

# The Effects of Teacher’s Leadership, Personality and Cultural Values toward Motivation of Healthy Life

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**Abstract**—The aim of this research is to know the effects of teacher’s leadership, personality and cultural values towards motivation of healthy life. A survey method was applied by involving 80 students of SMAN 1 East Labuhanhaji District of South Aceh in Aceh Province with simple random sampling technique. Data was collected by applying instrument of non-test and analyzed by applying path Analysis. There are some results of the research: The first, there is a direct effect of teacher’s leadership toward motivation of healthy life. The second, there is a direct effect of personality toward motivation of health life. The third, there is a direct effect of cultural values toward motivation of healthy life. Fourth, there is a direct effect of teacher’s leadership toward cultural values. The fifth, there is a direct effect of personality toward cultural values. Sixth, there is a direct and indirect effects of teacher’s leadership toward motivation of healthy life through cultural values. Seventh, there is a direct and indirect effects personality toward motivation of healthy life through cultural values.

**Keywords**—Teacher’s Leadership, Personality, Cultural Values, Motivation on Health Life

## I. INTRODUCTION

In the development of the world of education now, schools have difficulties in growing the student’s motivation of healthy life in their schools, especially on the issue of environmental concern, maintaining the cleanliness of the school environment and management of the trash. Therefore the teacher’s leadership in the schools has a role and influential in growing of student’s motivation of healthy life in their schools.

Motivation for healthy life is a person's desire to live a healthy life, it will be reflected in the personality type of students who maintain the cleanliness and comfort of the school environment. Bad environmental influences ignorance of students to throw garbage is not in its place will cause environmental pollution. The role of the environment and people is very close and every human being has different characteristics known as personality.

Besides personality, cultural values factors can influence the student’s motivation of healthy life. say that cultural values are a desired belief and goal or behavior that has cultural values.[1] Cultural values can affect the characteristics of a person's personality development can be displayed in the daily lives of students of SMA Negeri 1 East Labuhanhaji, Distric of South Aceh.

Everyone has a need for healthy life so that a person's behavior behaves to achieve a goal based on those needs because the motivation needs of a healthy life is an urge and desire possessed by every individual and many people, SMA Negeri1 Labuhanhaji Timur wants to create a school that has a motivation of healthy life.

## II. METHOD

This research uses quantitative method, a survey method. The population of this research was all of students at SMAN 1 East Labuhanhaji District of South Aceh in Aceh Province. The sample is 80 students with simple random sampling technique. Data were collected by applying instrument of non-test and analyzed by applying path analysis.

## III. RESULTS AND DISCUSSION

### A. Direct Effect of Teacher’s Leadership, Personality and Cultural Values toward

#### Motivation of Healthy Life (Sub-Structure 1)

The direct effect of teacher’s leadership, personality and cultural values toward motivation of healthy life, structure equation for Sub-Structure 1:  $X_4 = \rho_{41} X_1 + \rho_{42} X_2 + \rho_{43} X_3 + \epsilon_1$ .

TABLE I. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.721	0.520	0.502	11.391

a. Predictors: (Constant), Cultural Values, Personality, Teacher's Leadership

TABLE II. COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.031	11.136		3.146	.002
	Teacher's Leadership	0.299	0.077	0.361	3.887	.000
	Personality	0.232	0.075	0.283	3.076	.003
	Cultural Values	0.282	0.092	0.275	3.062	.003

a. Dependent Variable: Motivation on Health Lif

TABLE III. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10703.362	3	3567.787	27.496	.000
	Residual	9861.438	76	129.756		
	Total	20564.800	79			

a. Dependent Variable: Motivation on Health Life

b. Predictors: (Constant), Cultural Values, Personality, Teacher's Leadership

Based on Table 3, the overall test on Sub-Structure 1, with Fcount values= 27.496 greater than Ftable for  $\alpha = .05$  that is 2.72.

