Leadership Styles, Motivation Achievers and Quality in Cultural Teaching

Siti Patimah[1]

Abstract:

This research was conducted in senior high schools in Gorontalo city. The approach used is quantitative research, with survey methodology. The population research consists of senior high school teachers from the city of Gorontalo. There are 375 people in the sample, coming from 4 public schools and 3 private senior high schools in Gorontalo. The analysis is based on 66 teachers obtained by a random way using Strata methodology. Other variables were collected using a questionnaire instrument while the empirical evidence used statistical regression with significant levels α = 0,05.

The findings in this research are as follows: (1) There is a positive relationship between principal leadership style to teacher's work discipline. It means that when the principal leadership style is good and right will improve the work discipline of the teacher. (2) There is a positive influence on the principal of leadership style to teacher's motivation achievers. It means that the better the leadership style by the principal, the higher the achieving motivation by the teacher. (3) There is a positive influence on the principal of leadership style to quality culture teacher. It means that the better the leadership style by the principal, the more easily the implementation of quality culture by the teacher. (4) There is a positive influence on motivation achievers to teacher's work discipline. It means that the higher achievement motivation that teachers have, the more easily the increase in teacher's work discipline. (5) There is a positive influence on teachers' work discipline with high quality culture teachers. It means that the better the teacher's work discipline, the more easily the application of high quality culture to teacher. (6) There is a positive influence of teacher's motivation achievers to quality culture teachers. It means that the higher motivation achievers teachers have the more easily is to apply high quality culture teachers.

Keywords: Leadership style, principal, discipline of work, motivation achiever, quality culture teachers.

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[1] *State of Raden Intan Lampung Islamic University, email fatyusuf21@gmail.com*

1. Introduction

Low quality of education today is reflected in the results of National Examination student achievement. Until now, for all fields of study at junior and senior level have not shown significant increase, even virtually constant from year to year, except in some schools, with relatively small amount. Results of National Examination achievements in general have not shown a significant increase. This can be seen in the comparison results of National Examination in the school by the National Examination results school year high school students as in the city of Gorontalo. Based on data obtained from the Head of Section of the Department of Education high school curriculum Gorontalo City that the comparison is based on the achievement of passing the National Examination pure value that has not been added to the School Examination results is that for the 2013/2014-year, graduation rate of 98% whereas for the 2014/2015 graduation rates is 87 %. This shows that for the results of National Examination high school level in the city of Gorontalo has shown significant decline.

The other, where there is still a lot of principals who have not been able to show sufficient professionalism. This is caused partly because many principals who have not been able to apply leadership style well, the principal does not attempt to enforce discipline in carrying out the task, come and go home not in accordance with the set time.

Based on the data obtained in Gorontalo city education department, noted in the school year 2014/2015 has happened 20 times the turn of the principal both at the kindergarten, elementary, middle and high school/vocational and based informers obtained from the data source. This is due partly to the lack of understanding of the principals of the leadership style so that performing the task of leadership is always at odds with the wishes of the government and their subordinates.

Besides influence by the style of leadership of the principal, teachers' efforts to improve the cultural quality can also be affected by the work of the discipline teachers. School discipline high work easily achieve what is aspired or what is the vision and mission of the school, because, in conditions like this all the components including teachers and students, have a great opportunity to foster and develop skills.

Thus, it can be argued that the style of leadership of the principal, disciplined work of teachers and teacher achievement motivation influence the birth of the culture of quality teachers. And to find out more about this effect it is necessary to contact scientific research on the topic "Effects of the principal's leadership style, achievement motivation and discipline to teacher quality culture".

According to Mutaqinah (2011) the quality of education is the value and benefits in accordance with national standards on input, process, output and outcome of education perceived by service users and user educational outcomes. In more detail

the Technical Guidelines for Quality Management defines that quality is "Quality: A basic business strategy that Provides services that completely satisfy both internal and external customers by meeting Reviews to their explicit expectation" (Jogulu, 2010).

