THE INFLUENCE OF LEADERSHIP, CHARACTER AND SCHOOLED CULTURE ON TEACHER DEDICATION AT SENIOR HIGH SCHOOL SUB-DISTRICT II OF KAMPAR REGENCY

Suhaimi[1], Rugaiyah[2], Matin[3]

[1] Education Management Department, State University of Jakarta;
[2-3] Lecturer State University of Jakarta, INDONESIA.

[1]suryamd96@gmail.com

ABSTRACT

The purpose of this study is to determine the influence of leadership, character, and schooled culture on the Teacher's work dedication at Senior high school sub-district II of Kampar regency. This research uses the quantitative approach with survey method. The samples are taken from teachers of Kampong Secondary School at sub-district II of Kampar Regency, 5 schools in each sub-district with the amount of 225 people based on teacher type, educational qualification, job qualification of each teacher. The results of this study indicate that; (1) leadership directly affects the dedication of work; (2) characters directly affect the dedication of work; (3) schooled culture has a direct effect on the dedication of work; (4) leadership has direct influence on culture; (5) characters directly affect the culture; (6) leadership has a direct effect on character. Thus the improvement of teacher work dedication can be achieved well if there is a strong influence on leadership, character, and schooled culture that is well established.

Keywords: leadership, character, schooled culture, and job dedication.

INTRODUCTION

Senior High school (SMA) is a formal educational institution that organizes an educational activity in general and continual in order to create intelligent, moral, personality of human resources based on knowledge, skill, integrity, skillful to develop all of self-potential in every school element. It means that a school is not only as a place to get a knowledge and to create a skill but also as a place to create characteristic. Moreover, a school becomes a place to play, to make creativity, to innovate something, to inspire potential development (Guza, 2009).

The school achievement is not guaranteed that the school itself is qualified, but it must be accompaniment with the achievement from several aspects that is related each other. So, between the imagination and reality become a power for now and the future.

Thus described in SMA Sub-district II of Kampar Regency in Riau, the observation of the researcher shows that the accomplishment of the alumnus with the high score only 20% with adequate score 20% and 60% low score form all the students in the school. Although this school is accredited with "A" or excellent. As a favorite and an excellent school with "A" accreditation, the accompaniment average score of all students must be in 75%. However, the observation is showing several indications, dynamics, and phenomenon as follow:

1) Based on observation of the student: a) Every year there are a lot of graduated student from this school are not able to compete entering university with another student from different school, b) every year the students interest in SBMPTN ((Joint Entrance Selection of State Universities) or another program to enter university is decreasing, it shows from every

course between 5-15 person or 3% from 200 students every year, c) every year, the students have less confidence in their achievement, it shows the data, only 20% from 200 students that is taking their transcript on time, d) mindset, awareness, and life structural of the graduated students are coming from uneducated people, it is discovered more than 30% of female students are not continuing to university, e) character aducational system that is not well integrated as intracurricural, cocurricural, and extracurricural.

2) Based on observation toward the teacher: a) the researcher discovers that more than 75% teachers do not know their student's name, and 75% students do not know the teachers who are teaching them, b) the researcher discovers that the relationship between teachers and students are not showing educational principle, c) the researcher discovers that the teachers are difficult to finish their duty because of there are a lot of rules and system that is regulated Education system, d) the researcher discovers that the fasilities (Source and Media of learning proccess) are not sufficent to develop the teacher's career, e) the researcher discovers there are some issues in reformation era about the teachers' action, so they feel that they get less respectability (Education and Cultural agency of Kampar Regency, 2016)

By the last 5 years, there are a lot of significant development facilities for students and teachers. Thus because of the government and student have an important role to develop facilities about one million up to one million and two hundred rupiah from the government (BOS) and regional government (PENTIS), in contrary, the alumnus performance is decreasing in 5 years. In relation with that, the alumnus character is not showing as an independent and mature individual, those problems make the researcher is interesting to observe in detail. M. Nuh (2012) states "The power of the schools formed by the leader, teacher, employee, and another elements that collaborate to achieve the purpose of the school. In order to achieve the purpose, there are a lot of factors, aspects, criteria that is supported each other to solve the problem. One of supporting element in management school that is important is teacher's dedication of work.

