Welcome to the 1st International Conference on Innovation in Education (ICoIE). The conference is organized by Graduate Program Universitas Negeri Padang, Indonesia, in collaboration with Forpimpas LPTK Indonesia. The theme of the conference is "Improving the Quality of Education for a Better Future".

Through this conference we provide the forum for the researcher, scientists, education practitioners, and students to present and share their innovative ideas in education. The conference will be held on September 6 – 7, 2018 and will take place in Graduate Program Universitas Negeri Padang, Indonesia.

**Thème:**
Improving the Quality of Education for a Better Future

**Conference Scope:**
- Character Education
- Educational Technology
- Lifelong Education
- Multicultural Education
- Education Issues and Policy
- Educational Management and Leadership
- New-Formed Education
- Curriculum Development
- Psychology and Counselling Education
- Teaching and Learning (in all fields)
- Assessment and Evaluation
- Environmental education
- Multi-talented and cross-discipline training

**Important Date:**
- Deadline for full paper submission: August 30th, 2018
- Information for full paper acceptance: August 30th, 2018
- Registration deadline: August 31st, 2018
- Payment deadline: August 30th, 2018
- Conference Day: 6th - 7th September 2018

**Registration Fee:**

<table>
<thead>
<tr>
<th>Category</th>
<th>International</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Author (Speaker, per article)</td>
<td>USD 250</td>
<td>IDR 2,500,000</td>
</tr>
<tr>
<td>Students Author (Speaker, per article)</td>
<td>USD 200</td>
<td>IDR 2,000,000</td>
</tr>
<tr>
<td>Participant</td>
<td>USD 65</td>
<td>IDR 600,000</td>
</tr>
</tbody>
</table>

Registration fee includes fee for publishing papers by Atlantis Press that is indexed by Thomson Reuters (Online Web of Science).

**Google Scholar**

**DOAJ Directory of Open Access Journals**

**Visitor**

<table>
<thead>
<tr>
<th>Country</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>376</td>
</tr>
<tr>
<td>US</td>
<td>88</td>
</tr>
<tr>
<td>SG</td>
<td>101</td>
</tr>
<tr>
<td>VN</td>
<td>35</td>
</tr>
<tr>
<td>CN</td>
<td>81</td>
</tr>
<tr>
<td>DE</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>561</td>
</tr>
</tbody>
</table>

**Contact Person**

Ahmad Fauzan
Phone: +62 81363790020
Email: ahmadfauzan@fmipa.unp.ac.id

Jufrizal
Welcome to the 1st International Conference on Innovation in Education (ICoIE 2018). It is an honor for us, the Graduate School of the State University of Padang to have you, our invited speakers, presenters, participants, from several universities coming from different parts of Indonesia and other countries. Welcome to Padang, the land of Ranah Minang.

This conference elevates a theme: Improving the Quality of Education for a Better Life. This general theme is intended to accommodate various interests and expertise in the field of education. Thus, discussions on education in the framework of innovation will yield multifaceted outcomes. The researchers are expected to explain how innovations of their research can serve a basis for the development education now and in the future, including real (practical and pragmatic) benefits in everyday life. The practitioners are welcome to share their best practices that will be beneficial for others.

We are very grateful to have five keynote speakers coming from different countries that will certainly enhance our knowledge and understanding about research and the teaching of language and arts. I would like to take this opportunity to thank them.

Prof. Dr. Inge Schwank, University of Cologne, Institute for Mathematics Education, Germany
Prof. Dr. Mansor bin Abu Talib, University Putra Malaysia, Malaysia
Prof. Dr. John Wee Yeo, Singapore
Dr. Gumpanat Boriboon, University of Srinakharinwirot, Thailand
Prof. Nurhizrah Gistituati, M.Ed., Ed.D., Universitas Negeri Padang, Indonesia

We would like to extend our gratitude to all speakers for your participation and presence at this conference and the meeting; you made this conference and meeting lively and vibrant. Thanks are also due to the Rector and the Vice Rectors of State University of Padang for their invaluable and continuous support to make this conference happen. We owe all the organizers, internal and external reviewers, and editors, for their hard working to make this conference successful and the proceeding be published. Last but not least, we are eternally grateful Atlantis Press for publishing this proceeding. We really appreciate the cooperation.

We wish all participants of ICoIE 2018 good time during your stay in Ranah Minang. We look forward to meeting you again on the second ICoIE conference.

The Conference Committee
Series: Advances in Social Science, Education and Humanities Research

Proceedings of the 1st International Conference on Innovation in Education (ICoIE 2018)

General Chair

Prof., Dr. Ahmad Fauzan
Universitas Negeri Padang, Indonesia

Secretary

Prof., Dr. Jufrizal
Universitas Negeri Padang, Indonesia

Steering Committee

Prof. Dr., M.Si. Yunia Wardi
Universitas Negeri Padang, Indonesia

Syahril, M.Sc, Ph.D.
Universitas Negeri Padang, Indonesia

Prof., Dr. Yenni Rozimela
Universitas Negeri Padang, Indonesia

Prof., Dr. Atmazaki
Universitas Negeri Padang, Indonesia

Dr. Dedi Hermon, M.P.
Universitas Negeri Padang, Indonesia

Dr. Tjeerd Plomp
University of Twente, The Netherlands

Prof., Dr. Ismet Fanany
Deakin University, Australia

Prof., Dr. Zulkardi
Series: Advances in Social Science, Education and Humanities Research

Proceedings of the 1st International Conference on Innovation in Education (ICoIE 2018)

