

The Effect of the Success Perception, Leaders' Traits, and the Use of Power on the Vocational High School Leaders' Behavior in Kebumen Regency

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Abstract—This article describes the results of causal research that aims to obtain information related to the influence of successful perceptions, the leader's traits, and the use of power on the behavior of Vocational High School (VHS) leaders. This study uses a quantitative approach. The sample of the study consisted of 181 teachers randomly selected and the data were collected by a questionnaire and analyzed using path analysis after all variables were incorporated into the correlation matrix. The research findings show that the behavior of VHS leaders is somewhat directly influenced by the perceptions of success, their traits, and the use of power. Based on these findings, it can be concluded that any change or variation that occurs in the behavior of VHS leaders may be directly influenced by the perception of success, leader's traits, and the use of power. Therefore, in improving the behavior of school leaders, success perception, leadership traits, and use of power should be applied in VHSs, especially in Kebumen Regency. However, other variables need to be taken into account by the behavior of the next leaders.

Keywords— *perception of success, leader's traits, the use of power, leader's behavior.*

I. INTRODUCTION

Vocational High Schools (VHSs) are schools where students prepare to enter or even create jobs. However, at a quick glance, the field condition shows many VHS graduates are looking for work instead of creating jobs or being entrepreneurs. Many of them are not accepted in the business world and industry so that they are presumably unemployed. The number of unemployed in Indonesia by Indonesian statistics version is 39.6 percent of the total population, while according to the World Bank is 50 percent. Regarding this, VHS students need to be equipped with entrepreneurial spirit so that the graduates can become not only job seekers but also job creators.

In this context, VHS principals become the key persons who determine the success or failure of a school in achieving its goals. In order for the principals to succeed in achieving the school's goals, they should be able to play their role and behavior as an educator,

manager, administrator, supervisor, leader, entrepreneur, and a climate maker (climator).

At glance the observation carried out at some VHSs throughout Kebumen Regency, Central Java, Indonesia, shows that some of VHS principals still did not yet play their role optimally. In fact, for example, as an educator, a VHS principal had not been able to guide teachers and administrative staff in carrying out their duties and providing quality education for their graduates so that businesses and industries complain about the low quality of their graduates. As a manager; he/she might have insufficient managerial skills such as managing schools and motivating teachers and students to have a high commitment to their tasks. In addition, he/she had not been able to coordinate staff duties, make decisions, make strategic plans, manage conflict and stress, and manage time well. As a supervisor, he/she might be more preoccupied with completing administrative tasks than educative ones. As a leader, he/she had likely not been able to meet the criteria of success, possess the qualities of a good leader, use his/her power well, motivate teachers to work, and motivate students to learn. As an entrepreneur, he/she had probably not been able to act creatively and innovatively, reading school opportunities in increasing the interest of prospective students entering his/her school, working with employers, developing school production units, improving incentive systems, and marketing the results of his school and graduate production units. As a climator, he/she cannot create a school culture and create an active, creative, effective and joyful learning atmosphere.

Based on the above situation, the following issues are formulated: (1) Does success perception directly influence the use of power? (2) Does success perception directly influence the behavior of VHS leaders in Kebumen Regency? (3) Do the traits of leaders directly influence the use of VHS principal's power in Kebumen Regency? (4) Does the use of power directly affect the behavior of VHS leaders in

Kebumen Regency? (5) Do the leaders' characteristics directly influence the behavior of VHS leaders in Kebumen Regency?

II. LITERATURE REVIEW

Regarding the first issue, leadership, leaders might be defined as people who set the goals, motivations, and other actions [3]. The behavioral approach suggests two categories of leaders, task-oriented and human relations-oriented. As for the behavior of one's leader, the pattern of behavior can be observed when influencing the activities of others [10]. The leaders for schools that provide entrepreneurial skills (VHSs) at least should be creative and innovative, perform leadership behaviors, be able to read business opportunities, and take risks [7]. In other words, the style embodied in the process of influencing the activities of others to be able to act creative and innovative, read business opportunities, and dare to take risks.

Secondly, perception literally is a response (acceptance), while success is successful or lucky [17]. Thus, the perception of success is a response to one's success. This is in line with the notion, that perception as a process of giving meaning and value to the environment [5] or something someone thinks about work [14].

There are ten indicators of success perception, namely (1) desire to succeed, (2) confidence, (3) clear business ideas, (4) business plan, (5) marketing target, (6) strict supervision of funds, (7) stepping forward to compete, (8) management support, (9) cooperation, and (10) clear business structure (school production unit) [12]. A person perceives success when meeting indicators of (1) choosing work wisely, (2) doing the best, (3) positive thinking, (4) studying the strength of formal organizational structure, (5) gaining control of organizational resources, (6) living a reasonable life, (7) not working too long on one task (will be saturated so as not creative and innovative), (8) seeking coach, (9) supporting supervisor, (10) moving fast and congratulations, (11) being wide-minded, (12) promoting continuous professionalism, (13) maintaining hard work and networking [4].

