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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

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environmental factor. 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

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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 1.

SCORE CLASSIFICATION Percentage score(%) Classification  
 91 – 100 Highly effective  
 76 – 90 Effective  
 51 – 75 Less effective  
 = 50 Ineffective  
 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 2. SCHOOL PRINCIPAL ENCOURAGES US TO SHOW NEW WAYS TO ACHIEVE AN OBJECTIVE  
 Classification  
 Score value Frequency Score Percentage  
 Strongly agree 4 19 76 61,3%  
 Agree 3 12 36 38,7%  
 Disagree 2 0 0 0,0%  
 Strongly disagree 1 0 0 0,0%  
 Total 31 112 100%  
 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 and 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. SCHOOL'S PRINCIPAL SHOWS AN EXAMPLE OF THE PERFORMANCE THAT SHOULD BE ACHIEVED  
 Classification  
 Score value Frequency Score Percentage  
 Strongly agree 4 0 0 0,00%  
 Agree 3 0 0 0,00%  
 Disagree 2 13 26 41,9%  
 Strongly disagree

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1 18 18 58,1% Total 31 54 100% 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

Qu alification	Score value	Frequency	Score	Percentage
Strongly agree	4	19	76	61,3%
Agree	3	12	26	38,7%
Disagree	2	0	0	0,00%
Strongly disagree	1	0	0	0,00%
Total	31	112	100%	

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

Qu alification	Score value	Frequency	Score	Percentage
Strongly agree	4	0	0	0,0%
Agree	3	1	3	3,2%
Disagree	2	13	26	41,9%
Strongly disagree	1	17	17	54,9%
Total	31	46	100%	

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 TH E SCHOOL

Qu alification	Score value	frequency	Score	percentage
Strongly agree	4	23	92	74,2%
Agree	3	8	24	25,8%
Disagree	2	0	0	0,0%
Strongly disagree	1	0	0	0,0%
Total	31	116	100%	

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. SCHOOL'S PRINCIPAL IS ABLE TO PROVIDE A DESCRIPTION FO

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R TEACHERS IN DEVELOPING THE SCHOOL ORGANIZATION Qu alification Score value Frequency Score Percentage Strongly agree 4 21 84 32,3% Agree 3 10 30 67,7% Disagree 2 0 0 0,00% Strongly disagree 1 0 0 0,00% Total 114 100% 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. SCHOOL PRINCIPAL DEMANDS US TO GIVE OUR BEST PERFORMANCE Qu alification Score value frequency Score percentage Strongly agree 4 0 0 0,0% Agree 3 0 0 0,0% Disagree 2 12 24 38,7% Strongly disagree 1 19 19 61,3% Total 43 100% 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 or 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. SCHOOL PRINCIPAL ALWAYS CHECKS THE STAFFS' PERFORMANCE Qu alification Score value Frequency Score Percentage Strongly agree 4 20 80 64,5% Agree 3 11 33 35,5% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 113 100% 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. SCHOOL PRINCIPAL ASKS QUESTION IN MONITORING TH E TEACHER'S PERFORMANCE Qu alification Score value Frequency Score Percentage Strongly agree 4 0 0 0,0% Agree 3 0 0 0,0% Disagree 2 11 22 35,5% Strongly disagree 1 20 20 64,5% Total 31 42 100% 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.

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SCHOOL PRINCIPAL PROVIDES OPPORTUNITY FOR HIS/HER STAFFS TO GIVE THEIR OPINION  
 Qu alification Score value Frequency Score Percentage Strongly agree 4 23 92 74,2% Agree 3 8 24 25,8% Disagree 2 0 0 0,00% Strongly disagree 1 0 0 0,00% Total 116 100%  
 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.