TABLE IV. PATH COEFFICIENTS SUB-STRUCTURAL 1

Path	Path Coefficient	t <sub>count</sub>	t <sub>table <math>\alpha</math> 0.05</sub>	Sig
$\rho_{41}$	0.361	3.387		0.000
$\rho_{42}$	0.283	3.076	1.99	0.003
$\rho_{43}$	0.275	3.062		0.003

In Table 4 above, shows that all path coefficients are significant at  $\alpha = 0.05$ , because t count is greater than t table. Based on the results of the pathway analysis of the Sub-Structure 1, each obtained pathway coefficient value teacher's leadership toward motivation on health life ( $\rho_{41}$ ) is equal to = 0.361. Personality toward motivation of healthy life ( $\rho_{42}$ ) is equal to = 0.283. Cultural values toward motivation of healthy life ( $\rho_{43}$ ) is equal to = 0.275. This proves that all path coefficients are significant.

The determinant coefficient or contribution of teacher's leadership, personality and cultural values toward motivation of healthy life on R square values is 0.520. It means that variations of motivation of healthy life can be explained by variations of teacher's leadership, personality and cultural values =0.520.

The Large residual coefficient  $\rho_4\varepsilon_1 = \sqrt{(1 - 0.520)} = 0.693$  is the effect of other variables outside teacher's leadership, personality and cultural values. Thus the structural equation for Sub-Structure 1 is  $X_4 = 0.361 X_1 + 0.283 X_2 + 0.275 X_3 + 0.693$ . Based on the path coefficients obtained can be illustrated the line diagram model as following figure 1:

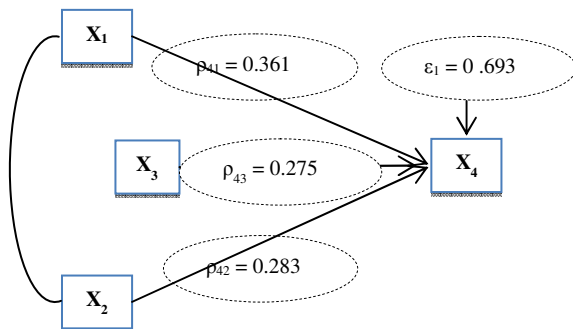


Fig.1 Paradigm of Research Empirical Causal Relationship among Teacher's Leadership, Personality and Cultural Values toward Motivation on Health Life

**B. Direct Effect of Teacher's Leadership and Personality toward Cultural Values (Sub-Structure 2)**

The direct effect of teacher's leadership and personality toward cultural values, structure equation for Sub-Structure 2:  $X_3 = \rho_{31} X_1 + \rho_{32} X_2 + \varepsilon_1$ .

TABLE V. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465	0.216	0.196	14.097

a. Predictors: (Constant), Personality, Teacher's Leadership

TABLE VI. COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	75.775	10.739		7.056	0.000
	Teacher's Leadership	0.235	0.091	0.292	2.576	0.012
	Personality	0.202	0.091	0.253	2.233	0.028

a. Dependent Variable: Cultural Values

TABLE VII. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4227.039	2	2113.519	10.636	0.000
	Residual	15300.911	77	198.713		
	Total	19527.950	79			

a. Dependent Variable: Cultural Values

b. Predictors: (Constant), Personality, Teacher's Leadership

Based on Table 7, The overall test on Sub-Structure 2, with Fcount values= 10.636 greater than Ftable for  $\alpha = 0.05$  that is 3.12.

TABLE VIII. PATH COEFFICIENTS SUB-STRUCTURAL 2

Path	Path Coefficient	t <sub>count</sub>	t <sub>table <math>\alpha</math> 0.05</sub>	Sig
$\rho_{31}$	0.292	2.26	1.99	0.012
$\rho_{32}$	0.253	2.23		0.028

In Table 8, shows that all path coefficients are significant at  $\alpha = 0.05$ , because t count is greater than t table. Based on the results of the pathway analysis of the Sub-Structure 2,each obtained pathway coefficient value teacher's leadership toward cultural values ( $\rho_{31}$ ) is equal to= 0.292 and personality toward cultural values( $\rho_{32}$ ) equal to= 0.253. This proves that all path coefficients are significant.

