  | -,111  | ,293   | ,318*  |
|    | Sig. (2-tailed)     | ,289   |       | ,911   | ,497   | ,067   | ,046   |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |
| y3 | Pearson Correlation | ,749** | -,018 | 1      | ,696** | ,180   | ,759** |
|    | Sig. (2-tailed)     | ,000   | ,911  |        | ,000   | ,266   | ,000   |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |
| y4 | Pearson Correlation | ,671** | -,111 | ,696** | 1      | ,224   | ,734** |
|    | Sig. (2-tailed)     | ,000   | ,497  | ,000   |        | ,165   | ,000   |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |
| y5 | Pearson Correlation | ,217   | ,293  | ,180   | ,224   | 1      | ,620** |
|    | Sig. (2-tailed)     | ,178   | ,067  | ,266   | ,165   |        | ,000   |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |
| y  | Pearson Correlation | ,748** | ,318* | ,759** | ,734** | ,620** | 1      |
|    | Sig. (2-tailed)     | ,000   | ,046  | ,000   | ,000   | ,000   |        |
|    | N                   | 40     | 40    | 40     | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



## Reliability

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,751             | 6          |

## Frequencies

### Frequency Table

x1.1

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 2 | 2         | 5,0     | 5,0           | 5,0                |
|       | 3 | 7         | 17,5    | 17,5          | 22,5               |
|       | 4 | 21        | 52,5    | 52,5          | 75,0               |
|       | 5 | 10        | 25,0    | 25,0          | 100,0              |
| Total |   | 40        | 100,0   | 100,0         |                    |

x1.2

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 2         | 5,0     | 5,0           | 5,0                |
|       | 2     | 6         | 15,0    | 15,0          | 20,0               |
|       | 3     | 11        | 27,5    | 27,5          | 47,5               |
|       | 4     | 17        | 42,5    | 42,5          | 90,0               |
|       | 5     | 4         | 10,0    | 10,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x1.3**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 5,0     | 5,0           | 5,0                |
|       | 3     | 4         | 10,0    | 10,0          | 15,0               |
|       | 4     | 24        | 60,0    | 60,0          | 75,0               |
|       | 5     | 10        | 25,0    | 25,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x1.4**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 1         | 2,5     | 2,5           | 2,5                |
|       | 3     | 3         | 7,5     | 7,5           | 10,0               |
|       | 4     | 22        | 55,0    | 55,0          | 65,0               |
|       | 5     | 14        | 35,0    | 35,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x1.5**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 9         | 22,5    | 22,5          | 22,5               |
|       | 4     | 21        | 52,5    | 52,5          | 75,0               |
|       | 5     | 10        | 25,0    | 25,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x2.1**

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 3 | 5         | 12,5    | 12,5          | 12,5               |
|       | 4 | 25        | 62,5    | 62,5          | 75,0               |

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 5     | 10 | 25,0  | 25,0  | 100,0 |
| Total | 40 | 100,0 | 100,0 |       |

**x2.2**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 11        | 27,5    | 27,5          | 27,5               |
| 4       | 25        | 62,5    | 62,5          | 90,0               |
| 5       | 4         | 10,0    | 10,0          | 100,0              |
| Total   | 40        | 100,0   | 100,0         |                    |

**x2.3**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 4         | 10,0    | 10,0          | 10,0               |
| 4       | 26        | 65,0    | 65,0          | 75,0               |
| 5       | 10        | 25,0    | 25,0          | 100,0              |
| Total   | 40        | 100,0   | 100,0         |                    |

**x2.4**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 3         | 7,5     | 7,5           | 7,5                |
| 4       | 23        | 57,5    | 57,5          | 65,0               |
| 5       | 14        | 35,0    | 35,0          | 100,0              |
| Total   | 40        | 100,0   | 100,0         |                    |

**x3.1**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 11        | 27,5    | 27,5          | 27,5               |
| 4       | 19        | 47,5    | 47,5          | 75,0               |
| 5       | 10        | 25,0    | 25,0          | 100,0              |
| Total   | 40        | 100,0   | 100,0         |                    |

