Relationship of work Motivation and participative Leadership with Functional Employment Behavior of Education and Culture of Bengkulu Province, Indonesia

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Abstract

This study aims to determine the relationship between work motivation and participative leadership with the work behavior of Bengkulu Province Education and Culture Office Functional employees. The selection of Bengkulu Province is one of the provinces whose development and growth is relatively slower compared to other provinces in Sumatra.

The research hypotheses proposed are: (1) there is a positive relationship between work motivation and work behavior, (2) there is a positive relationship between participative leadership and work behavior, and (3) there is a positive relationship between work motivation and participative leadership together with work behavior. The population of this research is the employees who are not currently occupying positions (functional staff) at the Office of Education and Culture of Bengkulu Province, in 2018 as many as 75 people, and the sampling technique uses saturated sampling techniques.

Based on the results of the study found: (1) there is a positive relationship between work motivation with work behavior. (2) There is a positive relationship between participative leadership and work behavior and (3) there is a positive relationship between work motivation and participatory leadership together with work behavior. From the three findings, it was stated that (1) work behavior can be improved by increasing work motivation by increasing the desire to achieve and increasing a sense of responsibility, and increasing appreciation for the work, and (2) work behavior can be improved by increasing participatory leadership, by how to involve employees in every decision-making, respect the opinions and suggestions of employees, and enhance cooperation.

Keywords: Work Motivation, Participative Leadership, Work Behavior, Bengkulu Province Education and Culture Office

A. INTRODUCTION

Organizational behavior is a study that studies human behavior starting from the behavior of individuals, groups, and behavior when organizing, as well as the influence of individual behavior on the activities of the organization where they do or join in the organization.

Organizational behavior is a field of study that observes the influence of individual, group and behavioral behavior in organizational structures with the aim of gaining knowledge to improve organizational effectiveness, and besides organizational behavior is a discipline that studies how individual-level behavior, group level, and its impact on performance (both individual, group and organizational performance).

Work behavior (Kusumawati, 2015) is a human resource activity in an organization that is oriented to the goals that have been set so that it can actualize itself through work attitudes following the organizational environment based on Islamic principles.

Work behavior is the actions and attitudes shown by people who work, according to Bond and Meyer (1987), Work behavior is the ability to work and behaviors where it is very important in every job and work situation, meanwhile according to Robbins (2015) work behavior that is where people in the work environment can actualize themselves through attitudes at work.

Success in various fields is determined by human behavior, especially work behavior. Some people call this work behavior as motivation, habits (habits) and work culture. Therefore, endeavored to form consistent and positive work behavior. According to Sinamo (2002), there are eight paradigms at the level of work behavior that can be a basis for success at the personal, organizational and social levels, namely: (a) Working sincerely, (b) Working completely, (c) Working right, (d) Work hard, (e) Work seriously, (f) Work creatively, (g) Work excel, and (h) Work perfectly.

Factors that influence individual behavior at work, before the individual becomes part of realizing the goals of an organization. This is related to organizations consisting of people who work together to achieve goals with a variety of different behaviors and traits.

In life, work behavior is also determined by managerial practices of the leaders of the organization. Managerial factors will influence employee morale through the leadership style, policies, and regulations that are made. Organizational goals can be realized at a higher level if supported by the intellectual capacity of the leader and the leadership style that is applied. Of course, the expected leader is a participative leader who can generate work motivation to optimally achieve employee work behavior.

Efforts to improve employee work behavior are important because it is useful to help evaluate work performance, planning and can be used to determine changes in community services to be more effective and efficient. Despite the importance of employee work behavior for an organization, serious attention to its improvement efforts is rarely done. This, for example, is reflected by the lack of concrete steps to investigate what factors influence the work behavior of employees for some government agencies. Therefore, employee work behavior is one of the main components that must be built if you want to increase the productivity of an organization. So it needs to be realized that in a government organization a new strategy is needed to improve the work behavior of its employees so that it can be a useful resource.

For Indonesia as a whole, several challenges must be resolved in improving the quality of Indonesia's Human Resources (HR), especially to face the industrial revolution 4.0. First is the high case of stunting. To that end, the Government has allocated 5% of our state budget to improve the quality of health. "Indonesia still has various health problems such as stunting. This is one of the biggest challenges in Indonesia, and this development is assisted by the World Bank by handling cross-institutions. The second challenge is in the field of education. How to improve the quality of education that is evenly distributed in Indonesia's very furthermore, improving the quality of education with a decentralized budget by strengthening synergies between the central and regional governments, then how education generates the right skills The government currently allocates the highest budget in the APBN, not for the military but education by 20%. involving private parties to be able to participate in education, one of which is by

providing incentives such as tax exemptions for literature books, tax incentives for vocational research and training and education endowments for research.

In fiscal policy, it provides several incentive mechanisms including tax exemption incentives for literature books, tax incentives for research and vocational training. Creating a sovereign wealth fund for education which is 10 years has produced many things (at the same time) for research as alumni and private facility to strengthen research and development.

Continuing, building human resources is a difficult challenge because the results cannot be seen in a short time. Therefore, the issue of HR also needs to intervene in technology, one of the start-up solutions such as the Teacher's Room to reduce the quality gap of teachers as well as an alternative to students being able to learn more independently. The issue of human capital is overcome by technology and is an initiative in improving human resources is the existence of a new startup with a Teacher's Room to reduce teacher quality gaps. This is an alternative for students to improve quality.

Another challenge requires considerable funds in investing in the development of the industrial revolution 4.0. At present, based on research conducted by the World Bank, the quality of Indonesian human resources is ranked 87 out of 157 countries so that it still needs a comprehensive overhaul with the support of all parties. Investment in human capital is not only the responsibility of the Government, not only the responsibility of one ministry but is a collaboration of all stakeholders. In the Government itself, all ministries should participate in improving the quality of human resources. To overcome the above needs collaboration between the government and institutes such as the Habibie Center and other institutions with the academic world and with the private sector will continue to be improved and strengthened to improve the quality of human resources in Indonesia more effectively and quickly.

To overcome the above, the Government focuses on research development by allocating an initial budget for research endowments of around Rp 1 trillion starting in 2019. This scheme is carried out in the mirror of the success of the endowment scholarship fund managed by the Education Fund Management Institution (LPDP) which now manages funds endowment of scholarships totaling Rp. 55 trillion.

The increased education budget, including starting in 2019, will also be carried out in the form of seat money or an initial budget to build the so-called enduring research budget, starting with around almost Rp. 1 trillion. Just like LPDP about 8 years ago, it started with Rp. 1 trillion, and now it reaches Rp. 55 trillion."