According to Cortada (1996), quality culture can be defined as a set of norms that is based on the values and beliefs manifested in behaviors, activities and symbols in school to reach the level of excellence expected and desirable and how to achieve it in order to create school accountability. Kamaruddin (1990), suggests there are six grades of quality culture that became the basis for the quality culture as a whole: (1) we are all together, (2) there is no person under or superiors justified, (3) open and nexus sincere, (4) workers should achieve the required notices, (5) focus on the process and (6) there is no triumph or failure but learning rather than experience.

Lee Harvey and Bjorn Stensaker (2008) concludes thing to note in the implementation of quality culture, namely:
a. There is often an implicit cultural imperialism associated with quality culture.
b. One should be careful in seeing quality culture as pre-defined, rather viewing it as a way of life.
c. If the letter, quality culture is not mechanistic or codified, a system produced by specialists for adoption by others but an iterative, indeed dialectical, process of evolution that does not just focus on internal processes but relates them to a wider appreciation of social and political forces and locates them historically.

Sukrisna (2008), states that: Quality culture is an integral part of corporate culture. Corporate culture consists of habits, beliefs, values and behavior. The eight values are the following:
(1) Purpose: Purpose is the vision stated in terms of product or service with a benefit to the customer;
(2) Consensus. Three decision-making styles-command, consultative, and consensus-should be matched to situations;
(3) Excellence. Management creates an environment in which the pursuit of knowledge for improvement is pervasive;
(4) Unity. The emphasis here is on employee participation and ownership of work;
(5) Performance (Hakimi *et al.,* 2010).

Hersey and Blanchard (1980) in their book entitled "Management of Organizational Behavior", suggests that the definition of leadership is the activity in influencing others to work hard with full willingness for the purpose of the group (Ardichvili and Kuchinke, 2002).

Leadership styles according to Morgan (1982) are divided into authoritarian style and participative style. Furthermore McGregor (1957) defined the style of authoritarian style as theories X and Y according to the participation in leadership.

Soetopo and Soemanto (1988) divide the headmaster leadership style into four categories, namely: (1) authoritarian style, (2) the style of laissez-faire, (3) the democratic force style, (4) the pseudo-democratic force style.

Handoko and Tjiptono (1966), suggest that transformational leaders motivate subordinates to perform above and beyond the call of duty. Transformational essence of leadership is the sharing of power involving subordinates together to make changes (Den Hartog *et al.,* 1999).

Based on the descriptions above, it can be concluded that the school's leadership style is a pattern that is adopted by a school principal in carrying out his duties as a leader. In performing his duties as the leader principal has different leadership styles and are usually adapted by the conditions and habits prevailing in school. In general, the principal's leadership style can be seen through the following indicators: Characteristically open, dominating the execution of tasks, and situational (Jogulu, 2010; Kosinova *et al.,* 2016; Sultanova and Chechina, 2016; Gorina, 2016; Guskova *et al.,* 2016; Sazhin and Saraikin, 2016).

According to Koontz and Donnel (1980), the motivation is the impetus of work that arises in a person to behave in achieving its intended purpose. Duncan (1991) gives the following formula. Motivation is a conscious effort to influence a person's behavior in order to lead to the achievement of organizational goals (from a managerial perspective, motivation refers to any conscious attempt to influence behavior toward the accomplishment of organizational goals). Murphy and Alexander (2000) in the modern study of motivation, stated that assumption is the encouragement of individual, one's needs and goals are explicit knowledge that can be reflected and communicated to others. However, the current view emphasizes the importance of the unconscious in the human mind. Motivation as our brains, is only in part, can only access into introspection. The achievement motivation of teachers in this study is the encouragement of the teachers themselves to do better than anything ever created earlier, with indicators such as a willingness to go forward, served well, accepted the challenge, accept personal responsibility, and success (Jung *et al.,* 1995).

Niti and Semito (1982) argues that discipline is more appropriate if interpreted as an attitude, behavior, and act in accordance with the rules written or not. Discipline is the faithfulness of a person or group of people on the rules, norms, and instructions. Instructions were declared to a person or group. The discipline in principle, as an invitation to the entire community, is for both individuals and groups to live safe, orderly and peaceful. If this discipline has become part of the living culture of the people there cannot be many efforts to do things that are detrimental to the community, state and nation.