**x3.2**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 7         | 17,5    | 17,5          | 17,5               |
|       | 4     | 24        | 60,0    | 60,0          | 77,5               |
|       | 5     | 9         | 22,5    | 22,5          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x3.3**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 6         | 15,0    | 15,0          | 15,0               |
|       | 4     | 28        | 70,0    | 70,0          | 85,0               |
|       | 5     | 6         | 15,0    | 15,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x4.1**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 11        | 27,5    | 27,5          | 27,5               |
|       | 4     | 22        | 55,0    | 55,0          | 82,5               |
|       | 5     | 7         | 17,5    | 17,5          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**x4.2**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 10        | 25,0    | 25,0          | 25,0               |
|       | 4     | 21        | 52,5    | 52,5          | 77,5               |
|       | 5     | 9         | 22,5    | 22,5          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**y1**

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 3 | 7         | 17,5    | 17,5          | 17,5               |
|       | 4 | 23        | 57,5    | 57,5          | 75,0               |

|  |       |    |       |       |       |
|--|-------|----|-------|-------|-------|
|  | 5     | 10 | 25,0  | 25,0  | 100,0 |
|  | Total | 40 | 100,0 | 100,0 |       |

**y2**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 10        | 25,0    | 25,0          | 25,0               |
|       | 4     | 26        | 65,0    | 65,0          | 90,0               |
|       | 5     | 4         | 10,0    | 10,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**y3**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 5         | 12,5    | 12,5          | 12,5               |
|       | 4     | 25        | 62,5    | 62,5          | 75,0               |
|       | 5     | 10        | 25,0    | 25,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**y4**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 5         | 12,5    | 12,5          | 12,5               |
|       | 4     | 21        | 52,5    | 52,5          | 65,0               |
|       | 5     | 14        | 35,0    | 35,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

**y5**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 11        | 27,5    | 27,5          | 27,5               |
|       | 4     | 19        | 47,5    | 47,5          | 75,0               |
|       | 5     | 10        | 25,0    | 25,0          | 100,0              |
|       | Total | 40        | 100,0   | 100,0         |                    |

## Descriptives

**Descriptive Statistics**

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| x1.1               | 40 | 2       | 5       | 3,97  | ,800           |
| x1.2               | 40 | 1       | 5       | 3,37  | 1,030          |
| x1.3               | 40 | 2       | 5       | 4,05  | ,749           |
| x1.4               | 40 | 2       | 5       | 4,22  | ,698           |
| x1.5               | 40 | 3       | 5       | 4,03  | ,698           |
| x1                 | 40 | 13      | 25      | 19,65 | 2,568          |
| x2.1               | 40 | 3       | 5       | 4,13  | ,607           |
| x2.2               | 40 | 3       | 5       | 3,83  | ,594           |
| x2.3               | 40 | 3       | 5       | 4,15  | ,580           |
| x2.4               | 40 | 3       | 5       | 4,27  | ,599           |
| x2                 | 40 | 14      | 20      | 16,38 | 1,628          |
| x3.1               | 40 | 3       | 5       | 3,98  | ,733           |
| x3.2               | 40 | 3       | 5       | 4,05  | ,639           |
| x3.3               | 40 | 3       | 5       | 4,00  | ,555           |
| x3                 | 40 | 9       | 15      | 12,08 | 1,347          |
| x4.1               | 40 | 3       | 5       | 3,90  | ,672           |
| x4.2               | 40 | 3       | 5       | 3,98  | ,698           |
| x4                 | 40 | 6       | 10      | 7,87  | ,939           |
| y1                 | 40 | 3       | 5       | 4,08  | ,656           |
| y2                 | 40 | 3       | 5       | 3,85  | ,580           |
| y3                 | 40 | 3       | 5       | 4,12  | ,607           |
| y4                 | 40 | 3       | 5       | 4,23  | ,660           |
| y5                 | 40 | 3       | 5       | 3,98  | ,733           |
| y                  | 40 | 15      | 25      | 20,25 | 2,157          |
| Valid N (listwise) | 40 |         |         |       |                |