Dedication of work is described how a work or an activity is maximal by loyalty, sincerity, and obedience toward the institution in order to finish the duty and achieve the career in the future. It is described from ownership, responsibility, solidarity, and confidence

Through the high dedication to work all the decision and wisdom that has been made by the school will be realized as the school's plan. It means that the organizational citizenship behavior will be running well as the leader instruction. So, there will be harmony, parity, and collaboration to finish every work in the school. Dedication of work demands to process, to organize, to direct, to control, to apply, and to evaluate every chance, treat, challenge, and obstacle in sub-program in the school.

In order to solve the problem, teacher's dedication to work must collaborate with another aspect such as knowledge, competence, attitude, personality, and social to develop and to raise educational process. Another important aspect of success the school is leadership, character, and culture. Without intelligence leadership, adequate character, and positive culture, the dedication to work in the learning process will not have guidance. So, human resources as the result will not maximal in their performance, Afnil Guza in Sisdiknas (2004) states: "to create a process and condition of learning process of the students to develop their self-potential to have spiritual, self-controlling, personality, intelligence, morals, and skill based on Pancasila and UUD 1945 in NKRI".

Unfortunately, teacher's dedication to work has less response, there are a lot of issues, negative responses, negative perceptions and negative actions. Likewise several aspects of leadership, character, and culture that becomes a potential and power of the school that has

2

ISSN: 2307-3721, e **ISSN: 2307-3713**
www.erint.savap.org.pk

not been maximally used as role, characteristics, and function of education. It is following pattern and concept of organization rules until now.

It can be concluded that the purpose of this research is to explore how is the effect of leadership, character, and schooled culture. so, the title of this research is the influence of leadership, character and schooled culture on teacher dedication at senior high school sub-district II of Kampar regency.

METHODOLOGY

This research uses the descriptive quantitative approach as a result of examiner theory toward the variable with number and analysis data with statistic procedure. The population in this research is 203 teachers of IAIN Bengkulu from 4 faculties with several criteria based on position and classification.

Population in this research is 225 teachers from 5 school in Senior High School Sub-district II Kampar in Kampar Regency. Further, this population includes honorer and non-honorer teacher. The amount of population is 5 Senior High School Sub-district II in Kampar regency.

DISCUSSION

Based on the causal model, a coefficient score of analysis path is measured. Before the measurement process to examine causality process with analysis path methodology, the result of the research must be evaluated and fulfill the requirement. One of the most important requirement is a significant correlation between each variable that is connected one and another. The result of analysis path as follows;,
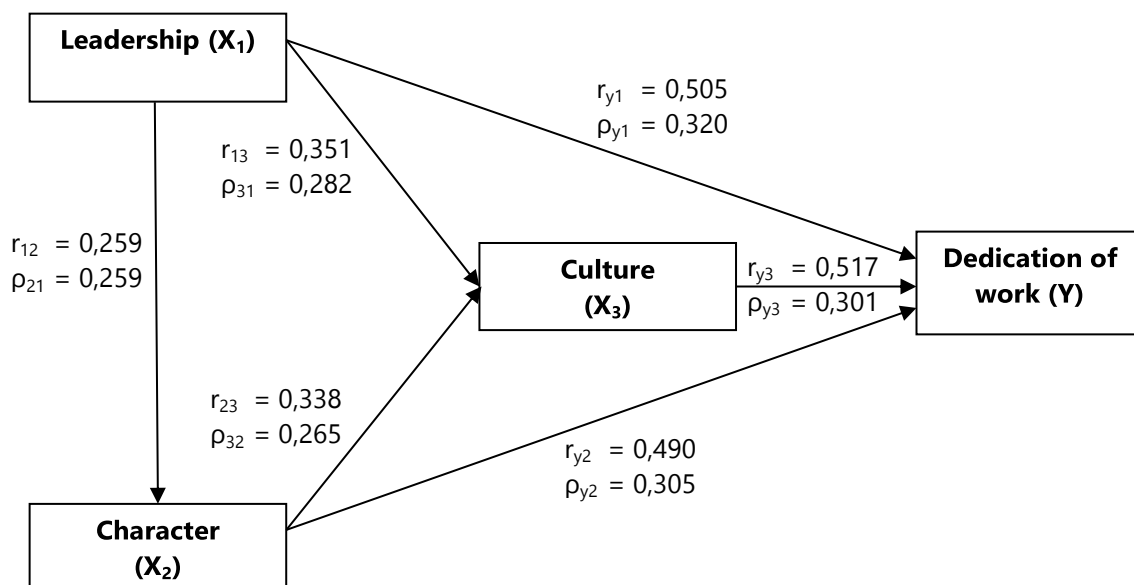