The research budget that is spread across several Government agencies can be consolidated so that it can be optimized, with the hope that nothing will hamper and not support development. On the other hand, the behavior of the government apparatus is demanded to be more open, flexible and responsive to the changes that occur and prioritizing the interests of the people who are oriented towards equity and justice in service.

Even so, what is still felt by the work behavior of employees in the environment of government institutions varies, this is due to differences in employee characteristics, both influenced by environmental conditions within the organization and outside the organization. In terms of service, we often hear complaints from people who judge

It is still felt that government employees do not provide good services, for example (i) the habits of employees who do not provide services that are less friendly to the community, (ii) the practices of collusion, corruption and nepotism (KKN), (iii) unable to complete work timely, (iv) unable to show optimal work results, (v) unable to complete work on target, (vi) not efficiently use available resources, (vii) work that does not satisfy the community.

Based on observations made at the Office of Education and Culture of Bengkulu Province, it is known that some employees look relaxed, do not do the work humming, pacing, and some even sleep in chairs during working hours. This is a behavior that is not good to carry out organizational tasks. It will also have an impact on the low achievement of organizational goals and poor service to the community. Indications in that direction are already visible. For example, when researchers conduct an instrument trial, to get a letter disposition or approval from the leadership must spend up to 8 working days. This is because the employees who processed the research request

permit did not provide fast and maximum service because they were busy, had a lot of work, and there were other needs outside of official duties. Real conditions like this prove that the need to improve the work behavior of employees in these agencies.

The above phenomena indicate that employee work behavior is a problem that needs attention so that organizational goals can be achieved properly. Therefore, the work behavior of employees is an interesting issue to be studied scientifically, so the authors choose this problem to be investigated more deeply to find out the real situation.

A. PROBLEM FORMULATION

The main problems in this study are formulated as follows:

1. Is there a relationship between work motivation and work behavior?
2. Is there a relationship between participative leadership and work behavior?
3. Is there a relationship between work motivation and participatory leadership together with work behavior?

C. PURPOSE AND RESEARCH OBJECTIVES

To solve various problems currently being experienced by the Bengkulu Province Education and Culture Office which require some separate discussions fundamentally. In this regard, the discussion of the problem is limited only to aspects of the need to improve the performance behavior of Bengkulu Province's Secondary and Higher Education Service employees

The reasoning of this problem is based on the consideration that the implementation of education and culture in Indonesia and especially in Bengkulu Province, is still very far from what is expected, while in other areas the development and growth is getting better which starts from the work behavior of employees at the Education and Culture Office of Bengkulu Province which felt to be inadequate. Meanwhile, the Bengkulu Province Education and Culture Office is demanded to spur it so that it can improve the quality that is equivalent to other regions in Indonesia.

D. RESEARCH METHODS AND DATA ANALYSIS

This research was conducted using a descriptive method based on two approaches, namely a qualitative approach and a quantitative approach by analyzing primary data collected through field research and secondary data collected through library research. The population of this research is employees who are not currently occupying positions at the Office of Education and Culture of Bengkulu Province, which in 2018 were 75 people, through saturated sampling techniques.

Data analysis methods used in this study include statistical methods related to regression, correlation coefficients, and coefficient of determination, to determine the relationship between work motivation and participative leadership of functional employees, historical-comparative methods to determine the development of the performance of banks in the Education and Culture Office of Bengkulu Province. Besides that, a qualitative managerial analysis approach is also used to determine the relationship between work motivation and participative leadership, with functional employee work behavior. The research and study period is 6 (six) months from May 2018 to October 2018. The data observation period is 5 (five) years, from 2013 to 2018.

E. THEORETICAL DESCRIPTIONS

1. Work Behavior

Behavior is everything a person does, such as: talking to the leader, listening to other people's talk, documenting a report, reading a book, etc., while according to Wexley and Yukl (1988) behavior is a reflection of conscious choices based on evaluation or judgment someone towards different alternatives, while according to Winardi (2002) goal-oriented behavior. Behavior is generally motivated by a desire to achieve certain goals. Behavior is the response or reaction of individuals to stimuli or the environment.

Behavior according to Thoha(2010) is a function of the interaction between an individual and his environment. Human behavioral reactions (Azwar,1998) that attract people are values, personality traits, and attitudes

that interact with one another and their interactions with their environment.

Individual behavior is influenced by one's attitude, namely: (1) Behavior is not much determined by general attitude, but by specific attitude towards something, (2) Behavior is also not only influenced by attitude, but also by subjective norms, namely beliefs about what other people want us to do, and (3) Attitudes toward a behavior together with subjective norms form an intention to behave in a certain way.

Attitudes toward behavior are influenced by one's belief, that behavior will lead to a desired or undesirable outcome. Beliefs about normative behavior or behavior expected by others, and motivation to act following normative expectations will form subjective norms in individuals. Behavioral control is also determined by a person's experience and estimates of how difficult or easy it is to perform a certain behavior. This behavior control becomes very important meaning when one's self-confidence is in a weak condition. According to this theory, Rivai (2015) among the various beliefs that will ultimately determine certain intentions and behaviors are beliefs about the availability and opportunities required and resources.

A person's behavior can also be determined by the setting in which he is and plays a role. This pattern can distinguish a person's behavior from others towards an object at a certain place and time. Thus, a person's behavior can never be separated from his social background, thus distinguishing the role that must be played by everyone. For example, whether he is an ordinary employee, a work unit leader, or even a security guard, each showing a different role. Behaviorism Rahmat (2012) said, the behavior is the result of experience and driven by needs, and humans are creatures that move to fulfill their interests. Behavior is not just a response to a stimulus, but a product of various goals and needs that affect humans.

Organizational behavior (Rivai, 2015) is essentially the results of interactions between individuals in their organizations. Therefore, to understand organizational behavior, it is better to know individuals as supporters of the organization. When different individuals in an organizational environment interact, the behavior of individuals in the organization is created.

A person's behavior in an organization is very complex because it is influenced by various environmental variables, individual factors, experiences, and events. Several individual variables such as skills, personality, perception, and experience affect behavior. Are there leaders who can change, shape or rebuild employee behavior? This is a topic of much debate among behavior experts and managerial practitioners. Although they agree that changing individual psychological factors must go through diagnosis, skills, and patience, there is no general agreement in terms of how leaders change personality, behavior, perceptions or patterns of behavior.

According to cognitive theory, a person's behavior is caused by a stimulus, which is a physical object that affects a person in many ways. This theory tries to see what happens between stimulus and one's response to stimuli. This theory also states that all behaviors are arranged regularly. Individuals organize their experiences into activities to know (cognition) which then traces it into a cognitive structure. This arrangement determines someone's response. After years of building theory and research, behavioral experts agree that: (1) behavior is the result of, (2) behavior directed by purpose, (3) observable behavior can be measured, (4) behavior that cannot be directly observed (eg thinking and supervising) are also important in achieving goals, and (5) motivated/encouraged behavior).

