

IMPROVING EMPLOYEE JOB PERFORMANCE MEDIATED BY PROACTIVE BEHAVIOR WITH PREDICTORS OF ROLE AMBIGUITY AND LEADERSHIP MODERATED BY TEAM CLIMATE AT THE POLTEKKES KEMENKES ACEH

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ABSTRACT

This study examines how leadership and role ambiguity can affect job performance mediated by proactive behavior and how team climate can strengthen the influence of leadership on proactive behavior, which in turn both increase employee job performance at the Aceh Kemenkes Health Polytechnic (Poltekkes Kemenkes Aceh). The survey was conducted by distributing questionnaires to samples used as respondents. The sampling technique used simple random sampling so that a sample of 222 respondents was obtained who were employees of the Poltekkes Kemenkes Aceh. The analysis method uses Structural Equation Modeling (SEM) and Sobel Calculation. The results prove that leadership significantly positively affects proactive behavior and job performance, while role ambiguity has a negative and significant impact on proactive behavior and job performance. Proactive behavior can mediate the leadership effect on job performance but does not mediate the role ambiguity effect on job performance. Finally, team climate has been proven to positively and significantly moderate the leadership effect on proactive employee behavior at the Poltekkes Kemenkes Aceh.

Keywords: Leadership, Role Ambiguity, Proactive Behavior, Team Climate And Job Performance.

1. INTRODUCTION

In the current era of globalization, competition in Human Resources (HR) is increasing. Higher education has a strategic role in producing reliable and competitive human resources to meet the demands of the times. Universities need to compete to optimize the potential of their human resources to compete with other educational institutions. According to (Wright & Snell, 2008) in an increasingly competitive market environment, universities as an organization must have a distinct advantage over competitors to survive. Therefore, they focus on developing quality human resources, especially employee performance (job performance). Job performance is an employee's ability to carry out job duties following the requirements of the organization, (Campbell, McCloy, Oppler, & Sager, 1993). As an illustration of university competition in the world today, universities in Indonesia have only penetrated the 577th world ranking achieved by the University of Indonesia (UI) followed by Gadjah Mada University (UGM). Meanwhile, at the national level, especially for the Aceh Kemenkes Health Polytechnic (Poltekkes Kemenkes Aceh) category which provides Diploma III and Diploma IV programs in the health sector such as midwifery, nursing, physiotherapy, medical records and technobiomedicine, Poltekkes Kemenkes Aceh is ranked 11,850 in the world or 678 nationally with "B" accreditation (Webometrics, 2024).

One of the universities in Aceh Province at this time, namely the Poltekkes Kemenkes Aceh, has reported the results of its organizational performance. Based on the 2022 Performance

Report of the Poltekkes Kemenkes Aceh, several performance indicators have not been achieved according to targets such as the ratio of lecturers and students of 61.5%; the absorption of graduates in the labor market of 98%; the percentage of competency passes of 85% and effective, efficient and accountable financial management performance of 94.77% (LKj Poltekkes Kemenkes Aceh in 2022). From the description of the achievement of these performance indicators, it can be concluded that the main problems faced by the Poltekkes Kemenkes Aceh currently concern human resources consisting of teaching staff (lecturers) and education staff (administration). To further explore issues relating to human resources at the Poltekkes Kemenkes Aceh, an initial survey was conducted regarding the description of *job performance* which has been going on so far with the results as shown in Table 1.

Table 1. Respondents' responses to employee job performance (n= 30)

No	Question	Mean
1	I always complete all assigned tasks on time	3.3
2	My work always meets the set standards	3.4
3	I can complete tasks quickly and efficiently	3.13
4	I always try to use resources economically and efficiently	3.4
5	I always provide the best service to customers/clients	3.43
6	I am always responsible for the work I do	3.23
7	I have sufficient knowledge and skills to complete the task well	3.1
8	I can cooperate well with colleagues	3.07
9	I have a high commitment to this college	3.35
10	I can adapt to changes easily	3.2
11	I always cooperate with a team to achieve common goals	3
Average		3.24