Figure 1. Structural Model Between each Variable based on the measurement result in Path Analysis

The structural in substructural model consist of 3 coefficient path from variable X_1 to Y, X_2 to Y, dan X_3 to Y as like as: $Y = \rho_{y1}X_1 + \rho_{y2}X_2 + \rho_{y3}X_3 + \rho_{y\varepsilon1}$ with $(R_{y.123})^2 = 0{,}4671$ so $\rho_{y\varepsilon1} = 0{,}730$. So, the structural in first sub structural model is $Y = 0{,}320X_1 + 0{,}305X_2 + 0{,}301X_3 + 0{,}730$.

Table 1. Result of first SPSS Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,203	7,413		5,288	,000
	Leadership (X1)	,218	,046	,320	4,793	,000
	Character (X2)	,212	,046	,305	4,583	,000
	Culture (X3)	,256	,058	,301	4,395	,000

a Dependent Variable: Dedication of work (Y)

the structural in substructural model consist of 2 coefficient path from variable X1 to X3 and X2 to X3 as like as: $X3 = \rho31X1 + \rho32X2 + \rho3\varepsilon2$ with $(R_{3.12})^2 = 0,1886$ so $\rho3\varepsilon2 = 0,901$. in a brief, the structural in second sub structural model is: $X_3 = 0,282X_1 + 0,265X_2 + 0,901$.

Table 2. Result of second SPSS Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	61,084	9,402		6,497	,000
	Leadership (X1)	,226	,063	,282	3,592	,000
	Character (X2)	,217	,064	,265	3,375	,001

a Dependent Variable: Culture (X3)

the structural in third substructural modek is formed by coefficient path from variable X_1 to X_2 as like as: $X_2 = \rho21X_1 + \rho2\varepsilon3$ with $(r_{12})^2 = 0,0671$ so $\rho2\varepsilon3 = 0,966$. In conclusion, the structural in third sub structural model: $X_2 = 0,259X_1 + 0,966$

Tabel 3. Result of third SPSS Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
3	(Constant)	91,799	9,522		9,641	,000
	Leadership (X1)	,254	,079	,259	3,200	,002

a Dependent Variable: Character (X2)

in can be concluded from the result that is taken from analysis and measurement process:

Tabel 4. Direct effect of each variable

No.	Direct Effect	Path Coefficient	Dk	T_{count}	t_{table} $\alpha = 0,05$
1.	X_1 toward Y	0,320	140	4,81 **	1,98
2.	X_2 toward Y	0,305	140	4,61 **	1,98
3.	X_3 toward Y	0,301	140	4,42 **	1,98
4.	X_1 toward X_3	0,282	141	3,60 **	1,98
5.	X_2 toward X_3	0,265	141	3,37 **	1,98
6.	X_1 toward X_2	0,259	142	3,20 **	1,98

** = very significant ($t_{count} > t_{table}$)

The results are taken from analysis model that is used as a basic hypothesis and conclusion in this research. The hypothesis explanation as follow:

Direct effect of positive leadership toward dedication of work

The score of leadership coefficient toward dedication of work is 0,320 with t_{count} 4,81. Therefore t_{count} is bigger than t_{table} to dk = 140 for α = 0,05 about 1,98 so H_0 rejected and H_1 accepted, it means that there is significant effects from leadership variable toward dedication of work variable.

The result of the first hypothesis is positive leadership directly affect dedication of work. Based on the result, it can be concluded that positive dedication of work is affected by leadership. The increasing leadership is caused a dedication of work increase. Tomlinson (2004) states: "*Leadership style is critical in designing and deploying effective performance measurement and management system. Clear consistent and visible involmentby senior executives and manager is a necessary part of successful performance measurement and management system.*"

In similar way, the successful achievement of every performance is affected by leadership and management system. It means that employees with loyal and obedient behavior will follow the rule and take responsibility for their position based on the management system. Someone's dedication to work will be focused and controlled in working performance, so he will develop all potential ability to make the organisation success.

Based on the concept above, it shows that the organization achievement depends on how the leader is managing, arranging and finishing every duty with empowering every human resource that is supported by participation, academic and scientific knowledge of a leader to create health and industry development.