---

### Bibliographic information:

<table>
<thead>
<tr>
<th>Title</th>
<th>Proceedings of the 1st International Conference on Innovation in Education (ICoIE 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editors</td>
<td>Prof. Dr. Jufrizal, M.Hum.</td>
</tr>
<tr>
<td></td>
<td>Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Prof. Dr. Atmazaki, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc.</td>
</tr>
<tr>
<td></td>
<td>Prof. R. Syahrul, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Dr. Hamzah, M.A., M.M.</td>
</tr>
<tr>
<td></td>
<td>Dr. Refnaldi, M.Lit.</td>
</tr>
<tr>
<td></td>
<td>Dr. Yerizon, M.Si.</td>
</tr>
<tr>
<td></td>
<td>Azmi Fitrisia, M.Hum., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Dr. Abdul Razak, M.Si.</td>
</tr>
<tr>
<td></td>
<td>Dr. Ahmad Fauzi, M.Si.</td>
</tr>
<tr>
<td></td>
<td>Lili Perpisa, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Yuli Tiarina, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Nina Suzane, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Carbi Riena Solusia, M.Hum.</td>
</tr>
<tr>
<td></td>
<td>Nofrina Eka Putri, M.Pd.</td>
</tr>
<tr>
<td></td>
<td>Elsa Rahmi, S.Pd.</td>
</tr>
<tr>
<td></td>
<td>Doris Sukmaa, S.Pd.</td>
</tr>
</tbody>
</table>

**Part of series**

ASSEHR

**Volume**

178

**ISSN**

2352-5398

**ISBN**

978-94-6252-662-4

---

### Indexing

All articles of these proceedings are submitted for indexing in CPCI, CNKI and Scholar Google. Optionally we also submit to Compendex and Scopus.
Note that in case you need information about the indexing of these proceedings, please check with the organisers of the conference as we cannot reply to messages received from participants.

Free access

In order to increase the visibility of its conference and of the papers of its participants, this conference has chosen to sponsor the on-line publication of the conference papers. Therefore, all conference papers can be read and downloaded for free, no subscription or other payment is required.

Copyright

Atlantis Press adheres to the principles of Creative Commons, meaning that we do not claim copyright of the work we publish. We only ask people using one of our publications to respect the integrity of the work and to refer to the original location, title and author(s).

DOI

All articles have a digital object identifier (DOI). DOIs are standardised digital identities used across all major scientific publishers and are managed by CrossRef. DOIs guarantee a permanent Web-address of the article, no matter where it is physically stored. So, when referring to an article you can either use the traditional reference information (name of publication, volume, issue, etc.), or use the DOI. Many people now use both notations. More information on DOIs.

Archiving policy

To guarantee permanent archiving, Atlantis Press collaborates with the KB National Library of the Netherlands. All proceedings are uploaded to its e-depot after publication.

Print

In case you wish to have a print copy of the proceedings and no print version is available at Atlantis Press ('ISBN print = none' in the above box), then you can order one directly at our partner Curran Associates.

Atlantis Press

Atlantis Press is a professional publisher of scientific, technical and medical (STM) proceedings, journals and books. We offer world-class services, fast turnaround times and personalised communication. The proceedings and journals on our platform are Open Access and generate millions of downloads every month.

For more information, please contact us at: contact@atlantis-press.com
Indexing Databases

Atlantis Press has affiliations with the following indexing databases:

**Web of Science**

Clarivate Analytics’ *Web of Science* is an online subscription-based citation indexing service which gives access to multiple databases that reference cross-disciplinary research and which allows for comprehensive citation search and in-depth exploration of specialized sub-fields within a scientific discipline. It consists of 6 core databases, a number of specialist collections, as well as regional databases and currently contains more than 100 million records and over 1.4 billion cited references. A select number of Atlantis Press journals and proceedings is indexed in Web of Science databases such as the *Science Citation Index Expanded* (SCIE), the *Emerging Sources Citation Index* (ESCI) and the *Conference Proceedings Citation Index* (CPCI).

**Scopus**

Elsevier’s *Scopus* is the world’s largest abstract and citation database of peer-reviewed scientific journals, books and conference proceedings which covers research topics across all scientific, technical and medical disciplines. The database currently contains more than 70 million records and over 1.4 billion cited references, while it also offers various smart tools and metrics to track, analyze and visualize research. At present a select number of Atlantis Press journals and proceedings is indexed in Scopus and a number of applications are in progress.

**Directory of Open Access Journals (DOAJ)**

The *Directory of Open Access Journals (DOAJ)* is a community-curated online directory of open access journals which aims to be the starting point of all information searches for quality, peer-reviewed open access material. DOAJ’s mission is to increase the visibility, accessibility, reputation, usage and impact of quality, peer-reviewed, open access scholarly research journals globally, regardless of discipline, geography or language. At present, the directory contains more than 12,000 open access journals covering all areas of science, technology, medicine, social science and humanities. All Atlantis Press journals are indexed in DOAJ.
Elsevier’s Ei Compendex (Engineering Index - COMPuterized ENgineering inDEX) on Engineering Village is the broadest and most complete engineering literature database in the world. It provides a holistic and global view of peer-reviewed and indexed publications with over 20 million records from 77 countries across 190 engineering disciplines. A select number of Atlantis Press journals (i.e. within relevant subject areas) is indexed in Ei Compendex.

China National Knowledge Infrastructure (CNKI)
The China National Knowledge Infrastructure (CNKI) is a key national information construction project launched by Tsinghua University and supported by the PRC Ministry of Education, PRC Ministry of Science and Technology, PRC Ministry of Propaganda and the PRC General Administration of Press and Publication. It is dedicated to the mass digitization of China knowledge resources as well as creating the platform for global dissemination and value-added services (CNKI was designated as the second agent of DOIs in mainland China by the International DOI Foundation in 2013). It comprises the China Integrated Knowledge Resources Database which contains over 90% of China knowledge resources. Most of the Atlantis Press proceedings from China are indexed in CNKI.

Ulrichsweb
ProQuest’s Ulrichsweb is the standard online library directory and database for journals, magazines, newspapers and other periodicals. As such, it is regarded as the global authority for serials knowledge and analysis which comprises more than 380,000 serials from 90,000 publishers covering 977 subject areas and 200 different languages. Records include searchable TOCs, ISSN, title, publisher, online availability, subject area, language, list prices and more. All Atlantis Press serial publications are indexed in Ulrichsweb.

