

Relationship of Leadership Style and Achievement Motivation to Productivity of Training and Education Participants in North Sulawesi, Indonesia

Mozes M. Wullur

Non-formal Education

Manado State University, Indonesian

wullur.mozes@yahoo.com

Abstract: This institutional research aim at to analyze and describe the relationship between leadership style with productivity; motivational achievement with productivity; and leadership style and motivational achievement simultaneously with productivity of the participants in training and education of Community Learning Activity Center in North Sulawesi. The result of this study shown that there was a significant correlation between leadership style with productivity; motivational achievement with productivity; leadership style and motivational achievement simultaneously with productivity of the participants of training and education of Community Learning Activity Center in North Sulawesi, Indonesia.

Keywords: leadership style, motivational achievement, and productivity.

I. INTRODUCTION

Development of education sector is integral part of National Development System. It has to be implemented as a whole and integrated with other national sectors, which is linked one to another. Thus, so the development of education sector, it has subsystem unity of development, such as Out Side School Education as well. The development of Our Side School Education is carried out the responsibility of developing, educating, training, and preparing the community to become quality human resources. It is predicted that they are not only as the lover of development outcome itself, but as the developer as well. To bring into its reality, Out Side School Education as an institution, has strategic role such as to prepare the agents of reformation and innovation in improving the worthiness of community life. By means of education services will change the community behavior in improving their knowledge, concept, insight; attitude, and practical skills.

The actual problem in implementing the Out Side School Education is the “even contribution” of education services to the community by means of non-formal education system. Non formal education is implemented for community who need education services such as substitution, addition, and/or completion of their limitedness formal education in order to support lifelong education. Availability and make use of quality learning tutors is most useful

learning resources in Community Learning Activity Center. It can be shown in their working productivity. But in fact, there are short of quality learning tutors. Besides that, the achievement motivation of learning tutors influences their performances and give impact to the institution where they work in. There for there is a need of strong and wise leader who practice th leadership style learning material is practical skills that that suit to the proper situation of their institution.

The efforts made by Out Side School Education in changing community behavior are designing and constructing the curriculum and its process of educational transformation which is suited to the need of the participant in their community life. According to Botkin [12] the design and construction of its learning processes is called “innovative learning” which is consisted of “anticipatory learning and participatory learning”. Innovative learning is the learning situation where the participants should learn the recent, new and modern things which is needed nowadays to face future challenges anticipatively through recent indicated data. Participatory learning is a learning situation where the participants should participate in contributing their thought, ideas, and experiences in the group’s classes [2].

Out of several Out Side School Education that were established and developed by government through Directorate General Non-Formal Education of National Education Department is Community Learning Activity

Center. The purpose to establish this institution is as a laboratory of innovative learning to practice the anticipatory and participatory learning for the community as participants. Beside it, this center aimed at preparing middle class labor forces who will have knowledges, concept, ideas, and practical skills, which is conceptually and factually will implement livelihood education program approach [12]. This approach is intent to apply life skills Curriculum, learning process and evaluation. The target of this they can use as their main livelihood.

North Sulawesi Province has 38 Community Learning Activity Center with 417 learning participants (National Education Department of North Sulawesi Province, 2015). The Training and Education participants come from “Livelihood and Field Courses such as: Cooking, sewing, computer, automotive mechanics workshop, and wooden mumble”. Early field data shown that recruitment mechanism of training participants is implemented according to the leader/manager of Community Learning Activity Center. Beside it there some training participants experienced difficult problems in following the training mechanism, because of some reasons such as, the leader/manager often out of class and office, the instructors recruited teach too fast so that training participants having difficult to understand, and they did not received any sample or pattern to be followed, more over there is no time to raise questions about the way how to construct the programs and its budgeting. According to the leader, the participants must do it by themselves.

This fact was strengthened by another field data that there were some graduates of this training are working in out of their trained skills. This data pointed out that productivity of learning participants is not shown improvement. These were presumed happen because of the effect of CLAC (Community Learning Activity Center) leadership style. Actually, leaders of any institution such as CLAC should know that the learning participants are the adult learners, so they have to use the “andragogic approach in training instead of pedagogic approach. There for CLAC leaders should have competency in influencing the adult learning participants, they must drive or motivate their adult students to have future bright expectation so that they will be motivated them self to learn their training materials in order to apply it in their productive job. Another side, in fact that the learning participates also presumably influenced by achievement motivation of their leaders. The achievement motivation is a psychological factor that comes out from the leader them self as an intrinsic factor, and come from outside as an extrinsic factor. The achievement motivation in fact can spur and trigger the development of CLAC programs. CLAC leaders who have prime achievement

motivation will contribute enthusiasm of the learning participants in improving their attentions, comprehensions, and mastery of every learning materials, so that they can practice and apply it in their livelihood jobs.

