



Research Article

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The Relationship between Personality and Managerial Ability of School Principals with Work Motivation of Elementary School Teachers

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Abstract

This study focuses on examining the relationship between the Principal's Personality and Managerial Ability and the Motivation of Primary School Teacher Work in East Jakarta District. The study was conducted at Elementary School Teachers in the Matraman District, East Jakarta, Academic Year 2018/2019. The research methodology used is the survey methodology with correlational techniques. The population in this study were all elementary school teachers in Matraman District, with a sample of 60 teachers from each village. Sampling with cluster random sampling. Data about the principal's personality, managerial abilities, and work motivation of teachers were collected with instruments in the form of a Likert scale. The results of the study: (1) there is a positive relationship between the principal's personality and the teacher's work motivation, (2) there is a positive relationship between the principal's managerial ability and the teacher's work motivation, (3) there is a positive relationship between the principal's personality and the principal's managerial ability together with the teacher's work motivation. The conclusion that teacher work motivation can be improved by maximizing: (1) the principal's personality, and (2) the managerial ability of the principal.

Keywords: *personality, managerial ability, principal, work motivation, teacher*

1. Introduction

The teacher is the spearhead of forming the potential of good students in school. The teacher as one of the elements that have a multi-role in the Teaching and Learning Process is not limited only as a "teacher" who provides knowledge. As contained in the educational concept that was coined by Raden Mas Suwardi Surjaningrat in the book (Moeljono, 2003: 54), namely the teacher can set an example to his students through good personality (knowledge, skills, and attitudes), teachers with all efforts can influence students in the process of teaching and learning activities, teachers reinforce their students so that it can cause self-confidence.

This can be done well if the teacher's work motivation which is an encouragement or strength in the teacher can lead to all activities leading to the goal. Educational objectives that lead students

to master and awaken several domains, including the realm of attitude (affective), capture in learning (cognitive), and skills (psychomotor).

High teacher work motivation can be seen from several indicators such as the effectiveness of the teacher in participating in all learning in the form of discipline in carrying out all school rules, seriousness in completing the tasks given by the principal to the maximum, seriousness, responsiveness to the material delivered to students, management good and regular administration, as well as the development of competency expertise possessed. Whereas low teacher performance is characterized by lethargy in carrying out learning tasks, often arriving late, never doing a good task, defying the principal's policy, low-performance scores, competencies that do not want to be developed, and irregular administration.

Teacher motivation can be realized if the principal's personality raises the teacher's perception of the principal. The principal is used as a role model both in his words and actions. A good principal's personality is seen in several indicators such as mastery in establishing cooperation between teachers, authority over the development of conveying guidance to teachers, the discipline of principals carrying out all the rules that apply in schools such as arriving on time, wearing neat and polite clothes; the ability to understand the psychological teacher; and others. The principal's personality is very influential on teacher performance.

The principal's behavior in carrying out tasks directly or indirectly influences the teacher's performance motivation both positively and negatively. That is, if the personality displayed by the principal in carrying out their duties with the expectations of the teacher, the teacher will be motivated to perform well.

Aside from a good personality, of course, the principal has many functions. Function The principal plays an important role in the administration of education in schools that are given the responsibility to carry out full management of the course of education. The principal role of the Principal is as a leader who controls the course of education in which education itself functions as a transformation that converts inputs into outputs. This determines the process that takes place correctly, maintained by the provisions of the educational goals themselves. To ensure the implementation of education in the school a leader as a school manager, in this case, the Principal.

Principals certainly need good managerial skills to ensure quality in accordance with educational goals. As a manager, the principal has the task of planning, managing, organizing, and evaluating all activities carried out in the school. Activities carried out both in the short, medium, and long term. The aim is to avoid overlapping between one activity and another.

The good managerial ability of school principals can be seen from the preparation of effective and orderly programs, the placement of personnel in accordance with their fields and abilities, good administration, and the creation of comfortable school conditions. While low managerial skills can be seen from the irregularity in compiling the program, the implementation of the program that is not in accordance with the planning, administration that is less structured, and the creation of conditions that are less conducive to schools.