Table 1 shows that the job performance of employees of the Poltekkes Kemenkes Aceh is still relatively poor. This is reflected in the results of the initial survey where the average for the job performance variable obtained was 3.24 (not good). In general, the results of the initial survey analysis confirm that the job performance of employees at the Poltekkes Kemenkes Aceh has not gone well so several performance indicators have been set previously by the management of the Poltekkes Kemenkes Aceh that are not maximally achieved. (Armstrong, 2012) states that several factors can affect employee job performance, including proactive behavior, which is classified as a factor related to the employee himself, and factors related to the organization, namely leadership. In some literature on proactive behavior as a factor affecting job performance, experts argue that role ambiguity can trigger proactive behavior by creating a level of uncertainty. Employees attempt to overcome this uncertainty through proactive actions to improve the status quo (Parker, Bindl, & Strauss, 2010); (Grant & Ashford, 2008); (Grant & Rothbard, 2013). In addition to proactive

behavior, leadership, and role ambiguity that can influence employee job performance, team climate is also considered a factor that strengthens the influence of leadership on an employee's proactive behavior in their organization. A team climate that encourages innovation, research, and collaboration between departments can motivate employees to work more actively in teams (Pilař, Pokorná, & Balcarová, 2014).

Job performance that has not gone well at the Poltekkes Kemenkes Aceh is influenced by several factors, including the lack of proactive behavior among employees. Proactive behavior is spontaneous behavior that refers to change-oriented and future behavior carried out by individuals to improve their own or organizational status (Parker & Collins, 2010). Proactive behavior refers to anticipatory actions that employees take to impact themselves and/or their environment. Previous research has provided extensive evidence on the various ways employees express proactive behavior, including seeking feedback (Ashford, Blatt, & VandeWalle, 2003); taking initiative in achieving personal and organizational goals (Fay & Frese, 2001), implementing ideas, and solving problems (Parker, Williams, & Turner, 2006), actively adapting to new environments (Kim, Cable, & Kim, 2005). This literature describes proactive behaviors as prevalent in the workplace that can influence employee performance in their organizations. In addition to proactive behavior, employee job performance in organizations is also influenced by several complex factors. (Armstrong, 2012) argues that one of the important factors related to the organization is leadership. Based on interviews with several employees at the Poltekkes Kemenkes Aceh, it was revealed that the campus management tends to make decisions or policies without involving the participation of employees. This leads to a lack of employee innovation and unclear direction, which has an impact on the employee's job performance.

Role ambiguity and unclear individual responsibilities in a university environment can hinder employee job performance. If employees do not know what is expected of them, this can interfere with productivity. Changes in the work environment, including flexible arrangements, greater autonomy, and authorization, often require employees to adapt to unstructured and unconventional working practices. As a result, employees often feel confused about how to do their jobs properly (Shin & Kim, 2022). This is also felt by most employees at the Poltekkes Kemenkes Aceh in doing their work. There are often changes in rules both in terms of administration and lecture curriculum that must be adjusted to the development of circumstances and technology so that sometimes employees or lecturers are not sure whether what they are doing meets the latest rules.

Job performance of employees in an institution is not only influenced by proactive behavior, leadership, and role ambiguity but also by the working atmosphere experienced by employees in their team. (Fay & Frese, 2001) argue that in today's global market, institutions require employees who actively tackle problems, seek new opportunities, and continuously enhance the teamwork environment. Employees are seen as the primary source of creativity, innovation, change, and institutional development, which is crucial for success. However, if the team climate does not foster employee activity, development may slow down or stall.

Previous research has shown that role ambiguity is a mediator in the relationship between relational coordination and the presence of diverse professionals (Anderson & West, 1998), as well as concerning community governance (Ceschi, Dorofeeva, & Sartori, 2014), communication and support for innovation (Beaulieu et al., 2014). When employees are supported by superiors in anticipating, planning, and acting on workplace innovations to achieve future goals, employees

may exhibit proactive behavior regardless of the likelihood or consequences (Grant & Ashford, 2008). Thus, this study tries to combine and analyze the influence of leadership, and role ambiguity on proactive behavior which has an impact on employee job performance at the Poltekkes Kemenkes Aceh by involving team climate variables as moderating variables.

2. LITERATURE REVIEW AND HYPOTHESIS

Job performance

(Campbell et al., 1993) define job performance as a person's ability to carry out job duties following the standards set by the organization. Furthermore, (Fatyandri & Theosandoro, 2019) defined employee job performance in higher education as the work achieved by employees in carrying out their duties and responsibilities that refer to the values expected by universities. Thus, in general, the definition of employee job performance in higher education previously stated has something in common, namely that employee job performance in higher education is the work achieved by employees in carrying out their duties and responsibilities following the standards set by the university.