The determinant coefficient or contribution of teacher's leadership and personality toward cultural values on Rsquare values is 0.216. It means that variations of Cultural Values can be explained by variations of Teacher's Leadership and Personality as big as 0.216.

The Large residual coefficient  $\rho_3\varepsilon_1 = \sqrt{(1 - 0.216)} = 0.885$  is the effect of other variables outside teacher's leadership and personality. Thus the structural equation for Sub-Structure 2:  $X_3 = 0.292 X_1 + 0.253 X_2 + 0.885$ . Based on the path coefficients obtained can be illustrated the line diagram model as following figure 2:

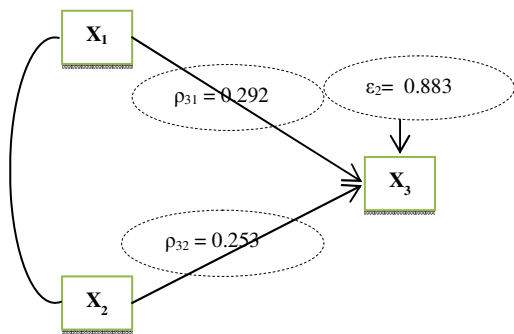


Fig.2 Paradigm of Research Empirical Causal Relationship among Teacher’s Leadership and Personality toward Cultural Values

Based on the results of the path coefficients in Sub-Structure 1 and Sub Structure 2, it can be described as a whole which describes the causal relationship between variables  $X_1$ ,  $X_2$ , and  $X_3$  to  $X_4$ , as follows:

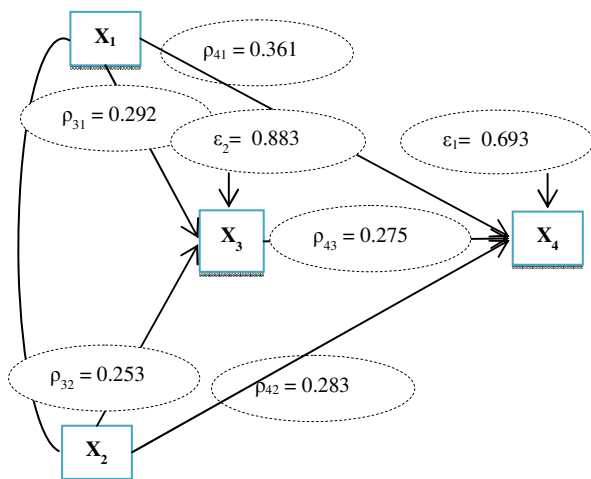


Fig.3 Causal Relations of variables Teacher’s Leadership, Personality and Cultural Values toward Motivation on Health Life

1) *There is a direct effect of Teacher's Leadership toward Motivation of Healthy Life*

Based on the results of calculations, a pathway coefficient score was obtained teacher's leadership toward motivation of healthy life= 0.361 and t count 3.387, at the level  $\alpha = 0.05$  obtained t table 1.99. The results of this research is proved that teacher's leadership influences directly toward motivation of healthy life.

Competencies that are supported by motivation can increase physical activity in students.[2] Students’ self-efficacy and teacher leadership are of extreme importance for students’ educational motivation, and that highly efficacious students lose most educational motivation when the teacher’s leadership is poor. The results thus support the importance of teachers’ leadership for encouraging student learning.[3]

In responding to various demands of the community, teacher leadership as a class manager must be able to fulfill a demand by making changes to maintain the existence of the school by becoming an effective, efficient and quality school.[4]

2) *There is a direct influence of Personality toward Motivation on Health Life*

Based on the results of calculations, a pathway coefficient score was obtained personality toward motivation of healthy life = 0.283 and t count 3.076, at the level  $\alpha = 0.05$  obtained t table 1.99. The research results prove that personality influences directly toward motivation of healthy life.