Google Scholar
Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. The Google Scholar index includes most peer-reviewed online academic journals and books, conference papers, theses and dissertations, preprints, abstracts, technical reports, and other scholarly literature, including court opinions and patents. It is estimated to contain more than 160 million documents and continues to cover approximately 90% of all articles published in English. All content published on the Atlantis Press platform is indexed in Google Scholar.
A. Naway, Popy
Effectiveness of Quality Management Implementation ISO 9001: 2008 at State Vocational School 1 Gorontalo

A.O. Marmai, Ungsi
Curriculum Development in West Sumatra Context of The Historical Perspectives and The Implementation

Abbas, Hafid
Developing Instructional Package about ESD in Order to Increase Knowledge Teacher SLB about ESD (Education for Sustainable Development)

Abdulhak, Ishak
Curriculum Implementation at Kindergarten A Study on "Best Practices" Done by Kindergarten Teachers in Planning, Implementing, and Evaluating the Curriculum

Abdurahman, Abdurahman
The Effect of Discovery Learning Model and Reading Interest in Writing Review Text

Abizar, Abizar
The Development of English Reading Materials Integrating Character Values Based on Scientific Approach

Achyar, Novriyanti
Health Education Teachers Pedagogic and Personality Competencies in Guiding Practical Clinical Training of Nursing Students

Adawiyah Siregar, Rabiyatul
The Practice of Animation Assisted Inquiry Learning Model in Senior High School Chemistry Learning

Adiansha, Adi Apriadi
The Influence of Learning Methods on Students’ Critical Thinking: A Case at Social Studies

Adnan, M. Fachri
The Development of Learning Materials to Write a Poem with Cooperative Learning Methods Type Two Stay Two Stray in the Fifth Grade Of Elementary School

Agung, Anak
The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province

Agung, Gede
The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province

Agustina, Agustina
The Principals’ Policy From The Perspective of Transformational Leadership

Agustina, Agustina
The Effect of Discovery Learning Model and Reading Interest in Writing Review Text

Agustina, Noni
Language Attitude toward Vernacular Language Use: A Case of Jakarta

Ahda, Yuni
Validity of Guided Discovery Models-Based Learning Devices to Improve Mathematical Problem-Solving Ability
Ahmad, Riska
The Influence of Realistic Mathematics Education (RME) Approach on Students’ Mathematical Problem Solving Ability

Ahmad, Arimuliani
Enhancing Students’ Reading Comprehension through the Collaboration between Reciprocal Teaching and Cooperative Learning

Aini, Khurotul
Development of Physical Fitness Materials based on Traditional Games for Junior High School

Atsya, Siti
Analysis of History Learning Model Based on Multimedia as the Strengthening of National Identity of Students

Ajat, Ajat
The Effect of Personality, Self Efficacy and Job Satisfaction on Organizational Citizenship Behavior of Vocational High Schools Teachers

Akbar, Maruf
The Effects of POS, Interpersonal Justice, and Affective Commitment on OCB of Senior Secondary Teachers

Akhyar, Muhammad
Need Assessment of Experiential Learning to Improve Student Competency of Vocational High School Students

Ali Sya'ban, Moh. Balya
The Effect of Cohesiveness, Innovativeness and Social Justice on the Quality of Life Fishermen in Pulau Kelapa Kepulauan Seribu Utara

Alindra, Dini
Metacognitive Awareness and Its Effect on Students’ Problem Solving Ability in Implementing RME Approach

Alwi, Nur Azmi
Developing Students’ Soft Skill through Children Literature

Amin Soejanto, Totok
Strategic Planning for Students in Little Koala Montessori Kindergarten

Amin Soejanto, Totok
The Evaluation of Teacher Dispatching Program For Indonesian Children’s Education In Sabah Malaysia

Amri, Khairul
Improving Students’ Character through Group Counseling Services

Amri, Zul
Implementation of Project Problem Based Learning in English Lab Course at Islamic University of Riau

Amril, Amril
Developing a Blended Learning Model at RMiK Study Program of STIKes Hang Tuah Pekanbaru

Ananda, Azwar
Factors in Using Speech Method in Social Subject

Ananda, Azwar
Analysis of History Learning Model Based on Multimedia as the Strengthening of National Identity of Students

Ananda, Azwar
The Learning of Minangkabau Culture in Higher Education

Ananda, Azwar
Application of Integrated Learning Model on Islamic Education in Improving Students Self Control in Madrasah Ibtidaiyah

Ananda, Azwar
Developing Comics-Based Social Sciences-History Teaching Materials

Ananda, Azwar
The Urgency of Pre-Married Education To Prevent Increasing of Divorce in Padang, West Sumatra

Ananda, Azwar
The Strength of Cooperative Learning Method Based on CTL on Fashion Design Production

Ananda, Azwar
Character Work Group Model in Competence Training of Middle School Supervisors

Andriany, Debby
Strategic Planning for Students in Little Koala Montessori Kindergarten

Angga Dewi, Putu Yulia
The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province

Anggara, Ridho
High Schools Students’ Decision in Choosing Tutoring Institution

Anitah W., Sri
Improving Fiqih Learning Quality through COPERSOL Model with Local Wisdom at Madrasah Tsanawiyah in Semarang

Anwar, Syafri
Developing Comics-Based Social Sciences-History Teaching Materials

Anwar, Syafri
E-Consult: Designing of Development for Thesis Advisory Model Based on Management Information System in IAIN Bukittinggi

Apriyanti, Difani
Need Analysis in Designing Digital System English Book for English Instructional Class

Aprizan, Aprizan
Optimizing Students’ Literacy Abilityat STKIP-MB in Indonesian Language Learning by Using Think Pairs Share Model

Ardipal, Ardipal
The Influence of Active Knowledge Sharing Strategies and Initial Ability of Students’ Mathematical Ability

Ardipal, Ardipal
The Effect of Realistic Mathematic Education (RME) toward Motivation and Learning Achievement of the Fourth Grade Elementary Students