Someone's work behavior will determine the results of his work. They can produce positive long-term achievements and personal growth, or conversely poor or poorly developed long-term achievements.

The main reason why individual behavior varies is that people's needs and goals vary. Social, cultural, hereditary and occupational factors influence behavior. Therefore, leaders must learn the needs of subordinates. A person's needs are learned from the culture of the community, therefore training and education can increase and influence the strength of one's needs. If a person's needs can be assessed, the leader can intervene through training for individual development following organizational goals.

Individual behavior in organizations related to the ability of individuals in carrying out work. This ability is one of the variables that determine the success of someone completing a job. According to Robbins (2015), the ability is the capacity of an individual to do various tasks in a job. A person's ability consists of intellectual abilities, which are the abilities needed to carry out mental activities, and physical abilities, namely the abilities needed to perform tasks that require stamina, dexterity, strength, and skills.

Based on the analysis of some of the above theories, what is meant by work behavior in this study is the employee's assessment of how to carry out work to achieve a goal, with indicators: (1) formulating a work plan, (2) completing work, and (3) fostering relationships work.

2. Work Motivation

According to Pamela & Oloko (2015) motivation is the key to a successful organization to maintain the continuity of work within the organization with strong ways and assistance to survive. Motivation is providing the right guidance or direction, resources, and rewards so that they are inspired and interested in working the way you want.

According to Chukwuma & Obiefuna (2014), motivation is the process of arousing behavior, maintaining behavioral progress, and channeling specific behavioral actions. Thus, motives (needs,desires) encourage employees to act. Motivation is a process that begins with the needs in humans that create emptiness in a person.

Stanford in Mangkunegara (2017) revealed that motivation is a condition that moves towards a particular goal. Meanwhile, according to McCormick (1985) in the same book work motivation is defined as a condition that influences generating, directing and maintaining behavior related to the work environment.

Steers & Porter (2010) states that work motivation is an effort that can give rise to behavior, direct the behavior, and maintain or maintain 8 behaviors that are appropriate to the work environment in the organization. Work motivation is a basic human need and as an incentive that is expected to meet the desired basic needs, so that if those needs are present will have an impact on the success of an activity. Employees who have high work motivation will try to get their work done as well as possible.

According to Anoraga (1992), work motivation is the willingness of employees to emerge due to the encouragement from within the employee concerned as a result of overall integration rather than personal needs, the influence of the physical environment and the influence of the social environment in which the strength depends rather than the integration process.

One of the keys to the success of an organization is the work motivation of its employees. Therefore, work motivation is one of the keys to the success of organizational psychology. In this regard, every leader has the opportunity to create an organizational climate that is more conducive to increase employee motivation.

According to Robbins (2015), Motivation as a willingness to spend a high level of effort toward organizational goals, which is conditioned by the ability of those efforts to meet individual needs. This definition links motivation with work effort, not work performance.

According to Pareek (1996) that work motivation can be thought through three levels. First, an organization needs to understand the needs of employees and how they respond to the process of setting goals in the organization and what the expectations of their work are. Second, work motivation is the attachment of employees to the organization and altered patterns of employee need as a result of their work in the organization. An organization that can increase the achievement and motivation of power among its employees will have more employees who have attachments. Third, the satisfaction obtained by employees in the organization. This type of job satisfaction is the basis for employee attachment to the organization, which occurs when organizational factors and understanding of each employee are considered.

Work motivation is important for employees for three reasons: First, employees at work must be motivated to carry out the work as well as possible. Second, leaders themselves must be motivated to get the job done well. Third, employees must be motivated to jointly advance the organization.

To motivate employee work, Rivai (2015) suggests three steps that can be taken by leaders, namely: (1) Creating and developing an organizational atmosphere and climate that stimulates creativity. This effort starts from the attitude of the openness of the leader, which is seen in the willingness to listen, respond, appreciate and consider every creativity of the members of his organization, can even be developed by providing incentives, (2) Creating and developing cooperation that can foster a feeling of being partly responsible in realizing business developing and advancing the organization, (3) Formulating goals that touch common interests, accompanied by efforts to promote

them within the organization's members.

Motivation involves a person's desire to show performance, and is intended to improve performance and performance is the result of work achieved by a person or group of people or an organization following their respective authorities and responsibilities. According to Robbins (2015), performance is the result of an evaluation of the work done compared to the criteria that have been set together. The performance of someone who is considered unsatisfactory is often caused by low motivation.

Both groups have important implications for managers, who because of their work are involved in the motivational process. For managers, to be effective, satisfaction theory suggests: (1) determining what needs trigger desirable achievements, group and personal behavior, (2) being able to offer meaningful rewards that help employees satisfy needs, (3) knowing when to offer rewards that is appropriate for optimizing performance behavior, and (4) does not assume that a deficiency in one's needs will repeat itself with regular patterns. Because, people change because of experience, culture, environmental changes and so on.

Based on some expert opinions above it can be gathered that work motivation is a result of the interaction of employees with the organization through its role. Pareek (2016) suggests several things that can increase employee motivation, including: (1) the system in an organization can strengthen motivation, (2) open communication can increase employee satisfaction which will add to higher work motivation, (3) lack of hygiene needs (salary, security, organizational policies, working conditions, etc.) can reduce work motivation, (4) role stability is a factor that determines employee effectiveness that increases work motivation, (5) recognition of work skills and work results of employees will be able to increase motivation, (6) challenges at work; if a job does not challenge a person, then the motivation will be low, (7) the opportunity to participate in the decision process; someone will feel motivated if given certain responsibilities, given the freedom to act, and is considered responsible for the results, (8) opportunities for development and growth in work; if employees feel that what they are doing at work helps to learn new things and encourage development, then their motivation will increase, (9) emphasize the efforts of employees towards good performance, (10) promotion based on skills creates an atmosphere of work motivation high, (11) promotion only provides motivation if the new work obtained from the proposition provides a greater challenge.

3. Participatory Leadership

Leadership according to Wirawan (2003) is the ability to influence a group towards the achievement of goals, while what influences is an effort to create changes in attitudes, behavior, values, beliefs, motivation, performance, income, goals and so on. Yukl (1996) defines leadership as a process of influencing the activities of a group that is organized towards the achievement of goals. Locke (1997) defines leadership as the process of persuading (inducing) others to take steps towards a common goal.

Furthermore, Rivai (2015) argues that in a broad sense leadership includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing to improve the group and its culture. It also influences the interpretation of the events of followers, organizing and activities to achieve goals, maintaining cooperative relations and group work, gaining support and cooperation from others outside the group or organization.