Helmi (1996) defined indicators of labor discipline as follows: (1) submissive and obedient to the use of working hours, (2) comply with working hours not because of

fear or necessity, and (3) the commitment and loyalty to the organization (Locander *et al.,* 2002).

2. Research Methodology

This research was conducted at the high school teachers in Gorontalo City and held for 6 months from September 2015 to February 2016. The study also categorized descriptive correlation research. It is descriptive because it only describes the observed phenomena and explains the relationship between the variables used based on the size of the correlation coefficient. The study population is the overall high school teachers in Gorontalo. Members of the population are teachers who served in public and private high school in the city of Gorontalo amounted to 375 people. The instrument used in this study was a questionnaire to collect data for each variable. Data collection instruments are the tools selected and used by researchers in data collection activities so that these activities become systematic and easy (Suryanto, 2016). Statistical instruments were used to study the form of questionnaires, interview guides, observation sheets and the scale. Analysis of measurement data and quality culture obtained through this research is descriptive and inferential (Luanglath, 2014).

3. Results and Discussion

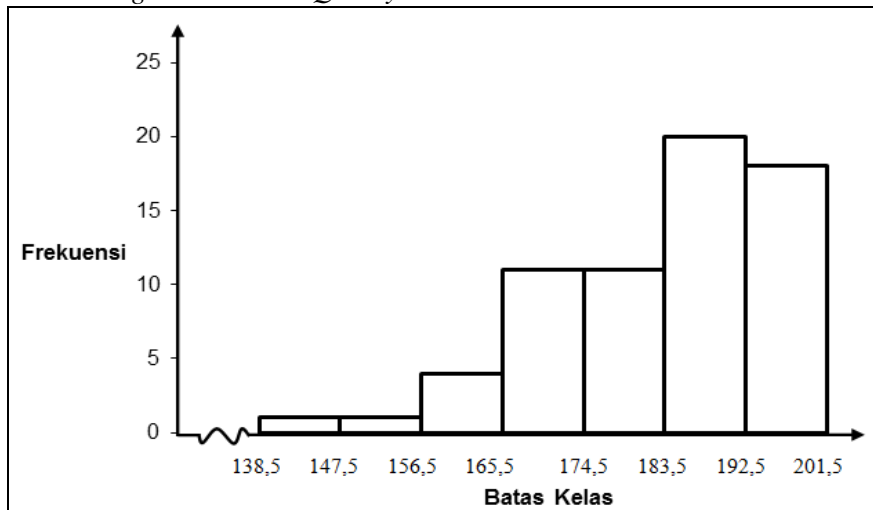### A. Description of Data Research

a. Quality Culture
Based on field data obtained and then processed statistically we have obtained that Quality Culture variable has a value of average (mean) of 182.65 with 12.498 standard deviation with median (me) = 185. Furthermore, based on complete data in Annex 2 the maximum score is 199 and the minimum score is 139, so that the range of scores is equal to 60. The distribution of data from a culture of quality is as in the Table 1 below:

Table 1: *Score Frequency Distribution Quality Culture*

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	139 - 147	1	1.52
2	148 - 156	1	1.52
3	157 - 165	4	6.06
4	166 - 174	11	16.67
5	175 - 183	11	16.67
6	184 - 192	20	30.30
7	193 - 201	18	27.27
Amount		66	100

Table 1 above illustrates that the variable frequency spread Quality Culture is a symmetrical curve. This is indicated by a score median and modes close to the average. Quality Culture frequency distribution Table 1 above shows also that there were 11 (16.67%) of respondents who are at the average group, 11 (16.67%) above the group average, and 4 (6.06%) below the average. The distribution of the variable scores of Quality Culture is shown in Figure 1 below.