Arlinda, Revika
The Influence of Think Pair Share Learning Models Toward Students' Mathematical Communication Ability

Arnawa, I Made
Development of Mathematics Teaching Materials Based on Realistic Mathematics Education and Literacy in Junior High School

Arnawa, I Made
Design of Meta-inquiry Learning Model in Number Theory

Arnawa, I Made
The Effect of Realistic Mathematic Education (RME) toward Motivation and Learning Achievement of the Fourth Grade Elementary Students

Artini, Luh Putu
Using Scaffolding Strategies in Teaching Writing For Improving Student Literacy in Primary School

Artini, Luh Putu
Character Education Practice in Primary School in Bali

Arwendria, Arwendria
The Effectiveness of the Problem-based Learning-Internet Information Literacy (PBL-IIL) Model in
Minimizing Plagiarism among Students
Arya Sunu, Gusti Ketut

Working while Teaching: Balinese Culture-based Teaching Models
Asmar, Ali

Meta-cognitive Awareness and Its Effect on Students’ Problem Solving Ability in Implementing RME Approach
Asmidar, Asmidar

The Effect of Creative Problem Solving Model toward Students Learning Activities and Learning Outcomes of Science Learning
Asri, Yasnur

Developing Students’ Soft Skill through Children Literature
Atmarizon, Diki

The Multicultural Values in Habiburrahman El Shirazy’s Novels
Atmazaki, Atmazaki

The Application of Fishbone in History Subject
Atmazaki, Atmazaki

The Principals’ Policy From The Perspective of Transformational Leadership
Atmazaki, Atmazaki

The Development of Interactive Multimedia E-Module on Indonesia Language Course
Atmazaki, Atmazaki

Developing Students’ Soft Skill through Children Literature
Atmazaki, Atmazaki

The Effectiveness of Training Using the Constructivism Approach to the Indonesian Language Teacher Training and Education Center for Madrasah Tsanawiyah
Atmazaki, Atmazaki

The Need Analysis of Primary School Teacher in Banjarmasin
Atmono, Dwi

The Effect of Teams Games Tournament (Tgt) Cooperative Learning Models On Students’ Learning Outcomes in Natural Sciences Learning in Elementary School
Atuna, Hasan

The Influence of Active Knowledge Sharing Strategies and Initial Ability of Students’ Mathematical Ability
Ayunis, Ayunis

Relevant Analysis of Competence of Diploma III Culinary with Industrial Needs
Azwar, Azwar

Integrating Character Education and Contextual Approach in French Literature
Ayunin, Qurrata

Constructivism-Based Think Create Apply as a Mathematics Learning Model
Bestari, Hendra

Reflective Picture Storybook: An Innovative Reading Material to Promote Reflective Learners
Candi Kirana, Wijang

Working while Teaching: Balinese Culture-based Teaching Models
Crie Handini, Myrnawati

Examining Non Sexual Violence in Early Childhood: A Case Study in DKI Jakarta
Crie Handini, Myrnawati

Using Read Cover Remember Retell (RCRR)in Teaching Reading Comprehension
Dahler, Dahler

Application of Integrated Learning Model on Islamic Education in Improving Students Self Control in Madrasah Ibtidaiyah
Damansyah, Damansyah
Dantes, Kadek Rihendra
The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province

Dantes, Nyoman
Content and Context: A Children's Book to Support Learning in the 2013 Curriculum

Darmansyah, Darmansyah
The Application of Fishbone in History Subject

Darmansyah, Darmansyah
The Influence of Guided Inquiry Learning Model on Students' Mathematical Problem Solving Ability

Darmansyah, Darmansyah
The Effectiveness of the Problem-based Learning- Internet Information Literacy (PBL-IIL) Model in Minimizing Plagiarism among Students

Darwis, Muhammad
Improving Students' Character through Group Counseling Services

Demina, Demina
Application of Integrated Learning Model on Islamic Education in Improving Students Self Control in Madrasah Ibtidaiyah

Depi Harahap, Sinar
Design of Meta-inquiry Learning Model in Number Theory

Dewi Suspalupi, Rita
The Evaluation of Teacher Dispatching Program For Indonesian Children's Education In Sabah Malaysia

Djafri, Novianty
Quality Leadership of the Elementary Schools' Principals in Batudaa Sub-district of Gorontalo Regency

Efendi, Jon
The Effect of Learning Model Project Based Learning on The Activities and Study Results of IPA Graders VI

Efendi, Z. Mawardi
Online Group Investigation by Using Facebook to Improve Students Critical Thinking on Geography Subjects

Efendi, Novita
The Multicultural Values in Habiburrahman El Shirazy's Novels

Efendi Pohan, Jusrin
The Principals' Policy From The Perspective of Transformational Leadership

Effendi, Heri
Analysis of History Learning Model Based on Multimedia as the Strengthening of National Identity of Students

Effendi, Z. Mawardi
Application of Integrated Learning Model on Islamic Education in Improving Students Self Control in Madrasah Ibtidaiyah

Effendi, Z. Mawardi
Design of Vertical Portal Indigenous Knowledge for Minangkabau Cultural Learning

Effendi, Z. Mawardi
The Application of Fishbone in History Subject

Effendi, Z. Mawardi
The Urgency of Pre-Married Education To Prevent Increasing of Divorce in Padang, West Sumatra

Effendi, Mawardi
The Effectivenes of the Problem-based Learning- Internet Information Literacy (PBL-IIL) Model in Minimizing Plagiarism among Students

Effendi Thahar, Harris
Quality Leadership of the Elementary Schools’ Principals in Batudaa Sub-district of Gorontalo Regency

Authors
Novianty Djafri, Syamsu Qamar Badu, Mirna Yadin

Corresponding Author
Novianty Djafri

Available Online January 2019.

DOI
https://doi.org/10.2991/icoie-18.2019.82  How to use a DOI?