The purpose of leadership is to help people re-establish, maintain and increase their motivation. So the leader is someone who helps others to get the desired results. Leaders act in ways that facilitate productivity, high morale, energetic response, quality work skills, commitment, efficiency, satisfaction, and sustainability in the organization. Leadership is realized through a work style (operating style) or how to work with others consistently. Through what he says (language) and what he does (action), one helps others to get the desired results. According to Wirawan (2003) leaders in organizations have the function of empowering subordinates. However, according to the law of empowerment in leadership, as stated by Maxwell, that only established leaders can give strength to others.

Among experts who study leadership theory, there is still debate about the "ability" that a leader needs to have. The debate revolves around the answer to the question whether the possession of ability is predestined or is the result of forging? On the one hand, some hold the view that leaders are born, not the product of forging. That is, the ability will grow by itself. In this case, the social background, education, and preparation to assume leadership

positions need not be questioned. On the other hand, it has the view that to be an effective leader, one needs to be prepared and forged. Because of the differences of the two views, then in the next development people are more convinced of the third view, that the ability must be carried at birth as the main capital, and then can be developed, among others, through education and training.

According to Gibson (1999), a person is called an effective leader if the members of his group can feel that their needs are met, while their own needs are not overlooked, which he calls "equitable social exchange".

Locke's research (1999) confirms that effective leaders must have the expertise as a job specialist (task specialist; expertise in planning and organizing work), and expertise as a human relations specialist (human relations specialist; ability to identify and solve sources of member dissatisfaction). An effective leader is a leader who is work-oriented while at the same time oriented towards the human being. Group members want to be a victorious group, but do not have to sacrifice their dignity and honor. This means that effective leadership requires friendly treatment to group members, but at the same time, it must also move them towards a high performance at work.

In connection with the above opinion, Adair (1994) suggests that a good leader can lead or attract leadership from the group, as a senior colleague for other members to complete tasks, build teams and meet individual needs. A leader who cannot take advantage of reasonable responses from others does not deserve to be called a leader.

Rivai (2015) suggested 10 characteristics of high-performing leaders, namely: (1) having integrity, (2) not taking care of trivial matters, (3) doing everything according to priority, (4) having courage, (5) having commitment, (6) goal-oriented, (7) unorthodox (creator, innovator, original thinker and not a thief), (8) provides inspiration, (9) raises his head in a crisis (does not complain and immediately grasps necessary facts), and (10) have a desire to help others. While the characteristics of effective leaders according to Locke (1999) are: (1) full of initiative, energy, ambition, (2) persistent and proactive, (3) honest and have integrity, (4) self-confidence, (5) creative, (6) flexible, and (7) charismatic.

From some of the above description (Siagian, 2002) seen three fundamental things, namely: (1) Leadership as ability can be learned and developed. This means that everyone who occupies managerial positions is possible to increase the effectiveness of his leadership. These efforts can be done, among others, explore various theories of leadership, develop the power of creativity, the power of innovation, the use of intuition and the use of experience, (2) the effectiveness of one's leadership is reflected in the work efficiency and productivity of the people they lead. One important factor in increasing the ability to enhance operational efficiency and productivity is the formation of positive behavior, (3) The effectiveness of one's leadership will be measured, among others, by organizational benchmarks, meaning that it is measured based on the achievement or failure of organizational goals and objectives, and not measured by achieving personal goals and objectives, or not also measured by the achievement of work unit goals within the organization individually.

In a broad sense, leadership can be used by anyone and is not limited to a particular organization or office. Leadership does not have to be limited by bureaucratic rules or does not have to occur in a particular organization, but leadership can occur anywhere as long as someone shows his ability to influence the behavior of others towards achieving goals.

Leadership according to Wexley and Yulk (1988) is very closely related to power. With power, the leader obtains tools to influence the behavior of subordinates. Power itself is often used interchangeably with other terms, such as influence and authority. According to Riker, power is the ability to use influence and power the ability to influence other people. Power is the ability to influence others. Wekley and Yukl (1998) define power as the capacity to influence the behavior of others. Meanwhile according to Moeljono (2003) however, leadership is not a power, but rather a task, responsibility, and sacrifice, and a leader must be willing to sacrifice for the sake of improvement.

Power (Wirawan, 2003) is also interpreted as a potential influence of a leader or is a source that allows a leader to get the right to invite or influence others. Potential is the power or strength possessed by someone who is trying to influence. By influence, a person's power can do something or act. However, Preffer (1999) suggests that if leadership includes skills to develop and use power, influence, and willingness to do so, then one of the big

problems faced by organizations today is not that too many people use their power, but vice versa. Power has been sabotaged and institutions are rigid. Power is a potential force; as the basic energy needed to initiate and sustain action; a capacity to turn intentions into reality and maintain them.

Robbins (2015) distinguishes the understanding between power and authority. According to him, power is a person's capacity to influence decisions. While authority is defined as the right to act or order others to act. Thus, authority is part of a broader concept of power, meaning that the ability to influence is based on a legitimate position that can influence decisions. But people don't need authority to influence.

Leadership is a way or style of a leader to influence employees to have a high level of awareness and be motivated to increase work productivity. In this regard, a leader is required to have the ability to choose and apply the right leadership style in certain situations, thus enabling employees to work more productively. Next, the following description will specifically address participatory leadership. But before that, several definitions of participation were proposed. In the Oxford English Dictionary, participation is an act of participation.

According to Stiefel and Wolfe (1994), participation is defined as an organized effort to increase oversight of various groups and movements that have hitherto been excluded from such oversight functions. The World Bank Study defines Participation as the process by which stakeholders influence and supervise development initiatives and decisions as well as the resources that affect them. According to Davis and Nerwstrom (2003), participation in the emotional involvement of people in group situations that encourage them to contribute to group goals and share responsibility for achieving those goals.

From this definition, there are three important ideas in participation, namely involvement, contribution, and responsibility. First, participation means mental and emotional involvement, rather than just physical activity. This involvement is psychological. Someone who participates in his ego rather than just in the task. Therefore, Davis and Newstrom argued that leaders had been mistaken if they saw involvement in carrying out the task as real participation. Second, participation motivates employees to contribute. Employees are allowed to channel their sources of initiative and creativity to achieve organizational goals, just as predicted by theory Y. Participation is different from "agreement", because agreement practice only uses the creativity and ideas of leaders to be agreed upon by employees.

Furthermore, in organizational management, a participatory approach can strengthen the organization's vision, mission, and strategy. All members must be able to know the vision and mission and agree with the strategy that will be implemented. This will color the routine work and increase motivation and job satisfaction. The best way to ensure that the vision and mission belong together is to involve as many people as possible in the formulation process.