Accordingly, the natural approach focuses on the quality of leaders or the properties of effective leaders, while the behavioral approach focuses on the leadership style [11]. Often research traits include physical characteristics such as that leaders must be large and high, and having a number of personality factors, needs, values, energy and activity levels, tasks and interpersonal competence, intelligence, and charisma [8].

With respect to the properties of effective leaders, there are seven effective leadership traits, namely (1) strong and tolerant to stress, (2) confident, (3) having internal locus of control, (4) emotionally stable and mature, (5) having personality integrity, (6) having

motivation for social power, (7) moderate achievement-oriented, and (7) having little affiliation needs [15]. The results of Kouzes and Posner's research even suggest 20 characteristics of leaders [10]. However, the majority of respondents chose four main characteristics, (1) honesty, (2) the breadth of view, (3) inspirational, and (4) competent. Thus, the attributes of leaders are inherent and invisible (abstract). Meanwhile, the leader's behavior leads to a style that appears (concrete) to the leader. Some VHS principals still focus more on the quantity than quality of their graduates, more concerned with the achievement of the curriculum targets than the quality of students' acquired knowledge and understanding.

Fourth, the use of power describes the capacity of leaders to influence their subordinates in order to act as they expect. Power is influence potential – the resources that enable a leader to gain compliance or commitment from others [7]. Not much different from the previous definitions, according to Yukl, power is a tool that people use to influence others in an organization [15]. Power according to Gibson, et al. "In an organizational setting, power is simply the ability to get others to do what one wants them to do [5]. Of the three opinions above, it can be concluded that power is a tool used by someone to run his/her influence.

Leadership, different from power, is the process of influencing others. According to Hersey & Blanchard, "There are five sources of power: power position, personal power, task power, relationship power, and knowledge power [8]. Hoy & Mskel state that the use of leader power in schools consists of 1) legitimate, reward, coercive, (4) referent (personal or charismatic), and (5) expert (physical and psychological coercion) [9]. On the basis of the above theoretical study, it can be concluded that the use of power is the ability to use resources or tools owned by leaders to influence others which include: 1) legitimate (letter of decision), (2) rewards (incentives), (3) coercive (coercion), (4) referent (personal or charismatic), and (5) expert (physical and psychological coercion) [8].

Apart from the aforementioned characteristics, the appointment of school principals is carried out based on Minister of National Education Decree no. 162/U/2003 on the Supplementary Teacher's Duties as Principal. In the Decree of the Minister of National Education, it is mentioned that the role of principals, among others, is as entrepreneurs [1]. The development of Minister of National Education Decree above then becomes the Regulation of the Minister of National Education No. 13 of 2007 on School/Madrasah Head and Principal Qualification and Competency Standards [2]. In the Regulation of the Minister of National Education Number 13 of 2007 on Principal Standards, it is mentioned that every principal must have personality, managerial, entrepreneurial, supervision and social competence [2]. However, the observation results indicate that the

researched VHS principals had not yet all appropriately behaved like a leader. The proofs suggest that a lot of VHS principals had not given good examples to their students to behave creatively, innovatively, to able to read opportunities, and dare to bear the risk. In other words, successful perceptions, leadership traits, and leader powers generally apparently do not support the behavior of VHS leaders in the respective regency. Based on the above gaps, the current study seeks to describe the effect of the success perception, leadership traits, and leader power on the behavior of VHS leaders in Kebumen Regency needs to be examined.

III. METHODOLOGY

This research uses a causal method with path analysis. The variables studied in this research are (1) the perception of success, (2) the nature of the leader, (3) the use of power, and (4) the leader's behavior. The relationship between these variables is described as follows.

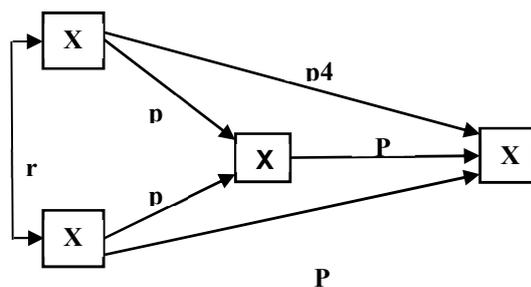


Fig. 1. The Interconnection Line Conformation Model (Source: Theoretical studies and reality on the ground)

Information:

X1 = Perception of Success

X2 = Leaders Traits

X3 = Power Use

X4 = Leadership Behavior

p = Path coefficient (path coefficient)

r = Correlation coefficient

The sample size was calculated by using Krejcie and Morgan's table [13]. Of the population, 371 people, 30 people were participated in the trial questionnaire, so that the rest, 341 people were involved in the calculation. As a result, 181 VHSs teachers in Kebumen Regency were selected as the sample members. The data were collected by means of a four-scale questionnaire. the validity of the instrument was tested by Product Moment correlation formula from Pearson, and its reliability was analyzed by using Alpha Cronbach formula. As for its calculation, SPSS for Windows version 16.0 was employed. The collected data were analyzed using descriptive and inferential analysis. Descriptive analysis was used for data presentation, data size, central size, and size of the deployment. Inferential analysis was used to test the

hypotheses in the path analysis preceded by the normality and homogeneity test of variance