However, in reality, the principal does not display a good personality and managerial abilities that are still low in the school environment, so that the behavior that is judged by teachers is negative. This has an impact on the teacher's unsympathy to the principal, decreased motivation for teacher performance, and the atmosphere of the school environment that is less conducive. If it is done continuously it will have a fatal impact on the learning process, especially impacting the unmet achievement of school education goals.

2. Literature Review

2.1 Personality

Abdul Mujib (2005) explains that personality is the integration of the system of the heart, reason, and human passions that lead to behavior. A person's personality is formed from unity in the form of

feelings, desires which are implemented in daily behavior. Therefore, every individual should behave not only to promote mere lust but need to be considered with reason and conscience so that the behavior that is manifested does not interfere with applicable norms. Cattell (1973) suggested the definition of personality is predictive about what will be done by individuals in certain situations. Cattell established laws regarding what people would do in various situations. Issues regarding all individual activities, both visible and invisible. A person's personality is a series of unity between mental behaviors such as thoughts, feelings with everyday behavior.

Personality is a factor that is very influential on the success of the principal as a top manager in carrying out his leadership in the school, therefore the principal needs to understand how the personality characteristics of themselves as role models of teachers and employees. EH Hurlock (1986) argues that healthy personality characteristics are characterized by being able to assess themselves realistically, being able to assess situations realistically, being able to assess achievements obtained realistically, accepting responsibility, independence (autonomy), being able to control emotions, being oriented towards goals, outward-oriented, social acceptance, have a philosophy of life, happy.

Although a person's personality is relatively constant, reality often changes personality. Syamsul Yusuf (2008) changes that occur are influenced by several factors, including genetic factors (nature), environmental factors. Environmental factors that influence personality include family, culture, and school.

An individual's personality is formed by several factors both inside and outside. Internal factors are more influenced by the genes of both parents, while external factors are influenced by the environment. The Principal should know the factors that influence his personality from childhood until now. So that the principal can minimize the personality that is not appropriate or not good. To achieve his goals as a principal who can be used as an example and motivator of his teachers.

2.2 *Managerial Ability*

Wahyudi (2009) ability is knowledge, skills, and basic values that are reflected in the habits of thinking and acting consistently that enable it to be competent in carrying out its authority, duties, and responsibilities. Knowledge, skills and basic values that reflect the principal in carrying out his duties as an administrator cannot be released with managerial competence, namely conceptual skills, human skills, and technical skills (Sergiovanni in Wahyudi, 2009: 33).

Siswanto (2009) describes dividing managerial abilities into three types of managerial skills that need to be mastered by educational leaders especially principals consisting of:

1. Conceptual skills, which means the abilities/skills needed by a leader to understand and operate the organization. In educational organizations, conceptual skills are the ability of principals to see the school as a whole, plan changes, design school goals, make precise assessments of the effectiveness of school activities and coordinate programs in harmony
2. Human relations skills can be interpreted as skills to work together, motivate, and lead the organization. Human relations skills are the ability to collaborate, communicate, and understand people in organizations
3. Technical skills mean skills in using certain knowledge, methods, strategies, techniques in an organization.

The combined balance of the three skills can be illustrated in the figure below:

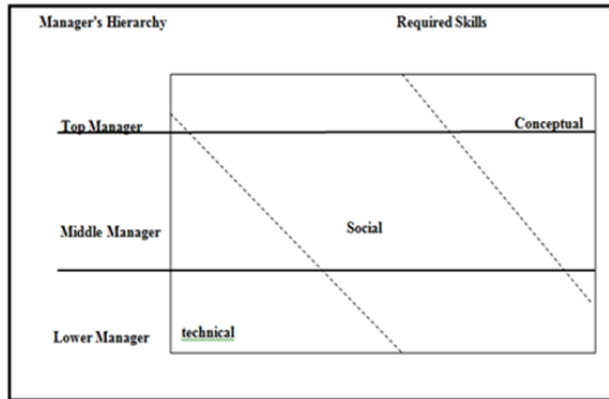


Figure 1. First Hierarchy Manager (Siswanto, 2005)

The skills mentioned above run by the level of management, as expressed by Katz (in Stoner 1992) that management, in general, has three levels including 1) Top management), 2) Middle Management, 3) Lower Management. Terry GR in his book "The principle of Management" (1975; 65) states about managerial functions which include four steps, they are planning, organizing, actuating, supervision.