Based on the problems stated before, arise some questions to be answered through investigation: (1) is there any relationship between leadership style and productivity of CLAC training and education participants in North Sulawesi Province? (2) is there any relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi Province? (3) is there any relationship between leadership style and achievement motivation simultaneously with productivity of CLAC training and education participants in North Sulawesi Province? These investigations attempted to answer those questions in order to give input on how to manage the CLAC programs in North Sulawesi.

II. METHOD

Descriptive survey method was used in this study, and its instruments to obtained data was questionnaires (Singarimbun and Effendi, 2003). Population units was 417 participants of CLAC training and education in North Sulawesi. Out of this population unit 81 samples were drowning by using of Taro Yamane formula (Riduwan, 2008) as shown as follow:

$$N = \frac{N}{Nd^2}$$

Note:

- n : Amount of sample
- N : Amount of population
- d² : Precision (10%)

The framework of each research variable would be explained as follow:

1. Leadership Style of CLAC Leader as the First Independent Variable: X₁

This independent variable based upon Toha (2007) concept, that is “the successful and unsuccessful of an organization is mostly depend upon its leadership”. Leadership style is a special characteristic behavior pattern of a leader, when he/she is influencing his/her staff; it is a way chosen by a leader to influence his/her group members; it is also the combination of directive and supportive behavior.

2. Achievement Motivation, as the Second Independent Variable: X₂

According to Krech (Tamboto, 2006), motivational behavior is one of human behavior which is based upon certain motivation. It is an active power that drive someone to act. Motive pour into motivation

that causes dynamic, creative, and productive individual behavior. Moreover, according to [8], motivation has elements in it such as: need, urge, wish, and drive. So, the mean of motivation is a condition in someone that drives his/her desire (wish) to do certain activities to reach objective. Thus, motivation is the force in someone to drive in satisfying his/her need.

3. Productivity of Training and Education, as Dependent Variable: Y

Productivity is a term that used as work outcome. According to Bernardin and Russel (Kambey, 2012), "productivity is the ratio of output and input". In another word, productivity is the result of the ratio between working output and its input. To improve worker productivity, there are some factors that influence it, such as: (1) quality of physical ability; (2) level of educational attainment, training, working motivation, and working values; (3) supportive factors such as buildings and its instruments, conducive working climate, and the balance of working improvement and its safety [12].

There were three kinds of data drawn from these three variables through questionnaires as collecting data techniques. The questionnaires were arranged according to Likert scale, where the alternative answers were: mostly agree = 5; agree = 4; doubt = 3; disagree = 2; mostly disagree = 1. These questionnaires have been developed through 5 stages as follow: (1) made from theoretical analysis of each variable; (2) from those analysis, dimensions and indicators of every variable derived; (3) arranged the instrument frameworks into order; (4) arranged items of every variable indicators according to Liker scale; (5) a tried out of questionnaires to some respondents (not included in research sample) to treat the validity and reliability of every instrument items. Then the developed instruments have been distributed to the sample respondents.

Data analysis. All collected data from the questionnaires have been analysed with statistical analysis after implemented the normality test to examine the normality of data gathered and linearity tests for the linearity of its variables. The formula of simple and multiple correlation was used to test the hypothesis of this study:

1. The first hypothesis: $H_0: pX_1 Y = 0$ or $H_a: pX_1 Y \neq 0$;
2. The second hypothesis: $H_0: pX_2 Y = 0$ or $H_a: pX_2 Y \neq 0$;
3. Third hypothesis: $H_0: pX_1 X_2 Y = 0$ or $H_a: X_1 X_2 Y \neq 0$.

Note:

H_0 = Null Hypothesis;
 H_a = Alternative Hypothesis;

$pX_1 Y$ = Coefficient correlation of population between leadership style and training and education productivity of CLAC in North Sulawesi;

$pX_2 Y$ = Coefficient correlation of population between achievement motivation and training and education productivity of CLAC in North Sulawesi;

$pX_1 X_2 Y$ = Coefficient correlation of population between leadership style and achievement motivation simultaneously with productivity training and education of CLAC in North Sulawesi.