Proactive behaviour

Proactive behavior is the tendency of individuals to take initiative, act, and create change in their environment (Crant, 2000). (Grant & Ashford, 2008) define proactive behavior as actions that are anticipatory and oriented towards changes that occur both in role and extra-role. This definition includes all the essential elements of proactive behavior, namely: an individual's tendency to take initiative, actions taken to create change, and positive and constructive goals.

Leadership

According to (Yukl & Gardner, 2020), leadership is the process of influencing the activities of a group to a goal to be achieved together. Leaders can influence others in various ways, such as by providing motivation, direction, and support. Leadership can occur in various contexts, ranging from business organizations, and government to social organizations. Effective leaders in knowledge management increase team members' self-efficacy and control over their work environment. With the empowerment to make their own decisions and have adequate information, team members are more likely to share knowledge during the decision-making process (Xue, Bradley, & Liang, 2011).

Role ambiguity

Role ambiguity is a situation when a person does not have a clear understanding of what is expected of them in a role (Tubre & Collins, 2000). Role ambiguity is a person's perception of a lack of information needed to perform a job or task, which makes the person feel helpless. Ambiguity about goals impacts how employees understand what is expected of them, raises questions about how to achieve performance goals, and creates uncertainty about how their performance will be evaluated, and the consequences of meeting or not meeting their goals (Rogalsky, Doherty, & Paradis, 2016).

Team climate

(Anderson & West, 1998) state that team climate is a shared perception and meaning of the policies, practices, and procedures of the work team experience. The concept of shared perceptions, when applied in the context of small work groups is also referred to as team climate. In short, team climate is team members' perceptions of the characteristics of their team (Guzzo & Dickson, 1996). Teams with a positive team climate are more likely to be productive, creative, and innovative. They are also more likely to be able to adapt to change and overcome challenges (Mathieu, Luciano, D'Innocenzo, Klock, & LePine, 2020).

Research Hypothesis

The findings of (Qian, Song, Jin, Wang, & Chen, 2018) show that empowering leadership has a significant influence on feedback-seeking behavior in 224 employees of logistics companies in North China. Through feedback-seeking behavior, employees can better respond to situations and therefore behave more effectively in the organization (Parker & Collins, 2010). Furthermore, (Li, 2020) in his literature found that individuals who have high anxiety will rely on secure base support from leaders (leadership) to develop self-ability which then increases proactive behavior.

H1: Leadership influences proactive behavior

(Grant & Rothbard, 2013) in their study of 204 employees at a water treatment organization in the southeastern United States showed that in ambiguous situations or roles, individuals tend to show proactive behavior such as seeking information or asking for feedback.

H2: Role ambiguity influences proactive behavior.

(Schmidt & Hunter, 2004) in a meta-analysis review of the literature (12 studies) studying the relationship between General Mental Ability (GMA) and job performance found that individuals with great initiative in information seeking and learning, allow them to gain more knowledge and faster than other employees so that they show higher performance which is largely the result of proactive behavior.

Furthermore, some recent research results attributed to the influence of proactive behavior on job performance such as (Thomas, Whitman, & Viswesvaran, 2010); (Tornau & Frese, 2013) also concluded that proactive behavior can significantly improve employee job performance.

H3: Proactive behavior influences job performance

Effective leadership can provide a clear vision and goals for employees. This can help employees understand what is expected of them and how they can contribute to the organization. Several studies conducted by (Fernandez, 2008); (Bahri, Amri, & Putra, 2018); and (Rafie, Azis, & Idris, 2018) concluded that leadership has a positive relationship with employee performance perceptions. Furthermore, effective leadership can also provide support and guidance to employees to feel confident and motivated in achieving their goals.

H4: Leadership influences job performance

Several previous studies confirm that employees who experience role ambiguity have a negative impact on job performance including having higher levels of depression and turnover intention as well as lower performance and lower organizational citizenship behavior (Schmidt & Hunter, 2004); (Tubre & Collins, 2000).

H5: Role ambiguity influences job performance

(Armstrong, 2012) claims that management support including leadership is important in efforts to improve employee job performance. Furthermore, (Parker et al., 2006) stated that positive leadership is related to employee commitment and proactivity. This is in line with the opinion of (Crant, 2000) who states that employees who work in a dynamic work environment with increasing work-related demands are likely to develop proactive behavior that leads to improved employee performance.

H6: Leadership influences job performance through proactive behavior.

According to (Grant & Ashford, 2008), role ambiguity creates uncertainty in employees' tasks and responsibilities, which encourages them to take the initiative to overcome this uncertainty, for example by seeking additional information, interacting with colleagues, or trying new approaches. This is an example of proactive behavior that can improve performance. (Shin & Kim, 2022) added that proactive employees see role ambiguity as an opportunity to innovate and improve work performance, not as a stressor. Therefore, role ambiguity can stimulate proactive behavior which in turn improves individual performance.