Principal managerial role according to Daniel Katz and Robert Kahn in Lunenburg (2000: 333) is divided into three namely :

1. **Technical**, involving good planning, organizing, coordinating, supervising, and controlling techniques;
2. **Human**, dealing with human relations and people skills, good motivation and morale building skills; and
3. **Conceptual**, emphasizing knowledge and technical skills related to the service (or product) of the organization

Mulyasa (2007: 82) Effective means there is an effect (as a result, its effect, its impression), effective or effective can bring results. Effectiveness is the suitability of the person carrying out the task with the intended goal. Effectiveness is related to the relationship between the desired results and the actual results obtained. Effective management skills can have an impact on school progress.

The greater the contribution to the achievement of more effective educational goals, organizations, programs, and activities, the input depends on the output or process, the effectiveness focuses on results. Educational organizations, programs, and activities are considered effective when the results can meet the expected goals.

2.3 Work motivation

Sardiman (1998: 73) motive is the effort that drives someone to do something. Motives can be said as a driving force from within and within the subject to carry out certain activities to achieve a goal. Motive can also be interpreted as an internal condition (preparedness). While motivation is defined as a series of efforts to provide certain conditions so that someone is willing and wants to do something.

Motivation arises because of two factors, namely the drive that comes from within humans (individual or internal factors) and the drive that comes from outside the individual (external factors). Individual factors that usually encourage someone to do something are:

1. **Interest**: Someone will feel compelled to do an activity if the activity is an activity that suits their interests.

2. Positive attitude: Someone who has a positive attitude towards an activity willingly participates in the activity and will try his best to complete the activity concerned as well as possible.
3. Needs: Every person has certain needs and will try to do any activity as long as the activity can meet their needs.

Devung (2004: 106) there are two main factors in the organization (external factors) that make employees feel satisfied with the work done, and satisfaction will encourage them to work better, these two factors include:

1. Motivator: Motivators are work performance, awards, responsibilities are given, opportunities to develop themselves, and the work itself.
2. Occupational health factors: Occupational health factors are good organizational policies and administration, adequate technician supervision, satisfying salaries, good working conditions and work safety.

To motivate work, teachers need to be allowed to participate in determining the goals to be achieved by the leader. The leader communicates everything related to the task achievement effort, with clear information, employees will be more easily motivated to work. The leader recognizes that subordinates have a stake in efforts to achieve goals. With this recognition, employees will be more easily motivated to work. Leaders who give authority or authority to subordinate employees separately at any time can make decisions on the work to be done, which will make the relevant employees motivated to achieve the goals expected by the leader. Leaders pay attention to what employees want subordinates, will motivate teachers to work what is expected by the leader.

Syaodih (1998: 84) states the function of motivation is: encouraging someone to carry out an activity or action, can determine the direction of one's actions, and motivate functions in selecting the types of actions and activities of a person.

Aspects of motivation in the whole Teaching and Learning Activities are very important because motivation can encourage teachers to carry out certain activities related to their learning activities and give instructions or actions they do. Based on the above statement, the teacher should make every effort to arouse motivation so that the desired educational goals can be achieved optimally.

Motivation is seen to play a role in all forms of activity because motivation contains the following values:

- 1) Motivation determines the level of success or failure of teaching and learning activities. Teaching and learning activities without motivation are difficult to achieve success optimally.
- 2) Learning that is motivated by its essence is learning activities that are following the needs, encouragement, and interests that exist in students.
- 3) Learning that is motivated according to the creativity and imagination of the teacher to strive earnestly to find relevant and harmonious ways to arouse and maintain it.
- 4) Success or failure in arousing and utilizing motivation in the learning process is related to efforts to foster classroom discipline. Class discipline problems can arise because of failure in motivational movements.
- 5) The use of the principle of motivation is essential in the process of learning and learning. Motivation is one of the factors that also determine effective learning.