That motivation and personality traits have a significant effect on users' intentions throughout the cultural content. Values have a significant effect on the motivation and intentions of users throughout the cultural content. To understand the nature and meaning of user intentions throughout cultural content, businesses must know about cultural differences and the impact of motives, values, and personality, and must adapt business models and strategies.[5]

That personality and values have different influences on different motivational processes. For individuals, personality and values are more predictive of motivated behavior than restricted behavior. A more comprehensive understanding of how personality and values can influence motivation provides a greater understanding of the behavior of entrepreneurs and top management teams, who generally experience high levels of autonomy.[6]

3) *There is a direct effect of Cultural Values toward Motivation of Healthy Life*

Based on the results of calculations, a pathway coefficient score was obtained cultural values toward motivation of healthy life = 0.275 and t count 3.062, at the level  $\alpha = 0.05$  obtained t table 1.99. The results of the research is proved that cultural values influences directly toward motivation of healthy life.

Cultural values are desires and desirable goals or behaviors that have cultural values.[7] That the benefits of various types of social support depend on cultural background. In addition, cultural variation is related to the underlying motivation to seek social support and the emotional implications of receiving support.[8]

4) *There is a direct effect of Teacher's Leadership toward Cultural Values*

Based on the results of calculations, a pathway coefficient score was obtained teacher's leadership toward cultural values = 0.292 and t count 2.26, at the level  $\alpha = 0.05$  obtained t table 1.99. The result of the research is proved that teacher's leadership influences directly toward cultural values.

Leadership strategies are very important in an organization's effectiveness. Therefore, the leadership strategy will play an effective role in the organization. Furthermore, in the leadership strategy model depends on the

motivation of leadership to lead people who are personality oriented to cultural values.

[9] say that teacher leadership involvement in schools is an important factor in teacher effectiveness. Some practices related to leadership policy, prove to contribute to teacher empowerment.[10]

#### 5) *There is a direct effect of Personality toward Cultural Values*

Based on the results of calculations, a pathway coefficient score was obtained teacher's leadership toward cultural values = 0.253 and t count 2.23, at the level  $\alpha = 0.05$  obtained t table 1.99. The research results prove that personality influences directly toward cultural values.

That there was a significant relationship between school culture and teacher attitudes and personality factors with teacher leadership. Meanwhile, management support factors do not show a significant relationship with teacher leadership [11].

That cultural studies and personality measurement use three approaches, namely an ethical approach that focuses on the establishment of equality measurements in personality measures, indigenous approaches that study personality in a particular culture, and a combined approach to personality ethics.[12] Direct and indirect effects Teacher's Leadership toward Motivation of Healthy Life

Teacher's leadership has a direct and indirect effect of motivation of healthy life. It can be seen that teacher's leadership has a direct effect on motivation of healthy life 0.361, and has an indirect effect through cultural values =  $0.292 \times 0.275 = 0.0803$ . Thus the total effect of teacher's leadership on motivation of healthy life is equal to 0.441.

That a new measure of work values is related to gender, age, position organization, and professional role.[13] Direct and indirect effects Personality toward Motivation of Health Life. Personality has a direct and indirect effect of motivation of healthy life. It can be seen that personality has a direct effect of motivation of healthy life 0.283, and has an indirect effect through cultural values =  $0.253 \times 0.275 = 0.069$ . Thus the total effect of teacher's leadership on motivation of health life is equal to 0.353.

The cultural values are a desired belief and goal or behavior that has cultural values. Cultural values can affect the characteristics of a person's personality development can be seen in everyday life. [9]

#### IV. CONCLUSION

The conclusion of the research can be formulated as follows: First, there is a direct effect of teacher's leadership toward motivation of healthy life. The second, there is a direct effect of personality toward motivation of health life. The third, there is a direct effect of cultural values toward motivation of healthy life. Fourth, there is a direct effect of teacher's leadership toward cultural values. The fifth, there is a direct effect of personality toward cultural values. Sixth, there is a direct and indirect effects of teacher's leadership toward motivation of healthy life through cultural values.

Seventh, there is a direct and indirect effects personality toward motivation of healthy life through cultural values. Based on the findings of this research, it indicates that understanding variation motivation of healthy life influenced by a number of variations from teacher's leadership, personality, and cultural values significantly.

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