H7: Role ambiguity affects job performance through proactive behavior

According to (Buil, Martínez, & Matute, 2019), leadership that supports and encourages employee proactivity, such as transformational leadership, can stimulate proactive behavior. This leadership creates an environment where innovation, new ideas, and initiative are valued. Team Climate, or teamwork culture, plays an important role in this. (Pilař et al., 2014) showed that when team climate supports proactivity, team members are more likely to behave proactively.

H8: Team climate moderates the influence of leadership on proactive behavior

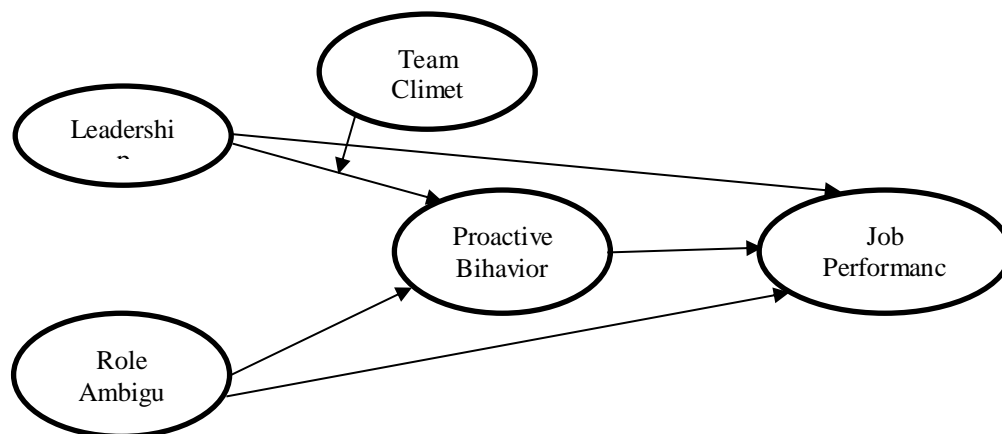


Figure 1. Study Framework

3. METHOD

The object study is leadership, *role ambiguity*, *proactive behavior*, *team climate*, and *job performance* of employees at the Poltekkes Kemenkes Aceh. The population was all employees at the Poltekkes Kemenkes Aceh, totaling 571 people, which in this study were carried out using simple random sampling techniques. (Sekaran & Bougie, 2016) stated that the SEM (Structural

Equation Model) analysis requires a sample of at least 5-10 times the number of indicator variables used. In this study, the number of indicators is 37. Thus the number of samples required is $6 \times 37 = 222$ samples. The data and information collection technique used was a questionnaire. The questionnaire that has been prepared based on each indicator of each variable is made into a Google form which is then sent the link to respondents who are employees at the Poltekkes Kemenkes Aceh. Furthermore, the data collected through questionnaires distributed to respondents were then analyzed using the SEM Analysis for direct effect, and Sobel calculation for indirect effect.

In this study, the measurement of job performance variables (dependent variable) uses 11 indicators based on the Minister of MENPAN RB Regulation No.6 of 2022, proactive behavior variables (mediating variables) using 6 indicators based on (Crant, 2000). Furthermore, each independent variable is leadership which consists of 8 indicators based on Yukl, (2012) and role ambiguity using 6 indicators based on (Tubre & Collins, 2000) and team climate (moderating variable) using 6 indicators based on (Xue et al., 2011).

4. RESULT AND DISCUSSION

Respondent Characteristics

Table 2. Characteristics Respondent

Respondent Characteristics	Amount (n)	Percentage (%)
Gender		
Male	63	28.4
Female	159	71.6
Age		
21-30 Years	17	7.7
31-40 Years	60	27.0
41-50 Years	105	47.3
51-60 Years	2	14.4
61-70 Years	8	3.6
Last education		
Middle School / Equivalent	1	0.5
High school/ equivalent	10	4.5
Academy (DIII/DIV)	20	9.0
Bachelor (S-1)	91	41.0
Postgraduate (S-2)	98	44.1
Doctoral (S-3)	2	0.9
Length of Service		
1-5 Years	21	9.5
6-10 Years	23	10.4
11-15 Years	57	25.7
16-20 Years	69	31.1
21-25 Years	52	23.4
Employee Type		
Educators (Lecturer)	182	82.0
Education Personnel (Administration)	40	18.0

Based on Table 1, shows that respondents with the female gender have the largest percentage, namely 71.6% or 159 respondents, and males with a percentage of 28.4%. Meanwhile, respondents with an age range of 41-50 years dominate with a percentage of 47.3% with the latest education level, namely Postgraduate (S-2) with the largest percentage of 44.1%. Furthermore, the length of work of respondents in the range of 16-20 years is the largest at 31.1% finally, namely from the category of employee types where Educators (Lecturers) have the largest percentage of 82% where the remaining 18% are Education Personnel (Administration).