Keywords
Quality Leadership, School, Principal

Abstract
This quantitative research is aimed at describing the quality leadership behavior of school principals and quality leadership motivation of the schools’ principals in Batudaa sub-district of Gorontalo regency. The population in this study is 125 elementary teachers whereas the sample is 31 elementary school teachers in Batudaa sub-district. The data collection methods involved questionnaire and observation. A descriptive quantitative analysis was used to analyze the data. The results reveal that the quality leadership behavior and the quality leadership motivation of the school principals are categorized as very good. This is shown by the data of the research, where the score for schools’ principals quality leadership behavior was 1719 or 81.55%, whereas the quality leadership motivation score was 661 or 76.15%.

Open Access
This is an open access article distributed under the CC BY-NC license.
How to use a DOI?

Open Access
This is an open access article distributed under the CC BY-NC license.

Cite this article
ris
enw
bib

TY - CONF
AU - Novianty Djafri
AU - Syamsu Qamar Badu
AU - Mirna Yadin
PY - 2019/01
DA - 2019/01
TI - Quality Leadership of the Elementary Schools' Principals in Batudaa Sub-district of Gorontalo Regency
BT - 1st International Conference on Innovation in Education (ICOIE 2018)
PB - Atlantis Press
SN - 2352-5398
UR - https://doi.org/10.2991/icoie-18.2019.82
DO - https://doi.org/10.2991/icoie-18.2019.82
ID - Djafri2019/01
ER -
Quality Leadership of the Elementary Schools’ Principals in Batudaa Sub-district of Gorontalo Regency

1st Novianty Djafri  
Faculty of Education  
Gorontalo State University, Indonesia  
Gorontalo, Indonesia  
noviantydjafri@ung.ac.id

2nd Syamsu Qamar Badu  
Faculty of Mathematics and Science  
Gorontalo State University, Indonesia  
Gorontalo, Indonesia  
syamsu@ung.ac.id

3rd Mirna Yadin  
Faculty of Education,  
Gorontalo State University, Indonesia  
Indonesia  
mirnayadin11@gmail.co

Abstract—This quantitative research is aimed at describing the quality leadership behavior of school principals and quality leadership motivation of the schools’ principals in Batudaa sub-district of Gorontalo regency. The population in this study is 125 elementary teachers whereas the sample is 31 elementary school teachers in Batudaa sub-district. The data collection methods involved questionnaire and observation. A descriptive quantitative analysis was used to analyze the data. The results reveal that the quality leadership behavior and the quality leadership motivation of the school principals are categorized as very good. This is shown by the data of the research, where the score for schools’ principals quality leadership behavior was 1719 or 81.55%, whereas the quality leadership motivation score was 661 or 76.15%.

Keywords—Quality Leadership, School, Principal

I. INTRODUCTION

The increasing competition trend in various aspects of life demands for good quality human resources. To produce these good quality human resources and to meet the demand for a more qualified education, the school should sustainably increase their effort of delivering good quality education, in order to produce qualified output. The success of the educational program – teaching and learning- is influenced by several factors such as learners, curriculum teaching staff, educational facilities and infrastructure, and other environmental factors. When these factors are of good quality, it is more likely that the produced output will be qualified as well.

As a manager, school principal is demanded to be skilled in planning, organizing, directing, controlling, and able to provide good educational services as expected by the community. Regulation of [1] stated that for a person to be appointed as school principal, that person should have a positive behavior to encourage, to direct, and to motivate all school community to work together in realizing the school vision, mission, and objectives. The school principal is an educational leader in micro level which carries on management functions of planning, organizing, directing, and controlling [2]. The school principal also carries on the role of educator, manager, administrator, supervisor, leader, innovator, and motivator. As one of the components in education, school principal should develop a good relationship with the community, parents, and components in that environment [4]. Hence, it is expected that a good process within a well-organized education system will be able to produce the expected quality of its outputs.

Based on observation carried out in elementary schools in Batudaa Pantai sub-district, it is found that quality leadership of the school principal is yet well-implemented. Some teachers yet to understand their roles and their attitude are less than expected, and still less responsive toward internal and external changes. The effective and efficient leadership of the school principal is needed in school management. The quality leadership of a school principal can be defined as efforts to regulate and direct his followers to achieve organizational vision and mission [5]; through the quality leadership of school principal and quality, leadership motivation will have an impact on school principal.

Considering the above discussion, this study focuses on ‘quality leadership of the elementary schools’ principals in Batudaa Pantai sub district of Gorontalo regency.” The problem statements in this study are formulated as follow: 1) how is the quality leadership of elementary schools’ principals in the research site? 2) how is the quality leadership motivation of elementary schools’ principals in the research site?

II. METHOD

This study uses the descriptive quantitative method to describe and discuss the quality leadership of the elementary schools’ principals in Batudaa Pantai subdistrict of Gorontalo regency. The quality leadership of the school principal is all activities to increase and develop the self through systematically and intentionally planned school activities.

The population involves all 125 elementary schools’ teachers in the research area. To determine the sample size of this study, Arikunto’s formula was used that when the subject is less than 100 then all subjects included as samples, thus, the research is research population, but when the subject is more than 100, then 10-15% or 20-25% of the population are taken to represent the whole population. This resulted in 31 teachers selected as the samples. The data in this study are collected through questionnaire and documentation.
The data analysis technique was done by using percentage through frequency table [6], which formulated as follow:

\[ P = \frac{f}{n} \times 100\% \]

Then to classify the data, the following technique as suggested by [6] is also used:

\[ Pr = \frac{Sc}{Si} \times 100\% \]

The obtained score for each indicator is classified as follow [7]:

<table>
<thead>
<tr>
<th>Percentage score (%)</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Highly effective</td>
</tr>
<tr>
<td>76 – 90</td>
<td>Effective</td>
</tr>
<tr>
<td>51 – 75</td>
<td>Less effective</td>
</tr>
<tr>
<td>≤ 50</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

### III. RESULTS AND DISCUSSION

#### A. Result

The result of this study in the form of quantitative data is descriptively analyzed to describe the objective of this study, which is to obtain description on the quality leadership of the elementary schools’ principals in Batudaa Pantai subdistrict of Gorontalo regency.

