

The Influence of Principal Leadership, Achievement Motivation, and Work Discipline on Teacher Quality Culture

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Abstract: The research aims to explain the Effect of Principal Leadership Style, Achievement Motivation, Work-Discipline, on Teacher Quality Culture. This study uses descriptive and inferential statistics (path analysis). Descriptively, the principal's leadership style variable (X1), achievement motivation (X2), work discipline (X3) and teacher quality culture (Y) show good criteria/categories. Furthermore, testing the research hypothesis using path analysis, there is a direct effect (X1) on (Y). This study shows the direct effect (X2) of (Y) and (X3) on (Y). This study also shows a direct influence between (X1) to (Y) through (X2), (X1) to (Y) through (X3) and (X2) to (Y) through (X1) and (X3). This study also shows the indirect effect (X1) of (Y) through (X2) and (X3). (X1) To (Y) through (X2) and (X3), (X3) to (Y) through (X1) and (X2) as intervening variables. Thus it can be concluded that there is a positive and significant indirect effect between (X3) to (Y) through (X1) and (X2).

Index Terms: Principal leadership, achievement motivation, work discipline, teachers' quality culture

I. INTRODUCTION

Educational institutions should be managed by qualified leaders and know about educational problems. With the decentralization of education, it is expected that the quality of education in schools can be achieved [1]. For this reason, it is expected that principals who can make efforts to improve service quality even create a culture of teacher quality in schools. In addition to the principal's leadership style to encourage the creation of a teacher quality culture, efforts to encourage a teacher quality culture also stem from factors in the teacher. The work done by the teacher is an inspiration, enthusiasm, and encouragement that comes from within him. This internal drive aims to encourage him to be enthusiastic and to achieve results as desired by the people. In management, the teacher gets encouragement from people to achieve the goals set beforehand. Teachers who are motivated or motivated at work will be able to improve their performance well. Thus, the higher the teacher's achievement motivation, the better the quality of education produced [2]. The teacher's quality culture is also very much determined by the teacher's work discipline. Quality culture in schools supported by high discipline by all components of the school will produce achievements. Therefore discipline orientation for all important school components to be built [3].

The phenomenon of the low teacher competency test in Maluku, Indonesia in the last three years also has a common thread or relationship that must be known. The principal's leadership style also makes the teacher not show their best competence. The teacher's motivation role, teacher lack of discipline so far and the quality of teachers need to be cultivated to be successful in teacher competency test. This fact also needs to be traced related to the change of headmaster who has occurred 30 times at the kindergarten, elementary, middle and high school/vocational level which also aims to improve the quality of teacher competency test later. However, some principals might not take their responsibility in carrying out their duties and function. This seems like a principal who is ignorant of the school's situation/culture. There are still schools where the quality culture is not visible at all; the indication is that the teacher arrives late when it is time to teach in class, the teacher does not attend school without reason, so the teaching hours in the class often making noise that interferes learning activities. Teachers are often going home before work; they do not describe the learning process in the classroom, they perform the learning not based on the contemporaneous or current model and approach. This situation raises questions on how the principal's leadership, teacher's motivation, teacher discipline, and the teacher's quality culture. Thus, the ability of principal management, teacher achievement motivation, teacher discipline, and teacher quality culture are important questions to explore in the process of education in schools. For this reason, this research examines the influence of the principal's management ability, teacher achievement motivation, and teacher discipline on the teacher's quality culture.

II. LITERATURE REVIEW

Principal's Transformational Leadership Style

Transformational leadership style according to Robbins is a style that promotes good communication with subordinates. Transformational leaders pay attention to subordinate development needs, help solve problems with new ways, and can excite, arouse, and inspire subordinates/followers to achieve organizational/group goals [4]. Transformational leadership style has four components [5]. Firstly, individual consideration, transformational leaders act as coaches or mentors, paying particular attention to each follower's needs for achievement and growth, an active listener, acknowledging and accepting individual differences. Conduct two-way communication and interact with subordinates personally, pay attention to the tasks of subordinates to determine whether subordinates need additional direction and assess their progress, subordinates do not feel they are being examined or monitored, sympathetic and wise, providing training, coaching, and support. Secondly, the intellectual stimulation, transformational leaders encourage innovation