Validity and Reliability Test

CFA test of the constructs in the research This consists of 4 variables, namely: leadership, role ambiguity, proactive behavior, team climate, and job performance. An indicator is said to be valid if the loading factor value is > 0.5.

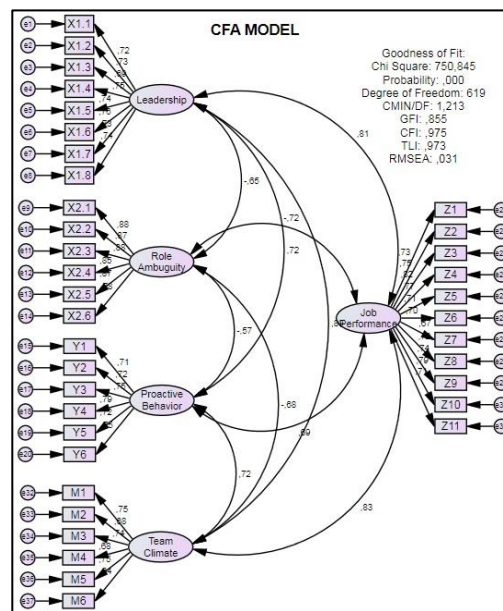


Figure 2. CFA test

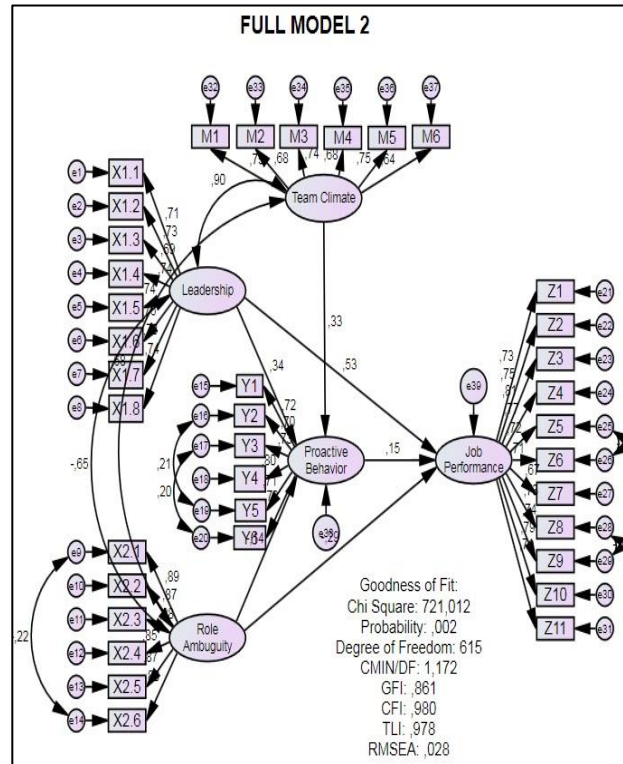
From the CFA test results contained in Figure 2, all indicators are > 0.5. Thus all indicators are declared valid. Furthermore, the results of reliability testing using composite Construct Reliability for each variable are shown in Table 2.

Table 3. Reliability Test

Variable	Cronbach Alpha	Conclusion
Leadership	0.901	Reliable
Role ambiguity	0.944	Reliable
Proactive behavior	0.874	Reliable
Team climate	0.857	Reliable

Job performance	0.930	Reliable
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Table 3 shows the Cronbach Alpha value of each variable, namely: leadership, role ambiguity, proactive behavior, team climate, and job performance have a value > the cut-off value (<0.7), so all construct variables are declared to have good reliability. The structural test is shown in Figure 3 below.



Furthermore, the model suitability test conducted is summarized in Table 4.