3. Methodology

3.1 Research Questions/ Hypotheses

Based on the theoretical description and frame of mind, a hypothesis can be formulated as a temporary answer to the problem posed as follows:

1. There is a positive relationship between personality and teacher work motivation.
2. There is a positive relationship between the principal's managerial ability and the teacher's

work motivation.

3. There is a positive relationship between the personality and managerial ability of the principal together with the teacher's work motivation.

3.2 Objective of Study

The research objectives are as follows:

1. Reveal how the principal displays the personality of the teachers.
2. Reveal the principal's managerial ability in managing the school.
3. Reveal how the work motivation of teachers to achieve the expected educational goals by the national goals of education.

3.3 Research Design

Field research methodology through a questionnaire distribution survey with a correlational approach and is quantitative. This research is quantitative. For data processing of research results using statistics, which plays a role in preparing theoretical models, formulating hypotheses, developing tools, taking data, preparing research designs, analyzing data, and processing data.

With two exogenous variables, namely: (1) Personality, (2) Principal Managerial Managerial Ability. While the endogenous variable is the teacher's work motivation.

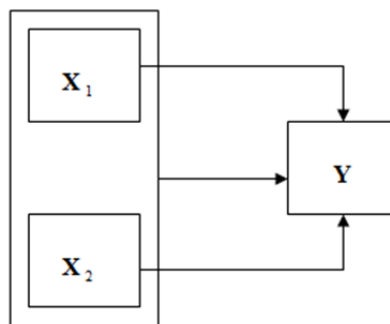


Figure 2: Constellation Correlation Variable

Where:

Y = dependent variable : Work Motivation

X₁ = independent variable 1 : Personality

X₂ = independent variable 2 : Managerial Ability

Respondent: Matraman Subdistrict Elementary School Teacher City of East Jakarta Administration

3.4 Population

The target population in this study are all teachers in the Matraman District Public Elementary School, East Jakarta Administration City, while the target population is all teachers who teach this year at the Matraman District Public Elementary School, East Jakarta City Administration.

The number of teachers in the Matraman District Public Elementary School, East Jakarta Administration City, located in six villages, namely North Utan Kayu Village, Utan Kayu Selatan Village, Kayu Manis Village, Palmeriam Village, Pisangan Baru Village, and Kebon Manggis Village are 300 people consisting of five twenty (50) Public Elementary Schools.

3.5 Sampling Technique

The sampling technique uses cluster random sampling. Cluster Random Sampling is a technique of selecting a sample from small unit groups. The population of the cluster is a subpopulation of the total population. Clustering in groups produces heterogeneous elementary units as well as the population itself

3.6 Data Collection Techniques

Data collection techniques used in this study consisted of three types of instruments, namely: 1). The instrument to measure teacher work motivation. 2). Instruments for measuring personality, 3) Instruments for measuring the managerial ability of principals.

In this study, there are two independent variables and one dependent variable, while the independent variables are; (1) Personality, (2) Managerial Ability of the Principal, and the dependent variable is teacher work motivation.

3.7 Instrument

3.7.1 Validity

Item analysis is done by calculating the correlation between the score of the instrument items with the total score, or by finding the distinguishing power of the scores of each item from the group that provides visual answers and low answers, through SPSS software version 21.0 or Product moment. Of the 40 items, only 35 items were declared valid because r count was greater than r table.

3.7.2 Reliability

The reliability test using the Cronbach Alpha method was measured based on the Alpha Cronbach scale from 0 to 1. This instrument has a level of visual reliability if the coefficient value is greater than 0.876. Instrument reliability testing can be done with the Alpha Cronbach test using SPSS software version 21.0

3.8 Data Analysis Technique

Data Analysis Techniques used in this study were two-dimensional variance analysis or ANAVA 2 (two) pathways. Before Anava is used, a normality and homogeneity test is performed first. Data normality test using SPSS is done with the Normality test and homogeneity test data using SPSS with the Levine test

4. Research Finding

Table: Teacher Work Motivation (Y) with the Principal's Personality (X_1) and Principal's Managerial Ability (X_2)

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .895 ^a | .802 | .795 | 6.56047 | .802 | 115.213 | 2 | 57 | .000 |

a. Predictors: (Constant), x2, x1

From the data above shows that the correlation value $r_{y_{12}}$ (correlation coefficient between Y with X_1

and X_2) of 0.802 with a coefficient of determination of $(0.802)^2 = 64.32\%$.

