

THE RELATIONSHIP BETWEEN LEADERSHIP AND LOCUS OF CONTROL WITH MOTIVATION TOWARD TEACHERS AT ELEMENTARY SCHOOL CIPINANG 1 EAST JAKARTA

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ABSTRACT

The purpose of this study is to reveal the relationship between leadership and locus of control with motivation among the teachers at elementary school East Jakarta area. This research uses quantitative approach, correlation technique. The dependent variable is Y and the independent variables are X1 and X2. The constellation of his research. Survey method is an investigation conducted to obtain facts from the symptoms that exist and seek information factually. The sample of the research as many as 157 people. Teachers who were respondents for the trial as many as 20 people (each SDN taken 5 teachers). 55 teachers as research respondents and as many as 55 teachers as the sampling frame. From 55 respondents chosen with stage random sampling as many as 50 teachers as a sample. The results can be concluded that: 1). There is a positive relationship of leadership and motivation, 2) there is a positive relationship locus of control and motivation, 3) there is a positive relationship between leadership and locus of control together with motivation.

Keywords: leadership, locus of control, motivation, Teacher, Elementary school.

INTRODUCTION

Teacher's motivation is expected to give a positive impact for learning process especially in the school and generally beyond the school, the teacher is expected to; teach a maximal learning process, develop a creativity in the interaction process with the environment, give an innovation to teach about moral, and develop the student's potential. In contrary, the teacher with less motivation will not achieve those achievements, because teacher with less motivation only giving a knowledge without developing the student's potential and building the character of the student. Turabik (2015) states "Providing motivation for education workers will increase the efficiency of the education and quality of the students as well; these students will be qualified workers". On the other hand in his research, he states that motivation is important for the teacher to increase the quality of the student.

The purpose of education in Indonesia is to form a human with characteristic and behavior as written in National Education purpose (Laws No. 20 year 2003 article 2), a teacher who has high motivation will change one-way teaching paradigm to interactive two-way paradigm to develop morals and character that is related with religious values and ideal character.

The source is taken from data of Ministry of Education and Culture in 2012 by the ministry, Mohammad Nuh (Wibowo, 2012) states that the data from initial competence test (UKA) before getting the professional certificate which is described that average national score is 42,25 for scale 0-100. On the other hand, the average national score of teacher's competency (UKG) is lower than 50, or a half of ideal score, besides that the score of teacher's competency test in online test toward the professional teacher, the average score is 45,82 for

scale from 0-100. As a result from UKA and UKG, the lower national score is from Elementary School teacher with 36,9 (UKA) and 42,05 (UKG).

Whereas, an average national score from UKG 2015 to examine teacher competency in two fields that are pedagogy and professional with score 53,02 from Standard of Minimum Competency (SKM) which is targeted from the national score that is 55. Thus, this reality is proved that teacher's motivation needs to be improved.

Motivation is affected with several factors as follow, environment physical effect, social and personal necessary (Rivai & Murni, 2012). Furthermore, Tuan (2011) states that motivation relates with working area, the policy of organization and practice, various duty, expected advantages, and the culture of the organization. In addition, Uche (2011) states that *"motivation helps the teachers to perform better on their jobs. Incentives and rewards from school administrators should have contributed to the teachers' job performance"*. Leadership cannot be separated from individual factor, such characteristic psychology personal or locus of control. Rooter defines locus of control as a perception toward the sources that is controlled their life, there are 2 kinds of lotus; internal locus of control and external locus of control. When someone believes that success or failure happens as personal responsibility, it defines as internal locus of control. Meanwhile, external locus of control defines as a person that believes if success and failure are caused by an external factor such, destiny, luck, etc.

Moreover, this factor in locus of control is important to give different impact in every action. Phares states that *locus of control* is controlled and affected learning process, motivation, and behavior. An example is, the students who believe that they have their own control in success and failure, usually it will motivate them to finish the academic duty and solve all their problem, instead of believing that their action gives some effect to the result.