**Regression**

**Descriptive Statistics**

|    | Mean  | Std. Deviation | N  |
|----|-------|----------------|----|
| y  | 20,25 | 2,157          | 40 |
| x1 | 19,65 | 2,568          | 40 |
| x2 | 16,38 | 1,628          | 40 |
| x3 | 12,08 | 1,347          | 40 |
| x4 | 7,88  | ,939           | 40 |

**Correlations**

|                     |    | y     | x1    | x2    | x3    | x4    |
|---------------------|----|-------|-------|-------|-------|-------|
| Pearson Correlation | y  | 1,000 | ,859  | ,878  | ,902  | ,649  |
|                     | x1 | ,859  | 1,000 | ,854  | ,816  | ,503  |
|                     | x2 | ,878  | ,854  | 1,000 | ,910  | ,518  |
|                     | x3 | ,902  | ,816  | ,910  | 1,000 | ,616  |
|                     | x4 | ,649  | ,503  | ,518  | ,616  | 1,000 |
| Sig. (1-tailed)     | y  | .     | ,000  | ,000  | ,000  | ,000  |
|                     | x1 | ,000  | .     | ,000  | ,000  | ,000  |
|                     | x2 | ,000  | ,000  | .     | ,000  | ,000  |
|                     | x3 | ,000  | ,000  | ,000  | .     | ,000  |
|                     | x4 | ,000  | ,000  | ,000  | ,000  | .     |
| N                   | y  | 40    | 40    | 40    | 40    | 40    |
|                     | x1 | 40    | 40    | 40    | 40    | 40    |
|                     | x2 | 40    | 40    | 40    | 40    | 40    |
|                     | x3 | 40    | 40    | 40    | 40    | 40    |
|                     | x4 | 40    | 40    | 40    | 40    | 40    |

**Variables Entered/Removed<sup>a</sup>**

| Model | Variables Entered           | Variables Removed | Method |
|-------|-----------------------------|-------------------|--------|
| 1     | x4, x1, x3, x2 <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: y

b. All requested variables entered.

**Model Summary<sup>b</sup>**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     | Durbin-Watson |
|-------|---|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |   |          |                   |                            | R Square Change   | F Change | df1 | df2 |               |
| 1     |   |          |                   |                            |                   |          |     |     |               |

|   |                   |      |      |      |      |        |   |    |      |       |
|---|-------------------|------|------|------|------|--------|---|----|------|-------|
| 1 | ,936 <sup>a</sup> | ,877 | ,863 | ,800 | ,877 | 62,178 | 4 | 35 | ,000 | 1,505 |
|---|-------------------|------|------|------|------|--------|---|----|------|-------|

a. Predictors: (Constant), x4, x1, x3, x2

b. Dependent Variable: y

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 159,109        | 4  | 39,777      | 62,178 | ,000 <sup>b</sup> |
|       | Residual   | 22,391         | 35 | ,640        |        |                   |
|       | Total      | 181,500        | 39 |             |        |                   |