Table (b): ANOVA: Teacher Work Motivation (Y) with the Principal's Personality (X_1) and Principal's Managerial Ability (X_2)

ANOVA ^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|---------|-------------------|
| 1 | Regression | 9917.469 | 2 | 4958.734 | 115.213 | .000 ^a |
| | Residual | 2453.265 | 57 | 43.040 | | |
| | Total | 12370.733 | 59 | | | |

a. Predictors: (Constant), x_2 , x_1
b. Dependent Variable: y

The results above show a multiple correlation coefficient R of 0.895. The coefficient is significant because after being tested with the F-test an F price of 115.213 was obtained with a significance of 0.00. Another result obtained is the regression line equation, as shown in the table below.

Table: Coefficient: Teacher Work Motivation (Y) with the Principal's Personality (X_1) and Principal's Managerial Ability (X_2)

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| 1 | (Constant) | 28.824 | 8.336 | | 3.458 | .001 | | | |
| | x_1 | .344 | .082 | .432 | 4.220 | .000 | .846 | .488 | .249 |
| | x_2 | .461 | .093 | .507 | 4.952 | .000 | .860 | .548 | .292 |

a. Dependent Variable: y

The results of the analysis showed a constant price of 28.824; the coefficient X_1 value is 0.344 and the coefficient X_2 value is 0.461. All of these coefficients are significant because each of them has a significance of 0.00. So the regression line equation is $Y = 28.824 + 0.344X_1 + 0.461X_2$. The partial correlations for X_1 and X_2 are 0.488 and 0.548, respectively.

Table: Partial Correlation: Teacher Work Motivation (Y) with the Principal's Personality (X_1) and Principal's Managerial Ability (X_2)

Correlations

| Control Variables | | | x_1 | x_2 | y |
|---------------------|-------------------------|-------------------------|-------|-------|------|
| -none- ^a | x_1 | Correlation | 1.000 | .346 | .889 |
| | | Significance (2-tailed) | . | .061 | .000 |
| | | df | 0 | 28 | 28 |
| | x_2 | Correlation | .346 | 1.000 | .082 |
| | | Significance (2-tailed) | .061 | . | .666 |
| | | df | 28 | 0 | 28 |
| y | Correlation | .889 | .082 | 1.000 | |
| | Significance (2-tailed) | .000 | .666 | . | |
| | df | 28 | 28 | 0 | |
| y | x_1 | Correlation | 1.000 | .599 | |
| | | Significance (2-tailed) | . | .001 | |
| | | df | 0 | 27 | |
| | x_2 | Correlation | .599 | 1.000 | |
| | | Significance (2-tailed) | .001 | . | |
| | | df | 27 | 0 | |

a. Cells contain zero-order (Pearson) correlations.

The partial correlation of teacher's work motivation (Y) with the principal's personality (X_1) with the principal's managerial ability (X_2) was 0.599.

5. Discussion

This study consists of 3 variables, namely two exogenous variables consisting of: the principal's personality (X_1), the managerial ability of the principal (X_2), and the endogenous variable is the teacher's work motivation (Y). The presentation of descriptive data is arranged based on the distribution of scores of each variable in the form of a range of absolute or relative frequency distribution statements.

Frequency distributions are arranged according to Sturges' rules, their absolute frequency distributions depicted in the histogram. The size of the standard deviation distribution is supplemented by the calculation of the mean, mode and median as a measure of the central symptoms of each variable individually.