Based on the fact, the researcher needs to take a study on the relationship between leadership and locus of control with motivation, the correlational study toward teachers at Elementary school 1 Cipinang Melayu East Jakarta.

THEORETICALLY

Motivation

Motivation defines as a positive stimulus from internal or external individual to make another is motivated to achieve a purpose.

The intrinsic motive is an individual stimulus to explore self-potential, while extrinsic motivation is an individual stimulus that is affected by other people. An example is, a teacher who has high motivation will teach the student with all ability in order to increase the student quality, and to give positive impact around, in contrary, a teacher with less motivation will assume that teaching without trying to optimize the potential of the students is enough.

Accordingly, Amstrong (2009) states, *"a motive is a reason for doing something. Motivation is concerned with the strength of an direction of behavior and factors that influence people to behave in certain ways."* On the other hand, motivation will be influenced people to perform well. Whereas, Eisenhower's in (Achim, 2013) states *"Motivation is the art of getting people to do what you want them to do because they want to do it, and analyzing it in depth, we reach the conclusion that motivation, the power to influence people and their actions is an art that advertises many qualities"*. Rue and Byars (2010), *"motivation means getting people to exert a high degree of effort in their job. A motivated employee is an employee who tries*

hard.” Motivation means people to mobilize highly effort in their performance. A motivated employee is an employee that is working hard.

Schipor (2014) in her research is identified for unique characteristic from motivation: 1) *Motivation is a consequence of personal cognitive (and sometimes effective) evaluations that occur in a precise moment in time;* 2) *Motivation deals with a subjective perception on the situation;* 3) *The subjective perception is contextual, which means that there are many collateral factors able to perform a change in motivation;* 4) *Motivation is unstable because is influenced by unstable factors.*

Owens (2007) explains that motivation is formed from all condition to reach their dream which is defining as a desire, purpose, and hope is a personal condition that is activated and moved someone. Based on amount explanation of motivation, the researcher has concluded motivation as a stimulus to finish the duty and achieve the purpose.

Similarly, based on several definitions, it can be concluded that motivation is not only a stimulus but also desire, a will, and pretension that must be won in every competition to achieve the best purpose.

Leadership

In order to understand leadership definition, there are several points as follows: there is directing process, there is a guiding process, there is affecting process of feeling, mind, and behavior. Moreover, leadership is an important factor as a successful measurement in a group or organization. Hadari (1996) explains that leadership is an action between each other and group that is caused an individual or group has achieved the purpose.

Manning & Curtis (2003) state, “*leadership is an important and difficult task, and it is the cornerstone of organizational success*”. Leadership is the most important and complicated because it becomes a basic foundation for the success of the organization. Thus, leadership is important in an organization, so it is described as a basic foundation.

Consequently, those statements are supported with Yukl (2010), “*Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives*”. It means that leadership will affect an individual to facilitate individual and group effort to achieve the purpose. This is related with the previous statement that states leadership is a process which there are a leader, a message to deliver, a manager, and a purpose.

Bishop (2012) in his research states that: *Leadership style is predicated on motives and those motives influence leadership style directly. One cannot exist without the other. They exist simultaneously in a duality that is predicated on culture, situation and personality. As these factors change, so do the motives. Correspondingly, the leadership style follows suit.* Esensi the essence from their theory is a diversification between transformational leadership with transactional leadership where is both of them is differed based on behavior component of the leader to affect the employee and the effect from affection process.

Ivancevich, Konopaske & Matteson (2010) state, “*five factors that describe transformational leaders, they are: charisma, individual attention, intellectual stimulation, contingent reward, and management by exception*”. There are 5 factors to describe transformational leadership, that are: Charisma (An ability to introduce values, reverences, and pride to understand a vision); Individual attention (a leader gives an attention to the employee necessary and a duty to develop the employee potentially); Intelctual stimulation (a leader help an employee to think rational for analyzing a situation to create an employee creativity); a leader is motivate

an employee to work maximal to get a contingent reward; independent managing (a leader is permitted an employee to finish the duty independently and not intervened except if the employee does not achieve the purpose and detriment). Manning & Curtis (2010), state “*excellence in leadership requires the ability to attract capable people, motivate them to put forward their best efforts, and solve problems that arise*”. A leader becomes a central personage that has high authority within determine the judgment and motivate the employee.