Rivai (2015) explains that the ability to realize and foster cooperation means being able to encourage and utilize the participation of organizational members effectively and efficiently. Participation can be done in various activities, which can be mentioned as participation in problem-solving. The ability to realize and foster participation in solving these problems will lead to the development of a sense of responsibility in carrying out each task operationally. Participation of group members can be distinguished between physical participation and non-physical participation. Physical participation is realized by using energy and limbs in various organizational activities that require them. While non-physical participation is usually done more by members of the organization in supporting a leadership activity.

Furthermore, Davis and Newstrom (2003) added, a lot of evidence that shows that participation was successfully applied in various types of work. Employees can be involved in making technical, operational and strategic decisions. Participation, in addition to returning the rights of employees at work to become members who contribute to the group, also builds human value in the organization because it channels employee needs for security, social interaction, respect, and self-realization. Participation is also a process of sharing authority among leaders and employees. Leaders who encourage participation do not neglect work and delegate everything to employees. Leaders only share their share by actively involving employees so that all employees contribute. It is said that the success of participation is directly related to how well the prerequisites of participation are fulfilled, namely: (1)

there is sufficient time to participate before action is needed, (2) the possibility of a gain greater than the disadvantage, (3) the area of participation should be relevant to the interests of employees, (4) adequate employee capabilities, (5) employees have the ability to communicate reciprocally, (6) there is no feeling of being threatened for both parties (employees and leaders), and (7) still in the area of work freedom.

Participation according to Ranupandodjo and Husnan (1989) which is used as a form of positive motivation can be known as democratic management or consultative supervision. By carrying out this participation, several benefits can be obtained, for example, better decisions can be made (because of the many contributions of thoughts), there is greater acceptance of the commands given and the feeling of importance.

In government organizations, participation is generally successful despite problems and even fails. In certain situations, participation engages in mental and emotional involvement which produces beneficial results for the employees of the organization itself. In various organizations with different operational conditions, participation is recognized as contributing to various benefits, both directly and indirectly. Participation generally results in greater output and better quality. This is because participation can increase motivation, job satisfaction and employee collaboration with leaders. Besides, less conflict and stress and greater attachment to organizational goals.

Thus, participation has a beneficial effect on various types of organizational output, even though the benefits are not immediately apparent. In this connection, employee perceptions about participation are also important to consider. Therefore, participation will be more successful if employees feel they can make valuable contributions to the organization, and get rewards from the contributions made. In this case, several contingency factors play an important role in determining the effectiveness of participatory programs.

From the description above it is clear that participation is a useful tool for creating better relationships in groups/organizations.Although there is no strong evidence that every employee wants participation, some employees expect to be consulted on every issue. Because, if not involved, employees can feel disappointed and then do not want to work together.

Participation is part of employee involvement. According to Robbins (2015), employee engagement is a participatory process that uses an employee's capacity and is designed to encourage increased commitment to an organization. He added, there were several kinds of employee engagement, including participatory management, representative management, and quality circles.

Participatory management is a process in which subordinates share decision making power to a significant degree with their immediate supervisor. Participatory management is often promoted as a panacea for poor morale and low productivity. But participatory management is not right for all organizations or all work units. To be successful there must be time to participate, employees must have the ability (intelligence, technical knowledge, communication skills) to participate, and organizational culture must support employee engagement.

There are some reasons why management wants to share decision making power. First, as work gets more complicated, leaders often don't know everything their employees do. Here employee participation makes it possible to contribute, and the results can be a better decision. Second, the interdependence of tasks performed by employees today requires consultation with employees in other organizations or other work units. This is to increase the need for teams and group meetings to solve issues related to the task. Third, participation increases commitment to decisions. Employees will be less likely to underestimate the implementation of a decision if they have participated in making a decision. That is, participation provides intrinsic rewards for employees. Participation can make work more interesting and meaningful.

Representative participation ie employees do not participate directly in decisions but are represented by some employees who participate. The purpose of representative participation is to redistribute power in an organization by placing employees in a position that is in line with management's interests. One form of representative participation in the work council, which is groups of employees chosen to be consulted when management makes decisions involving employees.

According to Yukl (1998), participatory leadership pays attention to power-sharing and giving authority to employees. Many studies have used questionnaires to link employee perceptions regarding participatory leadership

with criteria about leadership effectiveness, such as employee satisfaction, effort, and performance. Experiments in the laboratory and field have been used to compare autocratic and participatory leadership with the impact on employee satisfaction and performance. Finally, descriptive studies of effective leaders have examined how these leaders use consultation and delegation to give employees a sense of decision making.

Thus, participatory leadership is concerned with the use of various kinds of decision procedures that give employees a certain influence on the leaders' decisions. Some terms that are often used to refer to aspects of participatory leadership are joint decision making, consultation, power-sharing, decentralization, and democratic management. Participatory leadership can be considered as a type of behavior that is different from task-oriented behavior and relationship-oriented behavior. This difference has been recognized by studies of leadership from Michigan, but not studies at Ohio State, where consultation is considered part of the consideration, and autocratic decisions are considered part of the initiating structure.

In participatory leadership, various forms of decision-making and decision-making procedures always involve employees. Druker (1993) defines a decision as a choice of two or more possibilities, but it is not a choice between right and wrong, but a choice between the "almost right" and the "maybe wrong". Decision making according to Stoner, Freeman, and Gilbert, (1995) is an attempt to control towards organizational goals. Decision making according to Siagian (2002) is directly related to achieving the goals and various predetermined organizational goals.

Some leadership theorists according to Yulk (1996) have proposed various taxonomies regarding decision-making procedures, but until now there has been no agreement on the number of optimal decision-making procedures or the best way to define it. However, most of the theorists recognize four decision-making procedures, namely: (1) autocratic decisions, ie leaders make their own decisions without asking employees opinions or suggestions, meaning that employees do not have a direct influence on the decision (no participation), (2) consultations, i.e. leaders ask employees' opinions and ideas, then make their own decisions after seriously considering employee suggestions, (3) joint decisions, i.e. leaders meet with employees to discuss problem decisions and make joint decisions, and (4) delegation, i.e. the leader gives the power or responsibility to the employee or group to make decisions.

Decision making according to Rivai (2015) can be seen from two aspects, namely the process and style of decision making. The decision making a process in practice can be done through stages: (1) identification of problems, (2) defining problems, (3) formulating and developing alternatives, (4) implementing decisions, and (5) evaluating decisions. Whereas the style of decision making is: (1) directive; make decisions quickly and short-term oriented, (2) analytic; careful decision making, able to adjust to new situations, (3) conceptual; long term oriented; often emphasizes creative solutions to problems, and (4) behavioral; try to avoid conflict and seek acceptance.

Grove in Djamiko (1986) suggests an ideal decision making model in professional business, which can also be applied in other organizations, namely: (1) free discussion, where all points of view/opinions and all aspects of an issue are welcomed and debated open, (2) reach a clear decision, and (3) everyone involved must give full support to the decision reached by the group.