**a) Quality leadership behavior of the school principal**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>19</td>
<td>76</td>
<td>61.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>12</td>
<td>36</td>
<td>38.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 2 shows that 19 out of 31 respondents (61.33%) strongly agree with the statement, and 12 respondents stated (38.67%) that they agree with the statement. No respondents disagree or strongly disagree with the statement. This signifies that the total score for the statement that school principals encourage the teachers to show new ways to achieve an objective is 90.22 or categorized as highly effective.

Table 3 shows that 13 out of 31 respondents (41.9%) disagree and 18 respondents (58.1%) stated that they strongly disagree with the statement. No respondent stated that they strongly agree or agree with the statement. This means that the statement where the school’s principal in the research site shows the teachers the example of the performance that should be achieved is in the ineffective category as the score is only 39.52.

### TABLE 4. THE SCHOOL’S PRINCIPAL LETS US KNOW THE PERFORMANCE ACTIVITY THAT SHOULD BE ACHIEVED

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>19</td>
<td>76</td>
<td>61.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>12</td>
<td>36</td>
<td>38.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 4 shows that 19 out of 31 respondents (61.33%) strongly agree with the statement, and 12 respondents stated (38.67%) that they agree with the statement. No respondents disagree nor strongly disagree with the statement. This concludes that the total score for the statement that school principals let us know the performance activity that should be achieved is 90.32 or categorized as highly effective.

### TABLE 5. THE SCHOOL’S PRINCIPAL CLARIFY THE ROLE AND OBJECTIVE OF THE SCHOOL

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>23</td>
<td>92</td>
<td>74.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8</td>
<td>24</td>
<td>25.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 5 shows that only 1 respondent (3.2%) stated that he/she agrees with the statement, 13 respondents (41.9%) disagree with the statement and 17 respondents (54.9%) stated that they strongly disagree with the statement. No respondent agrees with the statement. In other words, only 37.10 percent the school principals clarify the role and objective of the school, and this is categorized as ineffective.

### TABLE 6. SCHOOL’S PRINCIPAL GIVES THE SCHOOL BROAD KNOWLEDGE IN IMPROVING AND DEVELOPING THE ORGANIZATION IN THE SCHOOL

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>23</td>
<td>92</td>
<td>74.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8</td>
<td>24</td>
<td>25.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 6 shows that 23 out of 31 respondents (74.2%) strongly agree with the statement, eight respondents (25.8%) stated that they agree with the statement. No respondents disagree nor strongly disagree with the statement. To put it simply, the principals give broad knowledge for the school in improving and developing the organization in the school is within the highly effective category with the score of 93.55.
Table 7 shows that out 21 of 31 respondents (32.3%) strongly agree with the statement, ten respondents (67.7%) agree with the statement. No respondent stated she/he disagree or strongly disagree with the statement. This signifies that school principals are able to provide a description for teachers in developing the organization in the school in a highly effective way at proven by the score of 91.94.

Table 8 shows that 12 out of 31 respondents (38.7%) disagree, 19 respondents (61.3%) strongly disagree with the statement. No respondents stated that they agree nor strongly agree with the statement. This signifies that school principal demands the teacher to give their best performance are still within the ineffective category, which proven by the score of 34.64.

Table 9 shows that 20 out of 31 respondents (64.5%) strongly agree with the statement and 11 respondents (35.5%) stated they agree with the statement. No respondent stated they disagree or strongly disagree with the respondents. This signifies that the school principals always check the staffs’ performance is within the highly effective category, with the score of 91.13.

Table 10 shows that 11 out of 31 respondents (35.5%) disagree with the statement, 20 respondents (64.5%) stated that they strongly disagree with the statement. No respondent stated that they agree nor strongly agree with the statement. This concludes that the category for the principal asks a question in monitoring the teacher’s performance is within the ineffective category with the score of 33.87.

Table 11 shows that 23 out of 31 respondents (74.2%) strongly agree with the statement, eight respondents (25.8%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. This signifies that the school principals provide an opportunity for their staffs to state their opinion is categorized as highly effective with the score of 93.55.

Table 12 shows that ten out of 31 respondents (32.3%) stated that they strongly agree, 21 respondents (67.7%) stated that they agree. No respondent disagree nor strongly disagree with the statement. This signifies that the school principals are always open to communicate well with their staffs and this is within effective category with the score of 83.06.
The school principals are able to provide an opportunity for their staffs to give their better potentials. This is within effective category with the score of 83.87.

The school principals are able to take responsibility toward their staffs when there are mistakes in tasks implementation, which is within effective category with the score of 96.77.

Table 17 shows that 28 out of 31 respondents (87.1%) strongly agree with the statement, four respondents (12.9%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. In other words, the school principals give their trust to their staffs to implement tasks is within a highly effective category with the score of 96.77.

Table 18 shows that out of 31 respondents, 11 respondents (35.5%) strongly agree with the statement, 20 respondents (64.5%) agree with the statement, and no respondent disagree nor strongly disagree with the statement. This indicates that the school principals are able to provide an opportunity for the staffs to give their better potentials. This is within effective category with the score of 83.87.

Table 13 shows that 23 out of 31 respondents (74.2%) strongly agree with the statement, and eight respondents (25.8%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. This signifies that the school principals are able to provide an opportunity for their staffs in the attainment of a school objective. This is within highly effective category reflected by the score of 93.55.

Table 14 shows that 25 out of 31 respondents (80.6%) stated that they strongly agree with the statement, six respondents (19.4%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. Hence, school principals share their opinion with their staffs in the attainment of an objective. This is within the highly effective category reflected by the score of 95.16.

Table 15 shows that 23 out of 31 respondents (74.2%) strongly agree with the statement, eight respondents (25.8%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. This concludes that the school principals give performance responsibility to their staff is in a highly effective category with the score of 93.55.