Table 4. GoF Test

Fit Models	Mark	Cut Of Value	Conclusion
Chi-Square (df =615)	721,012	673,802	Marginal Fit
Probability	0.002	≥ 0.05	Marginal fit
CMIN/DF	1,172	≤ 2.00	Fit
GFI	0.861	≥ 0.90	Marginal Fit
CFI	0.980	≥ 0.90	Fit
TLI	0.978	≥ 0.90	Fit
RMSEA	0.028	≤ 0.08	Fit

From Table 3 above, it reveals that the complete model is an acceptable fit model overall.

Because overall Goodness of Fit (GoF) can be assessed based on a minimum of 4-5 criteria (Hair Jr, Black, Babin, & Anderson, 2018)

**Direct Influence Test
Table 5. Regression Result**

		Estimate	S.E.	C.R.	P	β
Proactive Behavior	<--- Leadership	.627	.098	6.392	***	.605
Proactive Behavior	<--- Role Ambiguity	-.143	.059	-2.418	.016	-.190
Job Performance	<--- Leadership	.460	.082	5.639	***	.498
Job Performance	<--- Role Ambiguity	-.203	.043	-4.726	***	-.303
Job Performance	<--- Proactive Behavior	.143	.067	2.139	.032	.160

From Table 5, it can be seen that the P of leadership impact on proactive behavior is *** (***) means 0.000) smaller than 0.05 and the C.R. value is $6.392 > \pm 1.96$. Both values prove that the leadership impact on proactive behavior is significant. The leadership magnitude impact on proactive behavior is $(\beta) = 0.605$ or 60.5%, which explains that the 1 unit of leadership variable improvement can positively improve 0.605 units of proactive behavior. This explanation describes that hypothesis 1 is accepted, which means that in this study the leadership significantly positively affects proactive behavior in employees of the Poltekkes Kemenkes Aceh. The results of this study confirm the findings of (Williams, Parker, & Turner, 2010), (Qian et al., 2018), and (Li, 2020) who concluded that leadership significantly positively affects proactive behavior.

Furthermore, Table 5 also reveals the P of role ambiguity impact on proactive behavior is $0.016 < 0.05$ and the CR value is $-2.418 > \pm 1.96$. Both values prove that the role ambiguity impact on proactive behavior is significant. The ambiguity effect magnitude on proactive behavior is $(\beta) = -0.190$ or -19%, revealing that the 1 unit of role ambiguity variable improvement can negatively reduce 0.190 units of proactive behavior. This explanation shows that hypothesis 2 is accepted, stating that in this study, the role ambiguity significantly negatively affects proactive behavior in employees of the Poltekkes Kemenkes Aceh. These results follow the findings of (Zahra, 2019) which show that role ambiguity significantly negatively affects proactive behavior.

Table 5 shows that the P of the proactive behavior variable impact on job performance is $0.032 < 0.05$ and the C.R. value is $2.139 > \pm 1.96$. Both values prove that the proactive behavior impact on job performance is significant. The proactive behavior magnitude impact on job performance is $(\beta) = 0.160$ or 16%, which describes that the 1 unit of proactive behavior variable improvement can positively improve 0.032 units of job performance. This explanation shows that hypothesis 3 is accepted, stating that in this study, the proactive behavior variable significantly positively affects job performance of employees of the Poltekkes Kemenkes Aceh. These findings strengthen the results study previous studies (Schmidt & Hunter, 2004); (Thomas et al., 2010), and (Tornau & Frese, 2013) which concluded that proactive behavior in a way significant can increase the job performance of employees.

Table 5 shows the P of the leadership variable impact on job performance is *** (***) means 0.000) smaller than 0.05 and the C.R. value is $5.639 > \pm 1.96$. Both values prove that the leadership impact on job performance is significant. The leadership variable magnitude impact on job performance is $(\beta) = 0.498$ or 49.8%, which shows that the 1 unit of leadership variable

improvement can positively improve 0.498 units of job performance. This explanation shows that hypothesis 4 is accepted, stating that in this study, the leadership variable significantly positively affects job performance of employees of the Poltekkes Kemenkes Aceh. These results follow (Osseo-Asare, Longbottom, & Murphy, 2005), (Bahri et al., 2018), and (Rafiie et al., 2018) which confirm that leadership significantly positively affects job performance.