a. Dependent Variable: y

b. Predictors: (Constant), x4, x1, x3, x2

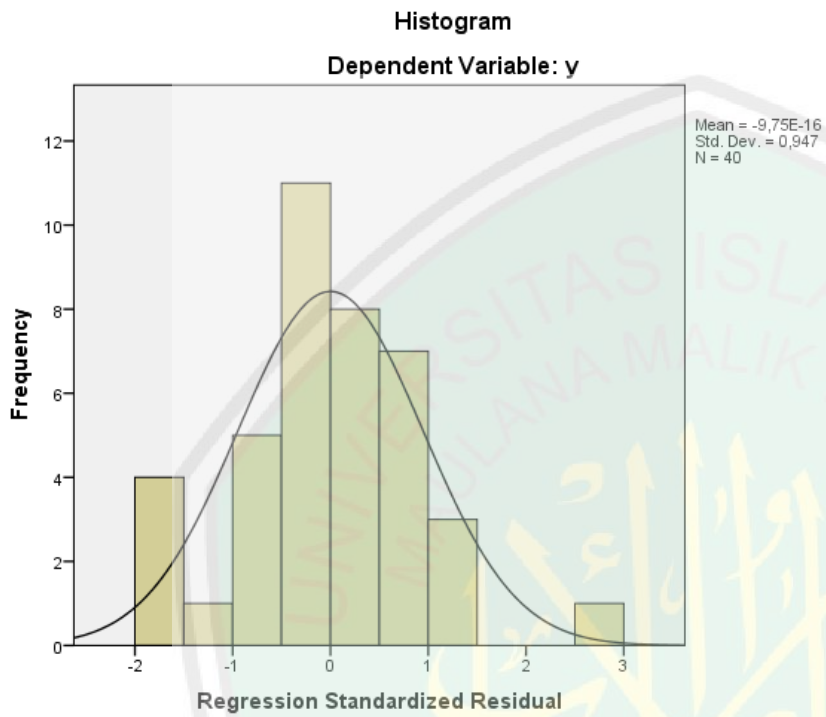
**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Correlations |         |      | Collinearity Statistics |       |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|-------------------------|-------|
|       |            | B                           | Std. Error | Beta                      |       |      | Zero-order   | Partial | Part | Tolerance               | VIF   |
|       |            |                             |            |                           |       |      |              |         |      |                         |       |
| 1     | (Constant) | ,887                        | 1,431      |                           | ,620  | ,540 |              |         |      |                         |       |
|       | x1         | ,261                        | ,098       | ,311                      | 2,672 | ,011 | ,859         | ,412    | ,159 | ,261                    | 3,837 |
|       | x2         | ,223                        | ,217       | ,168                      | 1,027 | ,311 | ,878         | ,171    | ,061 | ,131                    | 7,631 |
|       | x3         | ,634                        | ,254       | ,396                      | 2,494 | ,017 | ,902         | ,388    | ,148 | ,140                    | 7,140 |
|       | x4         | ,372                        | ,175       | ,162                      | 2,123 | ,041 | ,649         | ,338    | ,126 | ,607                    | 1,647 |