Direct effect of positive character toward dedication of work

The coefficient score of character toward dedication of work is 0,305 with t_{count} is 4,61. The result is t_{count} is bigger than t_{table} to dk = 140 for α = 0,05 is 1,98 so H_0 rejected and H_1 accepted, it means that there is a significant effect of positive character toward dedication of work.

The result of the second hypothesis is character directly affect dedication of work. based on the result, it can be concluded that positive dedication to work is affected by the character. Thus related to House in Robbins (1996) that states there is 2 aspect of behavior that becomes character: (a) self-confident, (b) dependability (c) have a strong conviction. As a result, all the elements will be organized, implied, affected based on the character. Leon Cazares (2012) states: "*Organizational citizenship behavior can be seen as a set of moral norms that character creates an expectation of reciprocal actions from others. The factors explaining employee engaging in organizational citizenship behavior need not be voluntary but may be socially constructed by organizational norms and cultural.*"

On the other hand, someone's behavior shows from character and creativity, it goes along with the dedication of work and it is supported by norm, value, social and culture. Yaverbaum & Sherman (2008) states there are 16 individual characteristic as a leader or an employee: (a) *comittment*, (b) *loyality*, (c) *self-disciplin* (d), *strong work ethic*, (e) *creativity*, (f) *ability to learn from mistakes*, (g) *principles*, (h) passion for something greater, (i) trust, (j) *honest*, (k) *tenacity*, (l) *openness*, (m) *patience*, (n) *responsbility*, (o) *courage*, and (p) *confidance*.

Direct effect of positive culture toward dedication of work

The coefficient score of culture toward dedication of work is 0,301 with t_{count} is 4,42. Moreover, t_{count} is bigger than t_{table} to dk = 140 for α = 0,05 is 1,98, so H_0 rejected and H_1 accepted, it means there is a significant effect of positive culture toward dedication of work.

The result of the third hypothesis is culture directly affect dedication of work. Based on the result, it can be concluded that positive dedication of work directly affects the culture. The rise of culture is caused the rise of the dedication of work. This result is related to Kotler and Hassket States (in Sudarmanto, 2009) cultural organization affect dedication of work that consists of: (a) Purpose, where is the employees (teacher) follow the leader to achieve the purpose, (b) strong culture affects dedication of work to create motivation in the employee's character, (c) culture affects dedication of work to give structural and control without depending on formal bureaucracy.

In conclusion, one of dedication aspect is norm and value as one of elements in culture. So, the culture can be affected dedication of work. The effectiveness work of an employee can be described as; a} self-discipline, {b} capable, {c} adept, {d} friendly, {e} humble, {f} neat, {g} tolerate

Direct effect of positive Leadership toward culture

A coefficient score of leadership toward culture is 0,282 with t_{count} is 3,60. Therefore, a coefficient score of t_{count} is bigger than t_{table} to dk = 141 for α = 0,05 is 1,98 so H_0 rejected and H_1 accepted, it means there is the significant direct effect of positive leadership toward the culture.

The result of the fourth hypothesis is leadership directly affect the culture. Based on the result, it can be concluded that the culture is affected by the leadership. It shows that leadership will cause the culture is increasing. Robbins (2000) states that all the organization has a different culture where its affect the attitude and behavior of every organization member. Culture is a behavior from social civilization that has been formed without breaking the norm or value in every work. One of the cultural aspect is value and norm as the main element in human and environment. Moreover every cultural process there is organization and leadership that are related and affected every activity.

As a result, culture is an arrangement and a compilation from value and norm of the individual in life that become a habit with effectiveness management principle in life. There is a culture that shows the effective performance as follows; (a) discipline, (b) capable, (c) adroit, (d) friendly, (e) humble, (f) neat, (g) tolerate. Culture is organized to affect the situation or condition in a culture.

The direct effect of positive character toward culture

Coefficient score of character toward the culture is 0,265 with t_{count} is 3,37. Further t_{count} is bigger than t_{table} to dk = 141 for α = 0,05 is 1,98 so H_0 rejected and H_1 accepted, it means there is a significant positive effect of character to culture.

The result of the fifth hypothesis is character directly affects the culture. Based on the result, it can be concluded that positive culture is affected by the character.

Thus relates to Hoy and Miskel (1991) that states "*organizational culture is an attempt to get at the feel, sense, atmosphere, character, or image of an organization. It encompasses many of the earlier notions of informal organization, norms, value, ideologies, and emergent systems.*" Where is every work in every institution is measured from the culture with skill, knowledge, and character as the characteristic of the institution While working is something that makes kinship through norm, value, ideology, and system.