The essence of leadership according to Luthans (1995) is decision making. Decision making is the process of choosing an alternative way of acting with an efficient method according to the situation. The process is to find and resolve organizational problems. The focus of decision making is on the ability to analyze situations by obtaining information as accurately as possible so that problems can be resolved. Decision making takes place within the framework of organizational life. Even though the decision-making activity is the most difficult element in management, it is also the most important for leaders, therefore it is necessary to carry out three processes in decision making, namely: (1) intelligence activity, namely the process of researching situations and conditions with insight intelligent, (2) design activity, which is the process of finding problems, developing understanding and analyzing the possibility of solving problems and further actions, and (3) choice activity, which is choosing one of the many alternatives or possible solutions.

To create harmonious cooperation, according to Siagian (2002) to foster employee loyalty and participation, generally participatory leadership is carried out persuasively. Participatory leaders always try to motivate employees to feel they have an organization. Employees can participate to provide ideas, suggestions, and considerations in the

decision making the process. This is important because according to Siagian (2002), decision making is directly related to the achievement of goals and various predetermined organizational goals. In line with that, Djatmiko (2011) argues that decision making must consider the internal environmental factors of the organization, which includes the goals and elements of the organization in dealing with external environmental challenges, which include political, economic, socio-cultural, legal, educational, and demographics so that it can be known strengths, weaknesses, opportunities and obstacles encountered.

It should be noted that in participatory leadership, decisions are still made by leaders by considering suggestions or ideas given by employees. That is, the leader adheres to an open management system (open management) and decentralized authority. Thus, the leader will always encourage employees to accept greater responsibilities. In this regard, according to Rainey's (1999) path-goal theory proposed by House and Mitchell, participatory leadership is a style that seeks to solicit and utilize employee suggestions in decision making.

Siagian (2002) suggests that a democratic and participatory style is more effective than other managerial styles. Participatory leadership (Yulk (1996) has many advantages, among others: (1) will improve the quality of a decision, if employees have of information and knowledge that is not owned by the leader, (2) the leader is willing to work together in finding a solution to the decision problem, (3) the opportunity to gain influence over a decision is usually able to increase commitment.

There are two guidelines according to Robbins (2015) offered for use in participatory leadership. First, diagnose the situation, namely: (1) evaluation of the importance of decisions, (2) identification of employees who have relevant knowledge and expertise, (3) evaluation of the possibility of cooperation, (4) evaluation of the possibility of acceptance without participation, (5) evaluation is it worth to hold a meeting. Second, followed by guidelines to encourage participation, namely: (1) consultation with employees before making changes that affect them, (2) explain that a proposal is temporary, (3) record ideas and suggestions, (4) look for ways to develop ideas and suggestions, (5) listen to opposing views without being defensive, and (6) show appreciation for the suggestions.
From the description above, it can be stated the main characteristics of participatory leadership, namely the leader: (1) recognizing human dignity, (2) accepting employee opinions, (3) treating employees according to their true identity, (4) being able to read situations and can adapt his leadership style to the situation, (5) is willing and willing to delegate decision-making authority to employees, and remains responsible for employee actions.

To assess the leadership of a leader, whether participatory or not, of course, very much depends on the perception of employees who judge and perceptions can be interpreted as a process in which individuals organize and interpret their sensory impressions to give meaning to their environment.

Someone who tries to interpret what he sees, that interpretation is influenced by the situation and personal characteristics of the individual's perceptions. Among the relevant personal characteristics that influence perception are attitudes, motives, interests, interests, past experiences and expectations. Attribution theory suggests that to observe a person's behavior, depending on three factors, namely: (1) specificity, i.e. does a person display different behavior in different situations? (2) consensus, i.e. everyone who faces a similar situation responds in the same way? and (3) consistency, i.e. does the person respond in the same way from time to time?

Based on the analysis of some of the above theories, what is meant by participatory leadership in this study is employee perceptions of the way a leader engages subordinates to achieve organizational goals, with indicators: (1) decision making, (2) respecting opinions and (3) cooperation.

F. FRAMEWORK

1. The Relationship Between Work Motivation and Work Behavior

In theory, work motivation refers to the impulse that comes from within itself to work, namely the size of the effort exerted by someone to achieve work goals to meet certain needs. If work motivation is low, it is difficult to expect high work productivity. Someone who has a strong motivation will always carry out their work with enthusiasm and responsibility, which in turn can produce more productive performance.

Work behavior is the result of continuous interaction between the individual and his environment, including the physical environment, the socio-cultural environment, and the psychological environment.

An employee can improve his work behavior towards better conditions. One of the factors that support the creation of employee work behavior is the motivation of the employee concerned. That is the good or bad work behavior of employees, among others, greatly influenced by work motivation.

Because work motivation can lead someone to achieve optimal work quality, this is an effort to improve work behavior. Thus, it is suspected that employee work motivation has a positive relationship with work behavior. This means that the stronger the work motivation of employees to do work, the better the work behavior.

2. The Relationship Between Participatory Leadership and Work Behavior

Participatory leadership emphasizes the active participation of employees in efforts to achieve organizational goals. Participatory implementation of leadership will better enable employees to participate in making and making decisions.

Employee work behavior is one of the factors that determine success in completing work. An employee who wants to improve his work behavior must also be supported by a participative leader because it will make employees feel they have an organization and behave well at work. A leader who always encourages employees to carry out their duties as well as possible, in turn, will be able to improve the work of employees as well. Employees will have the opportunity openly to be able to work productively so that it will have a positive impact on improving work behavior. Thus, it is suspected that participatory leadership has a positive relationship with work behavior. This means that the higher the participatory leadership, the better the employee's work behavior.

3. The Relationship Between Work Motivation and Participatory Leadership Together with Work Behavior.

The strong work motivation of employees is one of the main assets to be able to complete work optimally, which will lead to the improvement of work behavior. Conversely, weak work motivation causes employees to work unproductively and exhibit bad behavior.

In an organization, the role of the leader is crucial in efforts to improve employee work behavior. To be able to realize better employee work behavior as expected, one way a leader can do is to implement his leadership in a participatory manner so that employees can be actively involved in all efforts to achieve organizational goals.

In carrying out the work, employees are required to increase their motivation. Employees who have a strong level of motivation, accompanied by more participatory leaders, will have a positive impact on efforts to improve work behavior and at the same time increase organizational work productivity. Both of these are related to one another because the style of a leader will determine the strength or weakness of employee motivation so that in the end it will also determine the merits of employee work behavior in an organization.

Based on the description above, it is suspected that work motivation and participatory leadership together have a positive relationship with employee work behavior. This means that the stronger the work motivation and the higher the participatory leadership together, the better the work behavior.