Table 16 shows that 24 out of 31 respondents (77.4%) strongly agree with the statement, seven respondents (22.6%) agree with the statement, and no respondent disagree nor strongly disagree with the statement. Considered highly effective category with the score of 96.77.

**TABLE 13. THE SCHOOL PRINCIPAL IS ABLE TO COMMUNICATE WITH HIS/HER STAFF IN THE ATTAINMENT OF THE SCHOOL OBJECTIVES**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>23</td>
<td>92</td>
<td>74.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8</td>
<td>24</td>
<td>19.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>116</td>
<td>116</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 13 shows that 23 out of 31 respondents (74.2%) stated that they strongly agree with the statement, and eight respondents (25.8%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. To sum up, the school principals' ability to communicate with their staffs is within a highly effective category reflected by the score of 93.55.

**TABLE 14. SCHOOL PRINCIPAL SHARES HIS/HER OPINION WITH THE STAFFS IN THE ATTAINMENT OF AN OBJECTIVE.**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>25</td>
<td>100</td>
<td>80.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>19.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>118</td>
<td>118</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14 shows that 25 out of 31 respondents (80.6%) stated that they strongly agree with the statement, six respondents (19.4%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. Words, the school principals give their trust to their staffs to implement tasks is within a highly effective category with the score of 96.77.

**TABLE 15. SCHOOL PRINCIPAL GIVES PERFORMANCE RESPONSIBILITY TO HIS/HER STAFFS**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>23</td>
<td>92</td>
<td>74.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8</td>
<td>24</td>
<td>25.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>116</td>
<td>116</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 15 shows that 23 out of 31 respondents (74.2%) strongly agree with the statement, eight respondents (25.8%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. This signifies that the school principals are able to provide an opportunity for the staffs to give their better potentials. This is within effective category with the score of 93.55.

**TABLE 16. SCHOOL PRINCIPAL GIVES TRUST TO HIS/HER STAFFS IN IMPLEMENTING TASKS.**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>27</td>
<td>108</td>
<td>87.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>12.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>110</td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 16 shows that 28 out of 31 respondents (87.1%) strongly agree with the statement, four respondents (12.9%) stated that they agree with the statement. No respondent disagree nor strongly disagree with the statement. In other words, the school principals give their trust to their staffs to implement tasks is within a highly effective category with the score of 96.77.

**TABLE 17. THE SCHOOL PRINCIPAL IS RESPONSIBLE TOWARD HIS/HER STAFFS IF THERE ARE MISTAKES IN TASKS IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>24</td>
<td>108</td>
<td>77.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>7</td>
<td>21</td>
<td>22.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 17 shows that 24 out of 31 respondents (77.4%) strongly agree with the statement, seven respondents (22.6%) agree with the statement, and no respondent disagree nor strongly disagree with the statement. This signifies that school principals are able to take responsibility toward their staffs when there are mistakes in tasks implementation, considered highly effective category with the score of 96.77.

**TABLE 18. SCHOOL PRINCIPAL PROVIDES OPPORTUNITY FOR HIS/HER STAFFS TO SHOW THEIR BETTER POTENTIALS**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>11</td>
<td>44</td>
<td>35.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>20</td>
<td>60</td>
<td>46.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>104</td>
<td>104</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 18 shows that out of 31 respondents, 11 respondents (35.5%) strongly agree with the statement, 20 respondents (64.5%) agree with the statement, and no respondent disagree nor strongly disagree with the statement. This indicates that the school principals are able to provide an opportunity for the staffs to give their better potentials. This is within effective category with the score of 83.87.
Table 19 shows that out of 31 respondents, 22 respondents (71.0%) stated that they strongly agree with the statement, nine respondents (29.0%) stated that they agree with the statement, and no respondent disagree or strongly disagree with the statement. This signifies that school principals provide an opportunity to share knowledge with their staffs is categorized as a highly effective category with the score of 92.74.

Table 20 below summarizes the data distribution on the respondents’ responses based on an item within the indicator of quality leadership behavior of the school principals in the research site.

The formula below is used to calculate index score of the responses provided by the respondents on the quality leadership behavior of the school principals in elementary schools in the research site:

\[
\text{Index score} = \frac{\text{Total Skor}}{\text{Skor Tertinggi}} \times 100\%
\]

The result concludes that the quality of leadership behavior of the school principals in elementary schools is within effective category.

2. Quality of leadership motivation of the school principal
principals motivate the teachers by rewarding system to disagree with the statement, meaning that the school category with the score of 90.32. nine respondents (29.0%) stated that they agree with the statement, and no respondent disagree or strongly disagree with the statement, while 17 respondents (54.2%) stated that they strongly disagree with the statement and no respondent agree or strongly agree with the statement. This signifies that school principals provide the facilities needed by the teachers for the school purpose is within a highly effective category with the score of 91.94.

Table 25 shows that out of 31 respondents, 23 respondents (74.2%) stated that they strongly agree with the statement, eight respondents (25.8%) stated that they agree with the statement, and no respondent disagree or strongly disagree with the statement, meaning that the statement which states that the school principals always provide directions to teachers in their tasks implementation; it is within a highly effective category with the score of 93.55.

Table 26 shows that out of 31 respondents, 14 respondents (45.8%) stated that they disagree with the statement, while 17 respondents (54.2%) stated that they strongly disagree with the statement and no respondent agree and strongly agree with the statement, meaning that teachers feel uncomfortable with the principals’ behavior give out the reward. This behavior is within an ineffective category with the score of 36.29.

Table 27 below summarizes the data distribution on respondents’ responses based on items within the quality of leadership motivation of the school principals in the research site.

**TABLE 21. SCHOOL PRINCIPAL DOES NOT PROVIDE REWARD AND RECOGNITION FOR OUR GOOD PERFORMANCE**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>13</td>
<td>26</td>
<td>41.9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>18</td>
<td>18</td>
<td>58.1%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 21 shows that out of 31 respondents, 13 respondents (41.9%) stated that they disagree with the statement, 18 respondents (58.1%) stated that they strongly disagree with the statement, and no respondent agree or strongly agree with the statement. This signifies that school principals do not provide reward and recognition for those who have good performance, and this is within an ineffective category with the score of 35.48.