Ethics explains about the idea that focuses on individualism, independent, and positive effect toward the individual. Working is seen as an activity to increase the standard of life and social status.

Direct Effect of positive leadership (X1) toward character (X2)

Coefficient score of leadership toward character is 0,259 with t_{count} in dk=142 for α = 0,05about 1,98 so H_0 rejected and H_1 accepted, it means that there is significant effects of positive leadership toward the character.

The result of 6 hypothesis is leadership directly affect the character. It can be concluded that character is affected by the positive leadership. If the leadership is increasing. The character will be increased. In similar way, Crawford in Erick Dibyo Wibowo (2005) states "*leadership or is organization qualitative the system characteristic employees*." Leadership will show the quality of organization in a system based on the character.

On the other hand, leadership become is a character and result from leadership action. Therefore a leader has traits and character from a personality. the character is a norm of a leader as a power to produce self-potential. It shows that a school must have reliable moral and character toward society organization to manage the teacher and the student.

Flippo states that the employees' productivity is measured by the effectiveness that is supported by the manager and the culture of the employees. Moreover, the employees' culture is affected by a leader. Kreitner and Kinicki (2000) state that character can be seen from: *(a) collective, (b) emotional charged, (c) historically based, (c) inherently symbolic, (d) dynamic, (e) inherently fuzzy.*

CONCLUSION

Based on the analysis, this research can be concluded as follows: 1) Leadership directly affects dedication of work. 2) Character directly affect dedication of work. It means that positive character will increase dedication of work in a positive way. 3) Culture directly affects dedication of work. It means that powerful culture will increase dedication of work. 4) Leadership directly affects the culture. It means that positive leadership will increase the culture. 5) Character directly affects the culture. It means that powerful character will increase the culture. 6) Leadership directly affects the character. It means that positive leadership will increase the character..

Based on the result of the research, it can be concluded that dedication of work is influenced by leadership, character, and culture. Thus means that high dedication to work is caused by positive and strong leadership with a powerful personality that is supported by the culture of the organization.

REFERENCES

[1]. Cazares., F. L. (2012). *Organization citizenship behaviour among public employee: structural equation modeling approach*. Guadalajara: Universidad de Guadalajara.

[2]. Crawford, M., Kydd, L., & Riches, C. (2005). *Leadership and teams in educational management*. Jakarta: Grasindo.

[3]. Depdiknas, D. (2004). *Sistem pendidikan nasional*. Jakarta: Dirjen Dikdasmen. Depdiknas.

[4]. Disdikkbud, D. (2016). *Data pendidikan SMA dalam angka*. Bangkinang: Kabid SMA Disdikbud Kabupaten Kampar.

[5]. Firdaus. (2011). *Powerful the points of guru*. Pekanbaru: Pusbangdik UNRI.

[6]. Guza, A. (2009). *Undang - Undang Nomor 20 Tahun 2003: Sistem pendidikan nasional.* Jakarta: Asa Mandiri. 2009.

[7]. Hoy, W. K., & Miskel, M. (2001). *Educational administration*. New York: McGraw-Hill Companies.

[8]. Kemendiknas. (2011). *Pedoman pelaksanaan pendidikan karakter*. Jakarta: Balitbang Puskurbuk Kemendiknas.

[9]. Kreitner, R., & Kinicki, A. (2000). *Management of organization*. USA: Houngton Miffin Company.

[10]. Kreitner, R., & Kinicki, A. (2000). *Organization behavior*. New York: McGrow Hill.

[11]. Nuh, M. (2012). *Pendidikan nasional menghadapi arus globalisasi*. Jakarta: Wawancara Eksklusif Metro TV HUT PGRI.

[12]. Robbins, S. P. (2000). *Organization behaviore & psycologi*. New York: Prentice-Hall International, Inc.

[13]. Robbins, Stephen. P, (1996). *Organization behaviore: Concept, controversies, applications*. New Jersey: Prentice-Hall International Inc.

[14]. Sudarmanto, S. (2009). *Prilaku dan organisasi*. Yogyakarta: Journal Pendidikan.

[15]. Tomlinson, H. (2004). *Educational leadership personal growthfor profesional development*. London: Sage Publications.

[16]. Yaverbaum, E., & Sherman, E. (2008). *Evething leadership book*. Avon, Massachusetts: Adams Media.