SCHOOL PRINCIPAL ALWAYS OPENS TO COMMUNICATE WELL  
 Qu alification Score value Frequency Score Percentage Strongly agree 4 10 40 32,3% Agree 3 21 63 67.7% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 103 100%  
 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. TABLE 13. THE SCHOOL PRINCIPAL IS ABLE TO COMMUNICATE WITH HIS/HER STAFF IN THE ATTAINMENT OF THE SCHOOL OBJECTIVES  
 Qu alification Score value Frequency Score Percentage Strongly agree 4 23 92 74,2% Agree 3 8 24 25.8% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 116 100%  
 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.

Qu alification Score value Frequency Score Percentage Strongly agree 4 25 100 80,6% Agree 3 6 18 19.4% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 118 100%  
 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 a school objective.

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This is within the highly effective category reflected by the score of 95.16. TABLE 15. SCHOOL PRINCIPAL GIVES PERFORMANCE RESPONSIBILITY TO HIS/HER STAFFS

Qualification	Score	value	Frequency	Score	Percentage
Strongly agree	4	23	92	74,2%	
Agree	3	8	24	25,8%	
Disagree	2	0	0	0,00%	
Strongly disagree	1	0	0	0,00%	
Total		116		100%	

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

Qualification	Score	value	Frequency	Score	Percentage
Strongly agree	4	27	108	87,1%	
Agree	3	4	12	12,9%	
Disagree	2	0	0	0,0%	
Strongly disagree	1	0	0	0,0%	
Total		110		100%	

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

Qualification	Score	value	Frequency	Score	Percentage
Strongly agree	4	24	108	77,4%	
Agree	3	7	21	22,6%	
Disagree	2	0	0	0,00%	
Strongly disagree	1	0	0	0,00%	
Total		120		100%	

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

Qualification	Score	value	Frequency	Score	Percentage
Strongly agree	4	11	44	35,5%	
Agree	3	20	60	64,5%	
Disagree	2	0	0	0,00%	
Strongly disagree	1	0	0	0,00%	
Total		104		100%	

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

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to give their better potentials. This is within effective category with the score of 83.87. TABLE 19. SCHOOL PRINCIPAL PROVIDES AN OPPORTUNITY TO SHARE KNOWLEDGE WITH HIS/HER STAFFS. Qualification Score value Frequency Score Percentage Strongly agree 4 22 88 71,0% Agree 3 9 27 29,0% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 115 100% 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. TABLE 20.

SUMMARY OF QUALITY LEADERSHIP BEHAVIOR OF THE SCHOOL PRINCIPALS

No	Statement	Achievement score	Percentage	Criteria
1	School Principal encourages us to show new ways to achieve an objective.	112	90,32	Highly effective
2	School principal points out when our performance is not as expected	54	39,52	Less effective
3	School principal always provides positive feedback on our good performance	112	90,32	Highly effective
4	School principal indirectly clarifies organizational vision	46	37,10	Less effective
5	school's principal gives the school broad knowledge in improving and developing the organization in the school.	116	93,55	Highly effective
6	school's principal is able to provide a description for teachers in developing the school organization	114	91,94	Highly effective
7	school principal demands us to give our best performance.	43	34,68	Less effective
8	The school principal is able to fulfill our expected needs	113	91,13	Highly effective
9	School principal asks questions to stimulate us to think on how we do something to achieve	42	33,87	Less effective
10	The school principal is able to encourage us through his/her motivation and imagination to revive the school organization	116	93,55	Highly effective
11	The school principal is unable to stimulate our spirit in reviving the school organization.	103	83,06	Highly effective
12	The school principal is able to make us work hard and cooperate in goals attainment	116	93,55	Highly effective
13	The school principal is able to develop his/her intuition, imagination and creativity to develop a school organization.			

116 93,55 Highly effective 6 school's principal is able to provide a description for teachers in developing the school organization 114 91,94 Highly effective 7 school principal demands us to give our best performance. 43 34,68 Less effective 8 The school principal is able to fulfill our expected needs 113 91,13 Highly effective 9 School principal asks questions to stimulate us to think on how we do something to achieve 42 33,87 Less effective certain objectives.