**TABLE 22. SCHOOL PRINCIPAL ENCOURAGES US TO HAVE GOOD RELATIONSHIP AMONG STAFFS**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>19</td>
<td>76</td>
<td>61.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>12</td>
<td>36</td>
<td>38.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 22 reveals that out of 31 respondents, 12 respondents (38.7%) stated that they agree with the statement, 19 respondents (61.3%) stated that they strongly agree with the statement, and no respondent disagree or strongly disagree with the statement, meaning that that the school principals encourage the staffs to have a good relationship among staffs, and it is within a highly effective category with the score of 90.32.

**TABLE 23. SCHOOL PRINCIPAL MOTIVATES TEACHERS BY GIVING OUT PRIZES OR REWARD IN ORDER TO KEEP THEIR HIGH SPIRIT IN IMPLEMENTING THEIR TASKS**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score value</th>
<th>Frequency</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>22</td>
<td>88</td>
<td>71.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9</td>
<td>27</td>
<td>29.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 23 shows that out of 31 respondents, 22 respondents (71.0%) stated that they strongly agree with the statement, nine respondents (29.0%) stated that they agree with the statement, and no respondent disagree or strongly disagree with the statement, meaning that the school principals motivate the teachers by rewarding system to sustain the teachers’ performance. This statement is within a highly effective category with the score of 92.74.
TABLE 27 SUMMARY OF THE QUALITY OF LEADERSHIP MOTIVATION OF THE SCHOOL PRINCIPALS

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Achievement score</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>School principals are able to create a working condition which made people eager to work.</td>
<td>115</td>
<td>92.74</td>
<td>Highly effective</td>
</tr>
<tr>
<td>19</td>
<td>School principal increase our spirit to work by facilitating employees.</td>
<td>44</td>
<td>35.48</td>
<td>Less effective</td>
</tr>
<tr>
<td>20</td>
<td>School principal encourages us to have good relationships among staffs.</td>
<td>112</td>
<td>90.32</td>
<td>Highly effective</td>
</tr>
<tr>
<td>21</td>
<td>School principals motivate us by handing out prizes or rewards to those who are always motivated in the implementation of our tasks.</td>
<td>115</td>
<td>92.74</td>
<td>Highly effective</td>
</tr>
<tr>
<td>22</td>
<td>School principal facilitates our needs for school purposes.</td>
<td>112</td>
<td>91.94</td>
<td>Highly effective</td>
</tr>
<tr>
<td>23</td>
<td>School principal always provide directions for us in our tasks implementation</td>
<td>116</td>
<td>93.55</td>
<td>Highly effective</td>
</tr>
<tr>
<td>24</td>
<td>School principal gives rewards to those with good potentials.</td>
<td>45</td>
<td>36.29</td>
<td>Less effective</td>
</tr>
</tbody>
</table>

The formula below is used to calculate the overall index score for respondents’ responses on the quality of leadership motivation of the school principals in elementary schools in the research site:

\[ Skor\ Indeks = \frac{Total\ Skor}{Skor\ Tertinggi} \times 100\% \]

\[ Skor\ Indeks = \frac{661}{868} \times 100\% = 76.15\% \]

The results conclude that the quality of the leadership motivation of the school principals in elementary schools in the research site is within effective category.

b) Discussion

a. Quality of the leadership behavior of the school principal

Transactional leadership behavior focuses on procedural aspects of the management which tends to be physical and methodological. Leader designs tasks and their mechanisms, and the followers completed the tasks based on their skill and ability. The developed relationship pattern in this leadership behavior is based on mutualism of the transaction. Leaders understand the basic needs of his followers and find a solution for the way his followers work.

The research data shows that the quality leadership behavior of the school principals in elementary schools in Batudaa Pantai subdistrict of Gorontalo regency scores 1719, with the percentage of 81.55 and within the highly effective category. This shows that the indicators of quality of leadership behavior of the school have been well implemented. Such an implementation can encourage the development of a professional teacher’s performance.

Reference [8] also stated that behavior is a function of individuals interacts with their environment. Therefore, school organization as a system is influenced by external and internal factors which also influence the teacher’s performance in the implementation of their tasks. Teacher’s authority in learning also develops along with the intrusion of external influence into the school system. The behavioral theory assumes that not only natural and universal approaches to leadership, but also there are various leadership behaviors available. The generic pattern that usually used to recognize a leader’s behavior is task-oriented or relationship-oriented behavior.

b. Quality of the leadership motivation

According to [9], motivation can also be defined as an effort to provide certain conditions. So, motivation can be triggered by something outside of a person, but it grows from inside a person [10]. To put it simply, motivation is an internal condition which able to encourage a person to direct and do certain behavior and actions to achieve objectives in fulfilling his needs.

The data shows that the quality of leadership motivation of the school principals in elementary schools in Batudaa subdistrict of Gorontalo regency obtained a score of 661 or 76.15% with a highly effective category, meaning that leadership motivation indicators have been well implemented by the school principals. Reference [11] stated that motivation is one of the factors that determine the success of a student, such as their intelligence and learning achievement which determine the success in terms of knowledge and skill. Several approaches to motivation are the traditional approach, human relation approach, and human resource approach. The best approach currently is the human resource approach that is essential to create organization objectives.

Statements above show that achievement encourages the initiative to implement something. The stronger the encouragement/the stimulation, the more optimal a person will try to achieve the objective. Achieving the goal results in a feeling of satisfaction.
IV. CONCLUSION

Based on the result of this study, several conclusion as follow are reached: 1) the overall score for quality of leadership behavior indicators of the elementary school principals in Batudaa Pantai subdistrict of Gorontalo regency is within highly effective category, 2) overall score for quality of leadership motivation of the elementary school principals in the research site is within highly effective category.

REFERENCES