The collected work motivation variable data is measured by a rating scale. For one positive statement has a scale of 1 to 5, which is manifested in 5 options, namely: SL (Always) with a score of 5, SR (Often) with a score of 4, JR (Rarely) with a score of 3, JRS (Rarely) score of 2, and Never (TP) with a score of 1, and negative statements: SL with a score of 1, SR with a score of 2, JRS with a score of 3, JS with a score of 4, and TP with a score of 5. Of the 35 statements of the research instrument, each respondent has a theoretical score range between 35 to 175. The results of the study of all respondent's work motivation instrument teachers, amounting to 60 people, obtained the smallest value of 104 and the largest value of 174.

The collected principal personality variable data is measured by a rating scale. For one positive statement has a scale of 1 to 5, which is manifested in 5 options, namely: SL (Always) with a score of 5, SR (Often) with a score of 4, JR (Rarely) with a score of 3, JRS (Rarely) score of 2, and Never (TP) with a score of 1, and negative statements: SL with a score of 1, SR with a score of 2, JRS with a score of 3, JS with a score of 4, and TP with a score of 5. From 36 statements obtained a theoretical range of 36 to 180 from all respondents of the principal's personality instruments totaling 60 teachers, the smallest value was 108 and the greatest value was 179.

Principal's managerial ability variable data is measured by a Likert's scale or rating scale. For one positive statement has a scale of 1 to 5, which is manifested in 5 options, namely: SL with a score of 5, SR with a score of 4, JR with a score of 3, JRS with a score of 2, and TP with a score of 1, and negative statements: SL with score 1, SR with a score of 2, JR with a score of 3, JRS with a score of 4, and TP with a score of 5. Of the 35 items of the research instrument statement, each respondent has a theoretical score range of 35 to 175. The results of the study of all instrument respondents the principal's managerial ability totaling 60 people, obtained the smallest value of 104 and the greatest value of 174.

The results of the analysis showed a constant price of 28.824; the coefficient X_1 value is 0.344 and the coefficient X_2 value is 0.461. All of these coefficients are significant because each of them has a significance of 0.00. So the regression line equation is $Y = 28.824 + 0.344 X_1 + 0.461 X_2$. The partial correlations for X_1 and X_2 are 0.488 and 0.548, respectively. Thus the hypothesis stating there is a positive relationship between teacher work motivation (Y) with the principal's personality (X_1) and the principal's managerial ability (X_2) can be accepted together, or in other words the higher the principal's personality (X_1) and the principal's managerial ability (X_2), the teacher's work motivation (Y) tends to be higher.

An increase in teacher motivation to work, then these efforts can be achieved by maximizing: (1) the principal's personality, and (2) the managerial ability of the principal. In more detail, the implications of the two variables above can be explained as follows.

Efforts to improve the personality of school principals to improve teacher work motivation are: 1) Building a conducive school principal's personality greatly influences the teacher's work motivation in carrying out their duties at school; 2) The headmaster gives fair and transparent rewards to successful and accomplished teachers and punishment to teachers who are not enthusiastic in carrying out their duties.

Efforts to improve the managerial skills of school principals who are professional in the context

of achieving teacher work motivation are: 1) Principal's leadership Very coloring the spirit of the school they lead; 2) Giving full authority and delegation of teachers and employees to take responsibility for each of the existing subsystems. In granting authority and delegation, it remains under the control and control of the school principal; 3) Regular meetings between the principal, employees, and teachers periodically once a month, bi-monthly, or three months. This periodic meeting is important to provide information and motivation to each other and provide reports on all activities carried out by teachers and employees.

6. Conclusion

Overall the results of this study indicate that there is a positive relationship between the principal's personality with the teacher's work motivation. This means that if the teacher's personality is improved the teacher's work motivation can increase. There is a positive relationship between the principal's managerial ability and the teacher's work motivation. This means that if the principal's managerial ability is improved the teacher's work motivation can increase significantly and linearly. Each teacher's work motivation is determined by the principal's managerial ability if the principal's managerial ability variable and the teacher's work motivation variable are measured by the instrument developed in this study, then every change in the principal's managerial ability.

There is a positive relationship between the principal's personality and the principal's managerial ability together with the teacher's work motivation. This means that if the principal's personality and managerial ability of the principal are improved together, the teacher's work motivation will also increase.

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