III. RESULTS

Based on the data analysis, the results were drawn as follow:

1. The Productivity of CLAC Training and Education Participants (Y)

Data was analysed assisted by 20th Version of SPSS, apparently it was found that training and education productivity of CLAC in North Sulawesi (Y) had mean = 103,63; median = 104,00; mode = 105; standard deviation = 6,807; in the range of 34 with lowest score = 87 and highest score = 117 and over all scores of 8,394. These results shown in Table 1.

Table 1
Statistical Descriptive of Productivity of CLAC Training and Education Participants (Y)

Variable	Mean	Standard Deviation	Low's t score	High's t score
Productivity of CLAC training and Education	104.00	46,807	87	117

2. Leadership Style of CLAC leader in North Sulawesi (X₁)

Based on data analysis assisted by 20th Version of SPSS, it was found that lowest score of this variable = 80, highest score = 135, mean = 108,90 and standard deviation 13,310. This result was shown in Table 2.

Table 2
Statistical Descriptive of Leadership Style of CLAC Training and Education Leaders (X₁)

Variable	Mean	Standard Deviation	Low's t score	High's t score
Leadership Style of CLAC Leaders	108,90	13,310	80	135

The mean score found = 108,90 if compared to the ideal score = 160, it is indicated that leadership style of CLAC leaders in North Sulawesi was in high category of qualification.

3. Achievement Motivation (X₂)

Based on data analysis assisted by 20th Version of SPSS, it was found that lowest score of this variable = 77, highest score = 132, mean = 102,80 and standard deviation 13,299. These results were shown in Table 3.

Table 3
Statistical Descriptive of Achievement Motivation of CLAC Training and Education Leaders (X₂)

Variable	Mean	Standard Deviation	Low'st score	High'st score
Leadership Style of CLAC Leaders	102,80	13,299	77	132

The mean score found = 102,80 if compared to the ideal score = 155, it is indicated that achievement motivation of CLAC Training and Education Leaders in North Sulawesi was in high category of qualification.

4. The Hypothesis Testing and the Findings

a. First Hypothesis

Ho: There was relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi.

Ha: There was not relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi.

Based on first hypothesis testing, it was found that sig value of relationship between leadership style and productivity of CLAC training and education participants in North Sulawesi was 0,000. If it compares to probability value: 0,05, it was found that the probability value 0,05 was bigger than significant value 0,000 or 0,05 > 0,000. There for Ho was accepted and Ha was rejected, it was meander that there was a significant relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi.

b. 2nd Hypothesis

Ho: There was relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi.

Ha: There was not relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi.

Based on 2nd Hypothesis Testing, it was found that significant value of relationship between achievement motivation variable and productivity of CLAC training and education participants in North Sulawesi was 0,000. If it compares to probability value: 0,05, it was shown that the probability value 0,05 was bigger than significant value 0,000 or 0,05 > 0,000. There for Ho was accepted and Ha was rejected, it was meandering that achievement motivation had significantly related to productivity of CLAC training and education participants in North Sulawesi.

c. 3rd Hypothesis

Ho: There was relationship between leadership style of education leaders and achievement motivation simultaneously with productivity of CLAC training and education participants in North Sulawesi.

Ha: There was not relationship between leadership style of education leaders and achievement motivation simultaneously with productivity of CLAC training and education participants in North Sulawesi.

Based on 3rd Hypothesis Testing, it was found that, through correlation coefficient computation: $R_{YXIX2} = 0,773$ and coefficient value of $R_{square} = 0,598$, with probability value = 0,000, while sig. F change = 0,05 or 0,05 > 0,000. There for Ha was rejected and Ho was accepted. Those computation proved that leadership style of education leaders and achievement motivation simultaneously related significantly with productivity of CLAC training and education participants in North Sulawesi.

IV. DISCUSSION

There was a significant relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi. It was like that because every leader has their own strategies in formulating their institution programs and how to implement it in their own institution. Also, the training tutors as the source of learning activities must have elements of knowledge, ideas, and life skills such as educational livelihood skills. These elements had been the assets of the leaders to empower tutors as the superior source of learning for every CLAC in North Sulawesi Province. Thus, the concept of empowering process proposed by Suzane Kindervatter has been a must and unconditional for the CLAC laders to be implemented (Wullur, 2015). This concept is about empowerment process toward potencies of CLAC learning resources and learning participants.