Figure 1: *Histogram Variable Quality Culture*

b. *Principal Leadership Style*
Principal leadership style variable has a value of an average of 173.06 with 13.054 standard deviation and median 175. Based on the complete data in Annex 1 the maximum score is 192 and the minimum score is 142, so that the range of scores is 50.
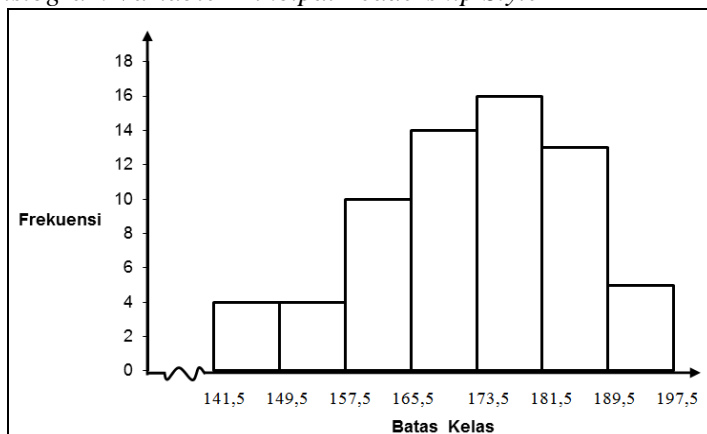
Table 2: *Score Frequency Distribution of Principal Leadership*

No	Range Interval	Absolute Frequency	Relative Frequency (%)
1	142 – 149	4	6.06
2	150 – 157	4	6.06
3	158 – 165	10	15.15
4	166 – 173	14	21.21
5	174 – 181	16	24.24
6	182 – 189	13	19.70
7	190 – 197	5	7.58
Jumlah		66	100

Table 2 above shows that the spread of variable frequency Principal Leadership Style is a symmetrical curve. This is indicated by a score median and modes close to the average. Quality Culture frequency distribution table above shows also that there

are 14 (21.21%) of respondents who are at the average group, 16 (24.24%) are above the average group, and 10 (15.15%) below the average. The distribution of the variable scores Principal Leadership Style shown in Figure 2.

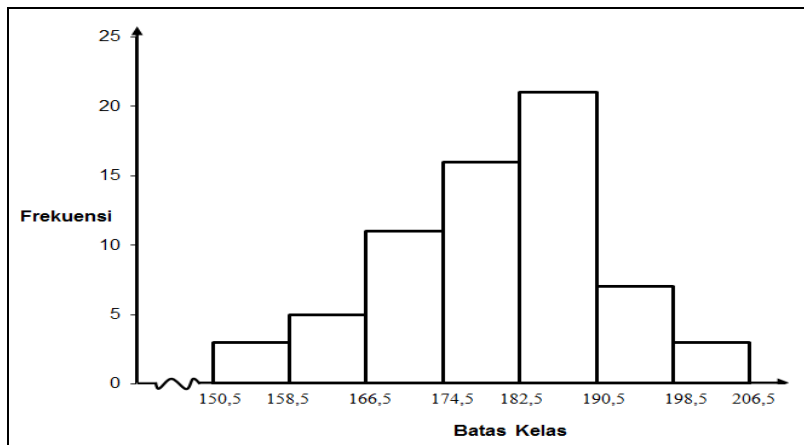**Figure 2.** *Histogram Variable Principal Leadership Style*

c. *Work Discipline*
Based on the data obtained in the field and then processed statistically we have concluded that work Discipline variable has a value on average 185.39 with 12.623 standard deviation and median 190.

Table 3. *Score Frequency Distribution Discipline working*

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	151 - 158	3	4.55
2	159 - 166	5	7.58
3	167 - 174	11	16.67
4	175 - 182	16	24.24
5	183 - 190	21	31.82
6	191 - 198	7	10.61
7	199 - 206	3	4.55
Amount		66	100

Table 3 shows that the spread of this variable frequency working discipline is a symmetrical curve. This is indicated by a score median and modes close to the average. Quality Culture frequency distribution Table 3 above shows also that there were 16 (24.24%) of respondents who are at the average group, 21 (31.82%) are above the average group, and 11 (16.67%) below the average. The distribution of work Discipline variable score is shown in Figure 3 below.