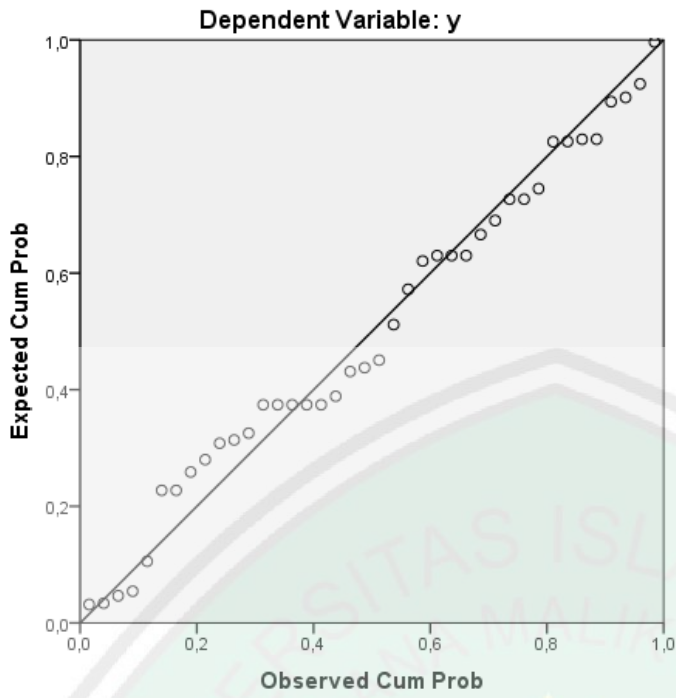
a. Dependent Variable: y



## Charts

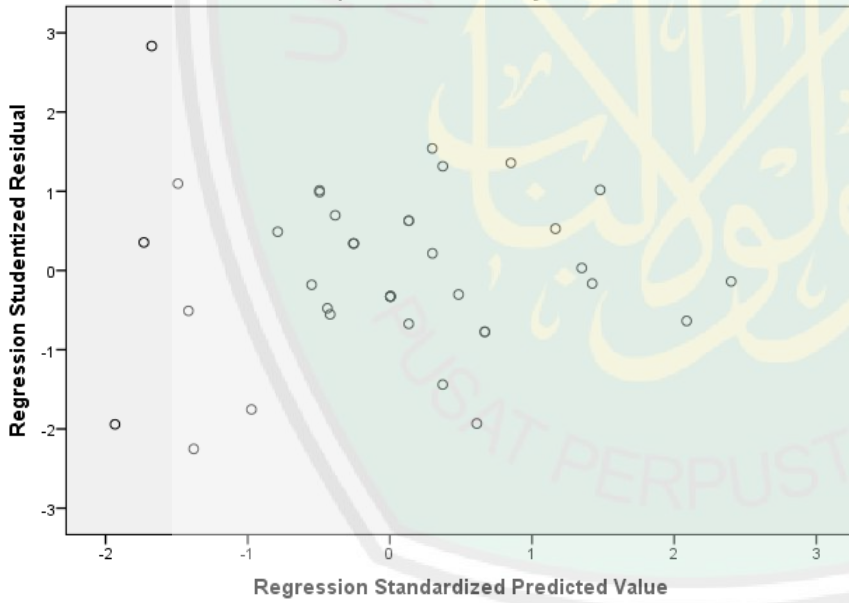


Normal P-P Plot of Regression Standardized Residual



Scatterplot

Dependent Variable: y



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

No. 356-KC Malang Soetta/05-2019

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

Saya yang bertanda tangan di bawah ini :

Nama : Aminuddin  
NIK : 150573  
Jabatan : Pemimpin Cabang

Menerangkan dengan sebenarnya bahwa Mahasiswa/i Universitas Islam Negeri Maulana Malik Ibrahim Malang berikut :

Nama : Abdalle Mohamed Hassan  
NIM : 15540082  
Jurusan : Perbankan Syariah  
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim

Benar adanya telah menjalani dan melakukan kegiatan Penelitian untuk memenuhi Tugas Skripsi di PT. Bank BRISyariah Tbk.Kantor Cabang Malang Soekarno Hatta, pada tanggal 13 Mei 2019

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KANTOR CABANG MALANG**



**Aminuddin**  
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## BIODATA RESEARCHER

Nama Lengkap : ABDALLE MOHAMED HASSAN  
Tempat Tanggal Lahir : Hargaisa-Somalia 04-Maret-1995  
Alamat : JL-Mertojoyo Selatan Perumahan Andalan Barcelona No.19  
Nomor Telepon : 08155505816 - +2522-63-4414954  
Email : [aymandiiriye444@gmail.com](mailto:aymandiiriye444@gmail.com)

### **Pendidikan Formal**

2005-2010 : AL-BAHRAIN PRIMARY SCHOOL  
2010-2014 : AL- NIILAYN SECONDARY SCHOOL  
2014-2019 : UIN Maulana Malik Ibrahim Malang

### **Pendidikan Non Formal**

2014-2015 : Program khusus Pembelajaran Bahasa Indonesia  
2015-2016 : Program khusus Perkuliahan Bahasa Arab  
2016-2017 : English Language Center (ELC) UIN Malang

**Lampiran 1****BUKTI KONSULTASI**

Nama : ABDALLE MOHAMED HASSAN  
 NIM/ Jurusan : 15540082 / Perbankan Syariah  
 Pembimbing : Dr. Siswanto, S.E., M.Si  
 Judul Skripsi : The effect of leadership style on employee performance in bank BRI sharia malang Branch

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| 2  | 15 Maret 2019 | Konsultasi Bab I                       | 2.     |
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| 5  | 10 April 2019 | ACC Proposal                           | 5.    |
| 6  | 15 April 2019 | Seminar Proposal                       | 6.   |
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| 10 | 17 Mei 2019   | Revisi Bab IV & Konsultasi Bab V       | 10.  |
| 11 | 27 Mei 2019   | ACC Skripsi                            | 11.  |
| 12 | 14 Juni 2019  | Sidang Skripsi                         | 12.  |
| 13 | 20 Juni 2019  | ACC Keseluruhan                        | 13.  |

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**Eko Suprayitno, S.E., M.Si., PhD**

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KEMENTERIAN AGAMA  
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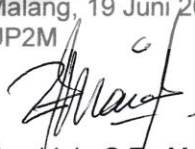
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