Based on the theories above, in this research the researcher concludes that leadership is a leader behavior to direct, affect, negotiate in order to achieve the organization purpose effectively based on leadership dimensions.

Locus of Control

Locus of control is one of knowledge that is related to the individual characters as a dimension and instrument from an alternative that describes individual preference. Individual preference is described by Robbins (2010), “*Some people believe that they control their own fate. Other see themselves as pawns, believing that what happens to them in their lives in due to luck or chance*” in his opinion *locus of control* is a self-control so some of the people believe that they are controlling their own destiny. The others are seen themselves as a pawn, they believe that everything happens because of destiny and chance.

Kelley in (April, Dharani & Peters, 2012) states that *locus of control* is described as a dimension with two opposite side. Dimension has reflected a trust that something happens is within or beyond their control.

Kreitner & Kinicki (2011) in Organizational Behavior state: *People who believe they control the events and consequences that affect their lives are said possess an internal locus of control... ‘ on another side of this personality dimension are those who believe their performance is the product of circumstances beyond their immediate control. These individuals are said to possess an external locus of control, such as luck or fate.*

The concept of *locus of control* is a personal evaluation as a measurement factor in success or failure. A stimulus that appears from internal individual to increase their performance is described a mental to finish the duty appropriated with the given standard.

Manichander (2014) states “*Locus of control (LOC) is a dimensional construct representing the degree to which individuals perceive reinforcing events in their lives to be the result of their own actions (an “internal” LOC) or fate*”. On the other hand *Locus of control (LOC)* is a construction process to reinforcing the result from an individual action.

Therefore, when someone is aware with the responsibility of every action, or believe if every action is affected by destiny, luck, and power from external factor to take a control from every result whether they have *locus of control internal* or *locus of control external*. So, a person who has *locus of control internal* will have better performance within a job that needs to be independent and initiative, while a person who has *locus of control external* will have better performance within a job that needs structure and direction.

Based on an explanation about *locus of control* so the researcher is concluded *locus of control (LOC)* as a character to evaluate a situation and a result from their performance, if a failure or success as a result from their own effort so they have *locus of control internal*, in contrary if a failure or success as a result from external factor so they have of control external. *Locus of control* is how a person managing a responsibility within doing their job or duty by affected with external factor with evaluation indicator about failure and success. It is as a result of the effort, hard work, positive performance, internal harmonious, and responsibility.

METHODOLOGY

This research uses a quantitative approach through correlational technique. A variabel dependent is Y and variable independent is X_1 and X_2 . Nazir (1999) explains survey methodology is an investigation to get facts from several indications and to find factual information. there are several steps to determine a sample such: 1) from 10 sub-district in East Jakarta one of sub-district in East Jakarta, Makasar is selected with cluster random sampling (CSR). 2) from 5 urban villages in Makasar sub-district, Cipinang Melayu is selected as a result of cluster random sampling (CSR). 3) From 2 program in Cipinang Melayu urban village, one of two programs is selected with cluster random sampling (CSR). 4) in the first program there are 4 State Elementary School (SDN) with 157 teachers. The teacher that become a respondent for a test is 20 teachers (only 5 teachers in every SDN). There are 55 teachers as the respondent of the research and 55 teachers as the sampling frame. There 55 respondent selected with stage random sampling and 50 teachers as the sample.

RESULT AND DISCUSSION

There are several discussion and interpretation of the result such:

Relato of leadership with Motivation

As a result from the first hypothesis, it can be concluded that there is a positive relation between leadership with motivation, where coefficient correlation is 0,719 produce $t_{count} = 7,171$ bigger than $t_{tabel} = 2,68$ to $\alpha = 0,01$. These show that highly leadership makes highly motivation.