Figure 3. *Histogram Variable Work Discipline*
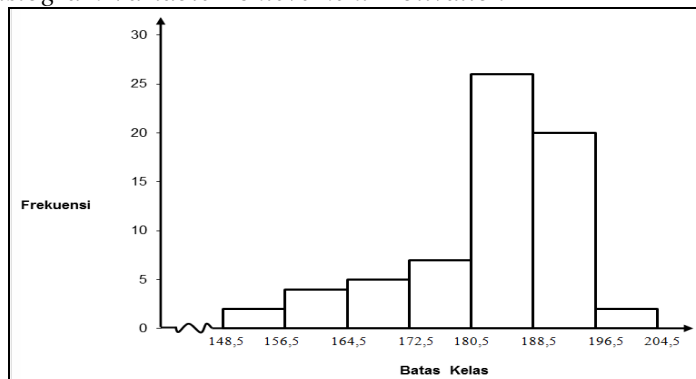

d. Achievement Motivation

Based on the data obtained in the field and then processed statistically showed that the variable of achievement motivation has an average value of 182.61 with 11.066 standard deviation and median 186. Based on the complete data in Annex 1 obtained the maximum score is 198 and the minimum score is 149, so that the range of scores is equal to 49. The distribution of data on achievement motivation is as in Table 4 below.

Table 4. *Distribution Frequency Score Achievement Motivation*

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	149 - 156	2	3.03
2	157 - 164	4	6.06
3	165 - 172	5	7.58
4	173 - 180	7	10.61
5	181 - 188	26	39.39
6	189 - 196	20	30.30
7	197 - 204	2	3.03
Jumlah		66	100

Table 4 shows that the spread of variable frequency Achievement Motivation is a symmetrical curve. Quality Culture frequency distribution Table 4 above shows also that there are 7 (10.61%) of respondents who are at the average group, 26 (39.39%) above the average, and 5 (7.58%) below the average. The distribution of work Discipline variable score is shown in Figure 4 below.

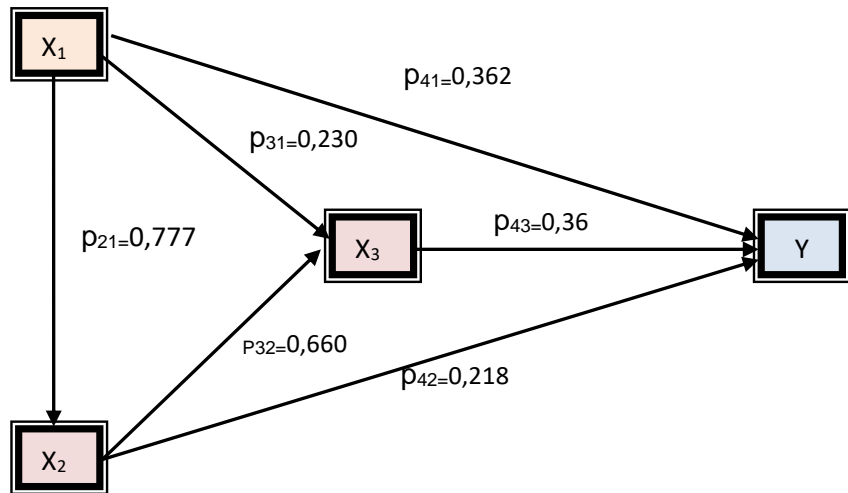**Figure 4.** *Histogram Variable Achievement Motivation*

From the regression equation the teacher quality cultural variables on leadership style variable obtained Lhitung at 0.0869, while the value Ltable for n = 66 at α = 0.05 is 0.1091. As it is known when Lhitung <Ltable, it means that the data for the regression equation teacher quality cultural variables on leadership style variable follow the normal distribution. From the regression equation cultural variables of teacher quality on achievement motivation Lhitung obtained is 0.0949. Ltable value for n = 66 at α = 0.05 is 0.109. As it is known when Lhitung <of Ltable, it means that the data for the regression equation teacher quality cultural variables on achievement motivation is normally distributed. From the regression equation cultural variables of teacher quality on work discipline variables obtained L count equal to 0.1014 while Ltable value for n = 66 at α = 0.05 is 0.1091. As it is known when Lhitung <of Ltable, it means that the data for the regression equation cultural variables of teacher quality on work discipline is normally distributed.