Table 5 shows that the P of the role ambiguity variable impact on job performance is *** (***) means 0.000) smaller than 0.05 and the C.R. $-4.726 > \pm 1.96$. Both values prove the role ambiguity variable impact on job performance is significant. The role ambiguity variable magnitude impact on job performance is $(\beta) = -0.303$ or -30.3%, which reveals that the 1 unit of role ambiguity variable improvement can negatively reduce 0.303 units of job performance. This explanation shows that hypothesis 5 is accepted, stating that in this study, the role ambiguity variable significantly negatively affects job performance of employees of the Poltekkes Kemenkes Aceh. This result follows the study conducted by: (Tubre & Collins, 2000); (Schmidt & Hunter, 2004), and (Shin & Kim, 2022) who confirmed that role ambiguity significantly negatively affects job performance.

Indirect Effect Test

Table 6. Indirect Effect Test Result

	Role Ambiguity	Leadership	Proactive Behavior	Job Performance
Proactive Behavior	.000	.000	.000	.000
Job Performance	-.030	.097	.000	.000

Based on Table 6, shows that the leadership indirect effect on job performance through proactive behavior is 0.097. and the indirect effect of role ambiguity variables on job performance through proactive behavior is 0.030. Furthermore, the indirect effect significance is shown in Figure 4.

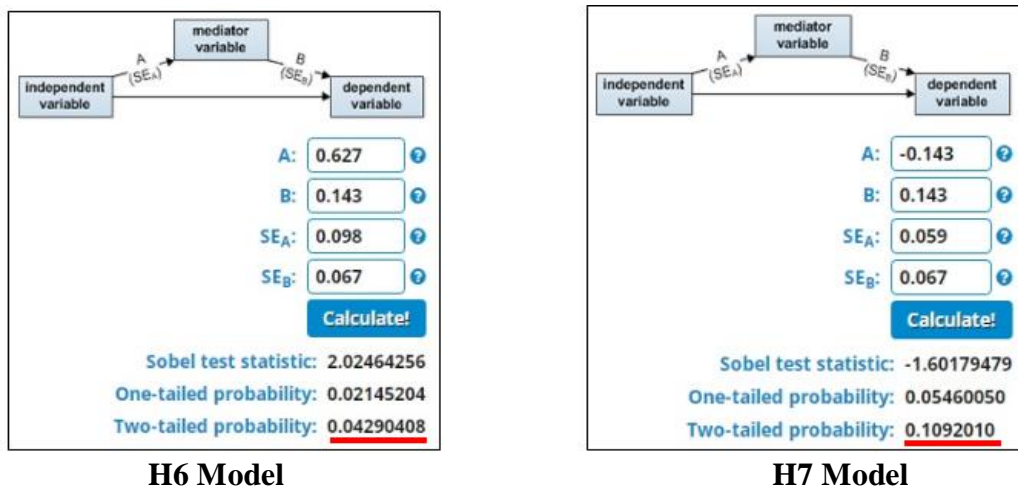


Figure 4. Sobel Calculation Results

Based on Table 6 and Figure 4, the indirect effect significance (Two-tailed probability) or (P) of leadership variable impact on job performance through proactive behavior is $0.0429 < 0.05$, indicating that the indirect effect is significant. Thus hypothesis 6 is accepted, namely the positive and significant indirect effect of leadership on job performance through the proactive behaviour of employees of the Poltekkes Kemenkes Aceh. This result following (Crant, 2000); (Parker et al., 2006), and (Pilař et al., 2014) confirms that leadership can influence job performance directly or with proactive behavior as a mediating variable. This means that improving leadership is believed to be able to improve job performance through the proactive behavior of employees at the Poltekkes Kemenkes Aceh.

From the results in Table 6 and Figure 4, the indirect effect significance (Two-tailed probability) or (P) of the role ambiguity variable impact on job performance through proactive behavior is $0.109 > 0.05$, explaining that the role ambiguity variable does not significantly affect job performance through proactive behavior. This explanation concludes that hypothesis 7 is rejected, which means that in this study role ambiguity has no significant effect on job performance through the proactive behavior of employees of the Poltekkes Kemenkes Aceh. Furthermore, the type of mediation of the proactive behavior variable can be seen in Table 6 below.

Table 7. Significance Test Result

Variable	Direct Impact	Indirect Impact
Leadership → Job Performance	Significant	
Leadership → Proactive Behavior	Significant	
Role Ambiguity → Job Performance	Significant	
Role Ambiguity → Proactive Behavior	Significant	
Leadership → Proactive Behavior → Job Performance		Significant
Role Ambiguity → Proactive Behavior → Job Role Ambiguity		Insignificant

From Table 7, the leadership direct effect on proactive behavior and job performance is significant and the leadership indirect effect on job performance through proactive behavior is also significant. Thus it concludes that the proactive behaviour variable in this study is a partial mediation.