10 The school principal is able to encourage us through his/her motivation and imagination to revive the school organization 116 93,55 Highly effective 11 The school principal is unable to stimulate our spirit in reviving the school organization. 103 83,06 Highly effective 12 The school principal is able to make us work hard and cooperate in goals attainment 116 93,55 Highly effective 13 The school principal is able to develop his/her intuition, imagination and creativity to develop a school organization.

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118 95,16 Highly effective 14 The school principal has the ability to lead the school mission 116 93,55 Highly effective 15 School principal gains full support from teachers in his/her leadership 110 96,77 Highly effective 16 The school principal is able to develop effective relationship, give out rewards, and respect toward us.

120 96,77 Highly effective 17 The school principal is able to mobilize all the resources in his/her mission in order to achieve the vision of the organization 104 83,87 Highly effective 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:  $100\% \frac{\text{Total Skor}}{\text{Skor Indeks Skor Tertinggi}} = \text{Index score} = 81,55\%$  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** TABLE 21. SCHOOL PRINCIPAL DOES NOT PROVIDE REWARD AND RECOGNITION FOR OUR GOOD PERFORMANCE

Qualification	Score value	Frequency	Score	Percentage
Strongly agree	4	0	0	0,0%
Agree	3	0	0	0,0%
Disagree	2	13	26	41,9%
Strongly disagree	1	18	18	58,1%
Total	44	100%		

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

Qualification	Score value	Frequency	Score	Percentage
Strongly agree	4	19	76	61,3%
Agree	3	12	36	38,7%
Disagree	2	0	0	0,00%
Strongly disagree	1	0	0	0,00%
Total	112	100%		

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. Qualification

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Score value frequency Score percentage Strongly agree 4 22 88 71,0% Agree 3 9 27 29,0% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 115 100% 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 24.

SCHOOL PRINCIPAL PROVIDES FACILITIES NEEDED BY THE TEACHERS FOR THE SCHOOL PURPOSES Qu alification Score value Frequency Score Percentage Strongly agree 4 21 82 67,7% Agree 3 10 30 32,3% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 112 100% Table 24 shows that out of 31 respondents, 21 respondents (67.7%) stated **that they strongly agree with the** statement, ten respondents (32.33%) stated that they agree with the statement, and no respondent disagree or strongly disagree with the statement, meaning that the 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.

SCHOOL PRINCIPAL ALWAYS PROVIDES US WITH DIRECTIONS IN OUR TASKS IMPLEMENTATION. Qu alification Score value Frequency Score Percentage Strongly agree 4 23 92 74,2% Agree 3 8 24 25,8% Disagree 2 0 0 0,0% Strongly disagree 1 0 0 0,0% Total 116 100% 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.

SCHOOL PRINCIPAL GIVES OUT A REWARD TO EMPLOYEES WITH GOOD POTENTIALS Qu alification Score value Frequency Score Percentage Strongly agree 4 0 36 0,0% Agree 3 0 9 0,0% Disagree 2 14 28 45,8% Strongly disagree 1 17 17 54,2% Total 45 100% 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.

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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 27 SUMMARY OF THE QUALITY OF LEADERSHIP MOTIVATION OF THE SCHOOL PRINCIPALS

No Statement	Achievement score	Percentage	Criteria
18	School principals are able to create a working condition which made people eager to work.	115	Highly effective
19	School principal increase our spirit to work by facilitating employees.	92,74	Highly effective

44 35,48 Less effective 20 School principal encourages us to have good relationships among staffs. 112 90,32 Highly effective 21 School principals motivate us by handing out prizes or rewards to those who are always motivated in the implementation of our tasks. 115 92,74 Highly effective 22 School principal facilitates our needs for school purposes.

112 91,94 Highly effective 23 School principal always provide directions for us in our tasks implementation 116 93,55 Highly effective 24 School principal gives rewards to those with good potentials. 45 36,29 Less effective

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:

$$\text{Total Skor} = \frac{\text{Skor Indeks} \times \text{Skor Tertinggi}}{100\%} = \frac{661 \times 100\%}{868} = 76,15\%$$

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

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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

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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.

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