The regression equation over the leadership of the principal variables obtained Lhitung at 0.1012 while Ltable value for n = 66 at α = 0.05 is 0.1091. Because Lhitung <of Ltable, it means that the data for the regression equation variable work discipline on school leadership variables follows the normal distribution.

The regression equation variable work discipline on achievement motivation Lhitung obtained is 0.0891 while Ltable value for n = 66 at α = 0.05 is 0.109. From these results when Lhitung <of Ltable, means that the data for the regression equation variable work discipline on achievement motivation is normally distributed. From the regression equation achievement motivation variables on leadership style variable we have obtained Lhitung 0.0949, while the value Ltable for n = 66 at α = 0.05 is 0.1091. As known when Lhitung <Ltable, means that the data for the regression equation achievement motivation variables on leadership style variable follows the normal distribution. As for the coefficients achievement motivation and work discipline is known that tcount> ttable at α = 0.05, concluded that the path coefficient is significant. Furthermore, the above calculation is described with the following path diagram:

Figure 5. *Model of causal relationships between variables hypothesis of the study*

B. Discussion

1. Based on the analysis of data described previously, the quality of teachers in this research is influenced by the style of leadership of the principal. This is indicated by the value of P41 = 0.362 so that the principal's leadership style directly contributes positively to the culture of teacher quality.
2. Based on coefficient significance tests the results show that the influence from the path of cultural achievement motivation of teachers to the quality of teachers has a value of p42 = 0.218. This indicates that the achievement motivation has a direct positive influence on the culture of quality teachers.
3. Based on the test matrix coefficients obtained, pathways that influence the culture of labor discipline teacher quality is indicated by the value of P43 = 0.364 and is based on statistical testing. The path coefficients are significant, which means that the discipline of work provide a direct positive influence on the culture of quality teachers.
4. The findings of this study can be explained that there is a direct positive relationship leadership style to discipline teachers. This is shown by the path coefficient values P31 = 0.230, which is a significant path coefficient, it indicates that a positive leadership style contributes directly improving the culture of teacher quality.
5. The influence of achievement motivation on teacher discipline shown by the value p32 = 0.660 has proven that the path coefficient is significant that can be interpreted to mean that the achievement motivation has a positive influence directly to the discipline of teachers, which means that a teacher who has high achievement motivation will have a level of good discipline.

6. The influence of school leadership towards the achievement motivation shown by the value p21 = 0.777 as the path coefficient between the style of leadership and significant achievement motivation were tested. It can be interpreted that the school leadership contributes to an increase in achievement motivation. Conditions findings of this study indicate that to make a motivated teacher in carrying out its duties and always strive to excel greatly depending on the style of leadership that is followed by the principal.

7. Another finding of this study explained the coefficient path headmaster leadership style for the culture of the quality of teachers as well as the path coefficient significant leadership style to the school principal and the teacher discipline on achievement motivation. This suggests that in addition to its leadership style with a direct positive influence on the quality of teachers' culture, there is also an indirect positive influence through the variable teacher discipline and achievement motivation. This condition indicates that the leadership style in addition to a positive impact on work discipline teacher it also has an indirect influence through the variables of achievement motivation.

4. Conclusion

1. There is a direct effect of the positive style of leadership of the principal to teacher quality culture. This means the principal's leadership style will result in an increase in teacher quality culture.

2. There is a positive direct influence of achievement motivation on teacher quality culture. It means that with a better achievement motivation a teacher has, the better is its impact on the implementation of teacher quality culture.

3. There is a direct positive influence on the culture of labor discipline teacher quality, meaning that the work discipline shown by the teachers in school activities greatly affect the quality of teachers' culture.

4. There is a direct positive effect of the principal's leadership style to the work discipline of teachers. It means that the better style of leadership that is followed by the principal, the greater the increase of the teacher's work discipline.

5. There is a direct positive influence of achievement motivation of teachers to work. Discipline teachers, meaning that teachers already have high achievement motivation, they are going to have a better working discipline.

6. There is a direct effect of the positive leadership styles on the achievement motivation of the school head teacher. That is the leadership style applied by the principal has an influence on the efforts to increase achievement motivation of teachers.

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