G. RESEARCH HYPOTHESIS

Based on the description of the theory and frame of mind as stated above, the research hypothesis is formulated as follows:

1. There is a positive relationship between work motivation and work behavior. This means that the stronger the work motivation of employees, the better the work behavior.

2. There is a positive relationship between participatory leadership and work behavior. This means that the higher the participatory leadership, the better the work behavior.

3. There is a positive relationship between work motivation and participatory leadership together with work behavior. This means that the stronger the work motivation and the higher the participatory leadership together, the better the work behavior.

H. RESEARCH METHOD

The method used in this study is a survey method in the correlational form. The method is used to test the relationship between the independent variable and the dependent variable. The independent variable consists of work motivation (X1) and participatory leadership (X2). While the dependent variable is work behavior (Y).

The relationship design of the three variables can be described in the problem constellation model as follows:
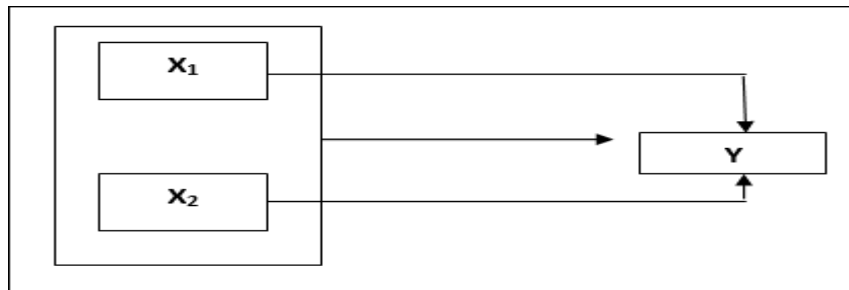

Figure 1. The constellation of Problems Between Variables

Where: X1 = Work Motivation
            X2 = Participatory Leadership
             Y = Work Behavior

1. Population and Samples

The population and sample of this study were Functional employees who were not currently occupying positions at the Bengkulu Provincial Office of Secondary and Higher Education in 2018, as many as 75 people, who were selected using saturated sampling techniques.

2. Data Analysis Techniques

Data on work behavior variables, work motivation and participatory leadership, were analyzed using descriptive statistics and inferential statistics. Descriptive statistics are used to describe the data state of each variable in the form of average scores, medians, modes, averages, standard deviations, frequency distributions, and histograms. While inferential statistics are used to test the research hypothesis. The first and second hypotheses use Simple Linear Regression statistics, and the third hypothesis uses the Multiple Linear Regression statistics. Before testing the hypothesis, first the normality test (Y over X1, Y over X2, and Y over X1 and X2) and homogeneity variance test of the population (Y over X1 and Y over X2). Normality test is done by Lilliefors test and homogeneity variance test for a population is done by Bartlett test.

I. RESULT

1. Hypothesis Testing

Based on the results of testing the requirements for normality and homogeneity as described above, the hypothesis in this study has fulfilled the requirements for testing. Therefore, the following hypothetical statistical test results are shown below:

a. The Relationship Between Work Motivation (X1) and Work Behavior (Y)

The first hypothesis proposed in this study is "there is a positive relationship between work motivation and work behavior".Based on the results of calculations through simple linear regression, obtained a positive relationship between work motivation with work behavior, which is expressed by the equation =21.47 + 0.66 X1. Before the results of these calculations are used for prediction, the regression equation must meet the requirements for significance and linearity.

For the linearity of the regression equation Y for X1, it can be seen from the value of F-count = 1.16 alpha F table =1.78 at alpha =0.05. This means that the regression equation =21.47 + 0.66 X1 is linear. This equation implies

that each increase in one unit of work motivation score (X1) will be followed by an increase in work behavior score (Y) of 0.76 at a constant 22.46.

The strength of the relationship between work motivation and work behavior is indicated by the product-moment correlation coefficient ry1 =0.7021, and the correlation coefficient with the t-test, namely t-count =13.14. The value of t-table with DB =73 at alpha = 0.01 obtained t-table =2.38. Because the t-value =13.14 alpha table = 2.38, it can be concluded that the correlation coefficient between work motivation and work behavior is very significant, which means that H1 is accepted. Thus, there is a positive relationship between work motivation and work behavior. In other words, the higher the work motivation, the better the work behavior. The coefficient of determination r2y1 = 0.4929 shows that the contribution of work motivation to work behavior is 49.29% and the rest is contributed by other variables.

When controlling for participative leadership variables (X2), a partial correlation coefficient of ry1.2 = 0.6544 is obtained. T value =7.34 alpha table =1.67 at the real level alpha = 0.05. This shows that when controlling for other independent variables will decrease the level of relationship or the relationship tends to be weak. Although there is a decreasing relationship, it still shows the level of a positive relationship between work motivation and work behavior.

b. The Relationship Between Participatory Leadership (X2) and Work Behavior (Y)

The second hypothesis proposed in this study is "there is a positive relationship between participatory leadership and work behavior". Based on the results of calculations through simple linear regression, obtained a positive relationship between participative leadership with work behavior, which is expressed by the equation = 47.45 + 0.50 X2. Before the results of these calculations are used for prediction, the regression equation must meet the requirements for significance and linearity.

For the linear regression equation Y over X2, it can be seen from the value of F-count = 0.30 alpha F table = 2.32 at alpha = 0.01. This means that the regression equation = 47.45 + 0.50 X2 is linear. This equation implies that each increase in one unit of participatory leadership score (X2) will be followed by an increase in work behavior score (Y) of 0.50 at a constant of 47.45.

The relationship between work motivation and work behavior expressed by equation = 47.45 + 0.50 X2, can be illustrated in the graphic form below. The strength of the relationship between participative leadership and work behavior is indicated by the product-moment correlation coefficient ry2 =0.8186, and the correlation coefficient with the t-test, namely t-count = 8.80. The value of t table with db =73 at alpha= 0.01 obtained t table = 2.39. Because the t-value = 8.80 alpha table = 2.39, it can be concluded that the correlation coefficient between participative leadership and work behavior is very significant, which means that H1 is accepted. Thus, there is a positive relationship between participative leadership and work behavior.

In other words, the higher the participatory leadership, the better the work behavior. The coefficient of determination r2y2 = 0.6701 shows that the contribution of participatory leadership to work behavior is 67.01% and the rest is contributed by other variables.