IV. RESULTS AND DISCUSSION

A. Result

The research findings can be described as follows.

a) Behavior of VHS Leaders

As analyzed, VHS leaders' behavior variable obtains an average score of 65.36. As many as 181 respondents 181 show that the behavior of VHS leaders was under 50% of the ideal score. This means that almost half (44.16%) of the principals may have not been fully creative, innovative, capable of reading business opportunities, and taking risks.

b) Success Perception

The success perception variable achieves an average score of 65.81. That is, from 37 statements with a maximum score of 4 for each statement, the score obtained is the ideal one, 148. At average, 65.81 means only reach $65.81/148 \times 100\% = 44.46\%$. The 181 respondents, therefore, perceive the success of the VHS principals in Kebumen Regency as under 50% of the ideal score, meaning that almost half (44.46%) of the leaders may have not been entirely successful, confident, have clear business ideas, business plans, marketing targets, strict supervision of funds, step forward to compete, have clear management support, cooperation, and business structure (school production unit).

c) Leaders' Traits

Leaders' Traits variable has an average score of 65.60. This means that from 34 statements with a maximum score of 4 for each, the ideal score should be 136. The mean obtained from 65.60 will be $65.60/136 \times 100\% = 48.38\%$. This figure describes that almost half (48.38%) of the VHS principals may have not fully possessed personality, motivation, and dependable skills.

d) Use of Power

Use of Power variable achieves an average score of 62.64 with an ideal score of 144. The mean obtained from 62.64 will be $62.64/144 \times 100\% = 43.50\%$. It means that almost half (43.50%) VHS leaders may have not used the right power in leading the school.

B. Discussion

a) The Direct Influence of the Success Perception (X1) on the Use of Power (X3)

The direct influence of the variable success perception on the use of power is 0.173. The category of the coefficient t of the influence of successful perception on the use of power is expressed as "very significant". This is shown by the t-count of 2.24. The magnitude of the t-count is greater than the t-table both in alpha 0.05 and at 0.01. This means that the first

hypothesis, that success perception has a direct effect on the use of power is acceptable. In other words, the success of the VHS principals, especially in Kebumen Regency, in carrying out the job strongly supports their ability in using the resources or tools they have to influence others. The success perception that can be met by the VHS principals can be a tool to improve their power.

b) The Direct Influence of the Success Perception (X1) on Leaders' Behavior (X4)

The direct influence of the success perception on the behavior of VHS leaders is 0.200. The category of the coefficient t of the influence of success perception on the behavior of VHS leaders is stated as "very significant". That is, the support of success perception in the establishment of VHS leadership behavior in Kebumen Regency is 22.48%. For that, it can be said that the success perception of VHS leaders, especially in Kebumen Regency, in carrying out the job is very instrumental in the effort of forming the style of VHS leaders embodied during the process of influencing people's activities. Success perception that can be met will be a reference for the behavior of the VHS principals.

c) The Direct Influence of Leaders' Traits (X2) on the Use of Power (X3)

The direct influence of the leaders' traits variable on the use of power is 0.428, or in the category of "very significant". That is, the support of good leaders' properties in the use of power by VHS principals in Kebumen Regency is 27.98%. Therefore, it can be stated that the characteristics which point to some individual attributes of VHS principals strongly support their ability in using the resources or tools to influence others.

d) The Direct Influence of the Use of Power (X3) on Leaders' Behavior (X4)

The direct influence of the power use on the leaders' behavior is 0.196, or is stated as "very significant/has significance". That is, the appropriate support of the use of power in the formation of the principals' behavior of VHSs in Kebumen Regency is 20.61%. Therefore, it can be stated that the ability of VHS leaders to use their resources or tools to influence others is instrumental in the effort of forming their style embodied during the process of influencing people's activities. In other words, the proper use of power can increase the behavior of VHS principals.

e) The Direct Influence of the Leaders' Traits (X2) on the Leaders' Behavior (X4)

The direct effect of the leaders' traits on the leaders' behavior is 0.326, or in the category of "very significant/has significance". That is, the support of the leaders' characters in the formation of VHS leaders' behavior in Kebumen Regency achieves 30.03%. Therefore, it may be stated that the characters which point to some individual attributes of VHS principals

strongly support the formation of their style manifested during the process of influencing the activities of others. The qualities of good leaders, therefore, may strongly support the implementation of good VHS principals' behavior.

V. CONCLUSIONS

Based on the above findings and discussion, the following conclusions are formulated.

- 1) Success perception directly affects the use of power. The success perception of VHS leaders in Kebumen Regency can act as a tool to increase their power.
- 2) Success perception has a direct influence on leaders' behavior. The success perception can be a reference for the behavior of VHS principals in Kebumen Regency.
- 3) The qualities of leaders have an influence on the use of power. The influence of leaders' characters on the Use of power by VHS leaders in Kebumen Regency is "very significant".
- 4) The use of power has a direct influence on the behavior of VHS leaders. The use of power has a significant effect on the behavior of VHS leaders in Kebumen Regency.
- 5) The characters of leaders have a direct influence on their behavior. In this research context, the effect of leaders' characters on their behavior is significant.

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