Moderation Effect Test

Leadership on Proactive behavior Moderated by Team climate.

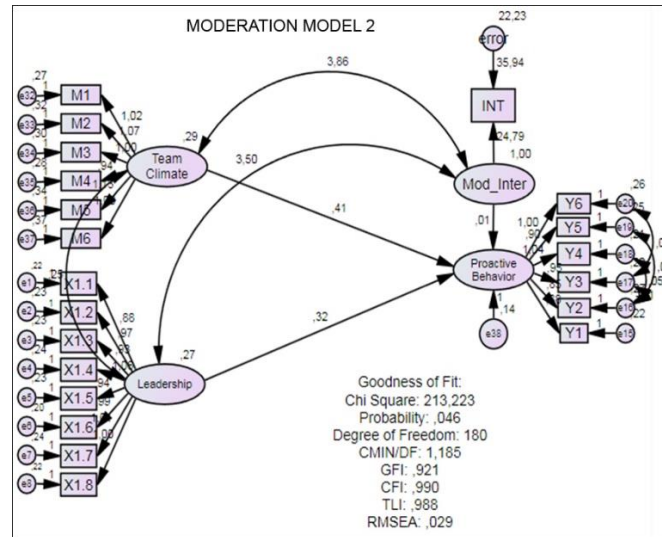


Figure 5. Team Climate Interaction Model on Leadership effect on Proactive behavior

From Figure 5 above, it can be seen that GoF in the model is good. The estimation output results from the calculation based on Figure 5 are as follows.

Table 8. Team Climate Moderation Effect on Leadership Impact on Proactive Behavior

	Estimate	S.E.	C.R.	P	β
Proactive Behavior <--- Leadership	.320	.192	1.668	.095	.301
Proactive Behavior <--- Team Climate	.409	.181	2.264	.024	.398
Proactive Behavior <--- Mod_Inter	.006	.001	5.229	***	.010

Table 8 shows that the P of the interaction moderation variable impact on proactive behavior is *** (***) means less than 0.000) < 0.05 and the C.R. value is 5.229 > ± 1.96. Both values prove that the moderation of Team climate on the leadership impact on proactive behavior is significant. The moderating effect size of interaction on proactive behavior is 0.010 or 1%, which indicates that the Team Climate moderating variable can strengthen the influence of leadership on proactive behavior positively and significantly by 1%. The higher the moderation of team climate, the stronger the influence of leadership on proactive behavior. Based on this explanation, it concludes that hypothesis 8 is accepted, which means that in this study moderation team climate can strengthen the leadership variable impact on employee proactive behavior positively and significantly at the Poltekkes Kemenkes Aceh. These are in line with (Pilař et al., 2014) that team climate moderates positively and significantly the leadership variable impact on the proactive behavior of employees in doing their work. From the results of the two moderation hypothesis tests as shown in Table 8, the moderation variable coefficient on the dependent variable is significant and the coefficient between the interaction moderation variable on the dependent

variable is significant, showing that team climate is a quasi-moderation. In quasi-moderation, the moderating variable functions as a direct predictor and as an amplifier of the effect of the independent variable on the dependent variable.

5. CONCLUSION, IMPLICATION AND SUGGESTION

The results prove that leadership significantly positively affects proactive behavior and job performance, while role ambiguity has a negative and significant impact on proactive behavior and job performance. Proactive behavior can mediate the leadership effect on job performance but does not mediate the role ambiguity effect on job performance. Finally, team climate has been proven to positively and significantly moderate the leadership effect on proactive employee behavior at the Poltekkes Kemenkes Aceh. The findings also describe that having a good understanding of team climate is crucial for leaders in organizations to encourage proactive behavior among employees, thereby improving long-term initiative and organizational effectiveness at Poltekkes Kemenkes Aceh. On the other hand, various factors contribute to defensive silencing in organizations, and the findings indicate that a positive team climate and regular communication with leaders are necessary to minimize defensive silencing. This study also underscores the significance of managers at Poltekkes Kemenkes Aceh in fostering a supportive environment for open communication, which is essential for enhancing the job performance of employees at the organization. The limitations of this study include the fact that it was conducted in just one educational institution, specifically Poltekkes Kemenkes Aceh. Future research should aim to broaden the scope by including a more diverse range of subjects, such as government institutions, private organizations, and other entities. Additionally, this study only considers variables related to leadership, role ambiguity, proactive behavior, and team climate. It is recommended that future research incorporate other variables that impact job performance.

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