When controlling for work motivation variables (X1), a partial correlation coefficient of ry2.1 = 0.2568 is obtained. T value = 2.25 alpha table = 1.67 at the real level alpha = 0.05. This shows that when controlling for other independent variables will decrease the level of relationship or the relationship tends to be weak. Although there is a decreasing relationship, it still shows the level of a positive relationship between participative leadership and work behavior.

c. The Relationship between Work Motivation (X1) and Participatory Leadership (X2) and Work Behavior (Y)

The third hypothesis in this study is "there is a positive relationship between work motivation and participatory leadership together with work behavior". To find out the relationship between work motivation and participative leadership together with work behavior, multiple regression analysis techniques were used. Based on the calculation results of multiple regression analysis, there is a relationship between work motivation and participative leadership together with work behavior, which is expressed by equation = 20.02 + 0.61 X1 + 0.18 X2.

The strength of the relationship between work motivation and participative leadership together with work behavior is indicated by the value of the multiple regression correlation coefficients Ry.12 =0.8801. The coefficient of determination R2y.12 =0.7745 which means that the magnitude of the contribution of work motivation and participative leadership variables together with work behavior is 77.45%, and the rest (22.55%) is the contribution of other variables.

H. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

1. Conclusions

Based on the findings of this study as described in chapter IV, the following conclusions are made:

a. Work behavior can be enhanced by increasing work motivation, by: (1) increasing the desire to excel, (2) increasing responsibility, and (3) increasing appreciation.

b. Work behavior can be enhanced by increasing participatory leadership, by (1) involving employees in decision making, (2) respecting employee opinions, and (3) increasing cooperation.

2. Implications

Employee work behavior is the key to success in achieving organizational goals. However, the good and bad work behavior of employees will greatly depend on work motivation and participatory leadership.

Therefore, the implications for the organization, in this case, the Bengkulu Province Education and Culture Office, leaders must always strive to improve employee work motivation and implement leadership in a participatory manner. Some of the efforts that can be made are as follows:

Efforts to Increase Work Motivation

A factor that can improve employee work behavior is an increase in employee motivation. Efforts that can be made include:

a) Increasing Desire to Achieve

Motivate employees to have a desire to always improve their work performance. This is done by encouraging employees to always strive to increase their knowledge and skills, have a desire to work hard and like challenging work, all of which will support the work implementation. Therefore, in this case, the leader plays an important role in motivating employees to improve their work performance, including providing equal opportunities to employees to attend further study in S2 and S3, in addition to involving in official education, following upgrading, providing learning facilities, courses and so on, all of which will support employee work performance improvement.

b) Increased Responsibilities

Carrying out work with responsibility is an important factor that can support efforts to improve employee work behavior. This responsibility is characterized by, among others, the ability of employees to complete all work assigned to them with the best results, not leaving work before completion, holding fast to organizational commitments, and being willing to accept all risks of organizational decisions. Therefore, a leader is required to be able to make various efforts that can increase employee responsibilities in completing work, such as giving reprimands that are educating employees who are negligent in their responsibilities, directing employees to carry out organizational decisions well and encourage employees to always work better.

c) Increase in Awards

Every employee expects an appreciation for the efforts that have been made. This award can be in the form of moral and material support, so employees can be motivated to work well. A good leader is a leader who gives fair rewards to all his employees. This, for example, can be realized by providing opportunities to attend training programs, providing incentives, providing adequate benefits, and fair rewards for all employees.

Efforts to Increase Participatory Leadership

In an organization, the presence of a participative leader is needed by all employees. Some of the efforts that can be made to improve participative leadership to improve employee and organizational work behavior are as follows:

a) Involving Employees in Decision Making

The virtue of leadership is decision making to solve organizational problems. Organizational decisions are a reference for carrying out work. Through various decisions he takes, the responsibility of a leader in carrying out the vision and mission of the organization is very large. Thus, demanding employee involvement to contribute thoughts in the decision-making process. Employee participation in the decision-making process allows for better decisions. Consultation with employees and or groups is one means to be able to solve issues related to the task. Besides, employee participation in decision making can increase their commitment to organizational decisions. Therefore, a leader must have the ability to analyze the situation and gather as much information as possible from employees, so that all problems faced by the organization can be resolved properly. In this case, the making and decision making of an organization should be done jointly between leaders and employees, starting from the identification of organizational problems, defining problems, formulating and developing alternatives, implementing decisions, to the decision evaluation stage. This is important, because when employees are not involved in all stages of the decision making, then it is likely they do not feel they have the decision and do not even want to carry it out. To overcome this, the way the leader can take is the work program of the organization must be decided together through deliberation on the basis of mutual agreement, the leader hears the subordinate's suggestions, the decision is made based on the analysis of the situation and problem, and the decision taken is in accordance with the objectives organization and accordance with the abilities of employees.

b) Respect the Opinions of Employees

In organizations, employees expect their opinions to be valued and become material for decision making. Because, basically all employees want to contribute thoughts optimally, especially in the formulation and decision making of the organization. Therefore, in the context of efforts to improve employee work behavior, leaders must not impose their own opinions in decision-making, must give certainty to subordinates to express opinions, and consider the proposals of employees or groups. Thus, employees will feel more responsible and have a high commitment to carry out organizational decisions.

c) *Increase Cooperation internally and externally*

Establishing harmonious cooperation between leaders and subordinates or between subordinates is one of the factors that can support the successful implementation of work. To improve employee work behavior, the ways that can be done by a leader include engaging in group work, providing clear direction to employees in carrying out work, fostering harmonious relationships with employees, and trying to solve problems faced by employees, both individually and in groups. This is important to do because it will provide its satisfaction for employees in carrying out the tasks given so that it can further encourage employees to improve their work behavior.

3. *Recommendations*

Based on the findings of the research findings and conclusions stated above, then to improve the work behavior of employees, especially employees of the Ministry of Secondary and Higher Education in Bengkulu Province, the authors provide the following suggestions:

a. The Head of Bengkulu Province Education and Culture Office is expected to make efforts that can encourage increased employee motivation, by encouraging employees to always improve their work performance, responsibilities in carrying out tasks, and provide adequate and fair rewards for employees who excel. This is very important because its impact can increase employee work motivation which will significantly influence work behavior, to ensure an increase in organizational productivity.

b. The Head of the Education and Culture Office of Bengkulu Province is expected to be able to apply his leadership style in a participatory manner, given that participatory leadership enables employees to participate in all

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activities that benefit the organization, especially in decision making, creating harmonious cooperation, fostering loyalty and employee participation, and always try to motivate employees to feel they have an organization. In that way, employees can participate to provide ideas, suggestions, and considerations in the organization's decision-making process. Leaders should place employees in line with management's interests, and invite employees to meet regularly to discuss organizational problems, investigate the causes of problems and seek solutions collectively. This will not only guarantee an improvement in employee work behavior but can also have a positive influence on efforts to increase organizational productivity.

c. Bengkulu Province Education and Culture Office employees are expected to always make efforts that can improve their work behavior, because as Civil Servants are required to provide better service to the community. Therefore, an increase in work motivation is needed to carry out the task to the full.

Acknowledgments

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