There was relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi Province. Empirically this finding proved that the productivity of training and education participants can be determined by achievement motivation of CLAC training and education participants themselves. This finding supported by the concept of motive as a power or force in someone that can drive his/her motivation to make achievement which can be seen on his/her enthusiasm in doing things whether intrinsically or extrinsically (Bolangitan, 2015). In such a way that the dominant factor such as motive can be trigger to cause motivation in influencing someone to do things in the organization activity. There for, the real achievement motivation of

learning tutors was their achievement attained in their works that arose a sources of work satisfaction. The achievement attained can be sources of appreciation, promotion, and bring up to more responsibilities by CLAC leader.

V. CONCLUSIONS

Based on the aforementioned findings, the conclusion was drawn, as follow:

1. Leadership style of CLAC leaders related significantly to productivity of CLAC training and education participants in North Sulawesi Province. It indicated that the more effective the leadership style practiced by CLAC leaders, the more increase the productivity of CLAC training and education participants in North Sulawesi Province. On the contrary, the less effective the leadership style practiced by CLAC leaders, the less increase the productivity of CLAC training and education participants in North Sulawesi Province.
2. Achievement motivation related significantly to productivity of CLAC training and education participants in North Sulawesi Province. It indicated that the higher the achievement motivation attained, the more increase productivity of CLAC training and education participants in North Sulawesi Province. On the other way, the lower achievement motivation attained, the lower productivity of CLAC training and education participants in North Sulawesi Province.
3. Leadership style of CLAC leaders and achievement motivation as they group together simultaneously related significant to productivity of CLAC training and education participants in North Sulawesi Province. It indicated that the more effective leadership style of CLAC leaders and the higher achievement motivation, as they group together simultaneously, the more increase the productivity of CLAC training and education participants in North Sulawesi Province. On the reverse way, the less effective the leadership style practiced by CLAC leaders and the lower achievement motivation attained as they group together simultaneously, the lower productivity of CLAC

training and education participants in North Sulawesi Province.

REFERENCES

- [1] Abdullah Munir. 2008. Leadership and Management. Jakarta: Rajawali Press.
- [2] Bolangitan, A.H. 2014. Learning Services Management of Community Learning Activity Center in Minahasa Region of North Sulawesi. A Disertation. Unpublished Materials. Jakarta: UNJ Graduate Studies.
- [3] Harsey, Paul and Kenneth H. Blanchard. 1988. Management of Organization Behavior: Utilizing Human Resources. New Jersey: Englewood Cliffs Prentice Hall.
- [4] Government Office of Education Department of Minahasa Region. 2015. Annual Report of Community Education Sector.
- [5] Miftah Thoha. 2007. Leadership in Management. Jakarta: PT Raja Grafindo Persada.
- [6] Papuling S. 2017. Achievement Motivation of Learning Tutors in Implementing Larning Activities of Package C in SKB Talaud Region. Tondano: FIP Unima.
- [7] Pinontoan, M. 2011. Implementing Learning System of School Based Entrepreneurship (A Multysides Study at Tomohon Christian Vocational High School, Manado I Public Vocational High School and Bitung 1 Public Vocational High School. Jurnal of Formas Malang, Vol. 4., No. 4., June 2011. Malang.
- [8] Tamboto, H. 2006. The Effect of Motives factors and Economical Behavior toward Choices of Education Spesification (A Study of Public University Students in North Sulawesi Province. A Dissertaton. Unpublished material. Malang: UM Graduate Studies.
- [9] Wahyudi. 2009. Leadership of School Principal in Learning Organization. Bandung: Alfabeta.
- [10] Wahjosumidjo. 2005. Leadership of School Principal. Jakarta: Raja Grafindo Persada.
- [11] Wibowo. 2007. Management of Work Performances. Jakarta: Raja Grafindo Persada.
- [12] Wullur M. 2010 The System of Out Side School. Tulungagung: Cahaya Abadi Publisher.
- [13] Wullur M. 2011. Management of Elementary School Teachers Academical competency.
- [14] on the Concept of Cultural Si Tou Timou Tou Values. Jurnal of Formas Malang, Vol 4., No.4., June 2011. Malang.