The correlation between motivation shows the purpose itself, through correlation *product moment* or partial correlation. Thus, leadership is the main factor that is giving a contribution to motivation. Similarly, it can be interpreted that leadership will give a contribution to motivation. The success of the Headmaster to reach the purpose of the organization must be supported by the member of organization especially teacher that has main job in the success of learning process. So, the school leadership efforts to increase teacher's motivation.

Naile (2014) in her research states "*The quality of a manager's relationship with an employee is the most powerful element of employee motivation. It creates a professional, positive and respectful attitude and employees are more likely to adopt a similar approach with their peers and enjoy work*". It means that a leadership action is affected the employee action. It is related with John & Gregory (2012) statement, leadership has an important role to motivate the employee, also give a positive effect for employee performance.

Finally, as the basic consideration so the researcher assumption is focused on the significant relationship between leadership and motivation.

1. Relation *Locus of Control* with Motivation

As a result from the second hypothesis, it can be concluded that there is a positive relation between *locus of control* with motivation, where coefficient correlation is 0,694 produces $t_{count} = 6,68$ bigger than $t_{table} = 2,68$ to $\alpha = 0,01$. Thus, it shows that highly *locus of control* makes highly motivation.

The correlation between *locus of control* shows the purpose itself, through correlation *product moment* or partial correlation. Thus, *locus of control* is the main factor that is giving a contribution to motivation. Similarly, it can be interpreted that leadership will give a motivated contribution.

Disposed personality toward self-controlling is produced from two things; internal and external. *Locus of control* internal as the factors that exist within an individual or personal factor. Whereas, *Locus of control* external means the factors in environment or situational that is supported individual's conviction to success. Every control within an individual person will has a relationship with the energy that appears so it relates with behaviour if an individual has *locus of control* internal so the motivation is bigger than an individual who has *Locus of control* external. Thus, the energy within individual personal directly relates to individual performance, compared with the external factor.

Fini (2011) in his research states: "*Students with internal locus of control believe that their educational achievement and grades depend on their efforts and their planning. On the other hand, they put all the positive and negative events in their lives under their yoke; they accept the responsibility for their performances, behaviors, and its consequents. These individuals have high achievement motivation on the one hand and on the other hand, they encounter high educational achievement which means that their school learning is high as well*". The students with locus of control internal are believed that an achievement and educational score are suspended to their effort and plan. Therefore, they placed all positive and negative situation within their life is under their kuk; they accept the responsibility of presentation, behavior, and consequences. These individuals have motivation with high achievement and on another side, they confront educational achievement that means they have high education in the school.

Moreover, Kamdron, (2015) states that "*The level of work motivation significantly decreased in the externals and the intermediate groups compared with employees with an internal locus of control*". A degree of performance motivation is decreasing significantly in external and middle group compared to an employee with *locus of control* internal.

The explanation above makes an assumption that a control relates with a motivation. The significant relation is suspended by *locus of control* of individual personalities.

2. The relationship between leadership and *Locus of Control* with Motivation

The result of the third hypothesis can be concluded that leadership and *locus of control* have a positive relation with motivation. Fold coefficient correlation between two independent variable with dependent variable $R_{y.12}$ is 0,838 produced $F_{count} = 55,49$ is bigger than $F_{table} = 5,09$ to $\alpha = 0,01$. Based on the coefficient correlation, the coefficient of determination $(R_{y.12})^2$ is 0,7021 it means that 70,21% proportion of variant motivation can be explained by leadership and *locus of control*.

The success of an individual within lead another individual or group relates with performance motivation of an individual or group they lead, so the control itself is coming from an internal *locus of control* that relates with their motivation. Thus, it can be concluded that leadership and *locus of control* are applied coincided, it is related with motivation

CONCLUSION

Based on the analysis of the result, this research is concluded several conclusion as follows:

1. There is a positive relationship between leadership and motivation. On the other hand, if the leadership is effective, so the motivation will be increased.
2. There is a positive relationship locus of control and motivation. On the other hand, if *locus of control* is improved, so the motivation will be increased.

3. There is a positive relationship between leadership and locus of control together with motivation. If the leadership is effective and locus of control is improved, so motivation will be increased.

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