Work Motivation and Leadership of Learning Activity Center Head on Tutors' Performance

by Rusmin Husain

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P U B L I S H I N G

Research Article

Work Motivation and Leadership of Learning Activity Center Head on Tutors' Performance

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Abstract

The purpose of this study was to determine the partial and simultaneous effect of work motivation and leadership of the head of learning activity center (LAC) on tutors' performance in Bone Bolango Regency. The study was relied on a quantitative approach and causality design. Further, the data analysis technique consisted of a descriptive analysis of importance performance analysis (IPA) and multiple regression. The results showed that (1) work motivation positively and significantly influenced tutors' performance in Bone Bolango Regency with a determination coefficient of 44.30%. (2) The leadership of the LAC head positively and significantly contributed to tutors' performance in the site area with a determination coefficient of 40.20%. (3) Work motivation and the leadership of LAC head simultaneously and significantly affected tutors' performance with a determination coefficient of 84.50%. On the other hand, the remaining 15.50% was explained by other variables, namely work discipline, performance allowance, work environment, and work ethic.

Keywords: leadership of LAC head, partial effect, simultaneous effect, tutors' performance, work motivation

1. Introduction

Non-formal education has become a significant barometer and solution to improving human resources capacity in a region. This program eases the society to gain knowledge and skills helpful in bettering socioeconomic levels. Raharjo et al. (2016) point out that non-formal education is beneficial for people to increase social class. However, optimal non-formal education is inextricably linked with the role of a tutor with outstanding performance.

The optimal performance of tutors does not occur in an instant; it comes from several crucial factors. In line with a study by Astuti et al. (2020), the present study focuses on the factors of work motivation and leadership of the learning activity center (LAC) head. The first factor contributing to tutors' performance is work motivation. As opined by Putri (2020) and Marphudok et al. (2020), work motivation has a significant effect on tutors' performance in LAC. This is strengthened by Denmar and Marmoah (2017) and Estafianto et al. (2020), stating that motivation is able to enhance teacher's performance.

Another essential factor in affecting tutors' performance is leadership. Leadership can improve tutors' performance, making it necessary to optimize leadership to better achieve vision and missions (Sudarman, 2018; Munadifah & Lestari, 2019; Amtu et al., 2020). Besides, viewed from leadership perspective, the effectiveness of LAC is vital to support higher-grade work results of various elements in an organization (Raharjo & Sutarto, 2017; Paus et al., 2021).

Moreover, according to the Regulation of the Director General of Early Childhood Education and Community Education of the Ministry of Education and Culture Number 1453 of 2016, the indicators of the success of a LAC are consist of two indicators, i.e., institutional success and program implementation success. The success of these indicators are determined by the factors of leadership, organizational culture, and motivation of the tutors (Paus et al., 2021). Further, leadership has a direct influence on employee performance and have an influence both directly and indirectly on organizational performance (Zarvedi et al, 2016). Likewise, motivation and work ethic have a positive and significant impact on employee performance; The better the motivation and work ethic, the higher the employee'sperformance, and vice versa (Suriansyah, 2015).

In relation to the performance of tutors, performance appraisals can be used to describe specific behaviors, namely: (1) the quantity of work, which can be observed from the amount of work done by individuals in a predetermined time; (2) the quality of work, which can be measured by observing the work of employees during the period of time and certain conditions; (3) creativity, which is the originality of ideas that arise to solve problems that occur and initiate new tasks in increasing their responsibilities, (4) willingness to cooperate with others, (5) work discipline, which is behavior a person is shown, among others, through: obedience to the rules, instructions for carrying out work, and obedience to time in completing work, (6) responsibility, which is the attitude and soul of a person who tries to be responsible for what is done in his field of duty, (7) loyalty, which concerns to individual contributions in order to advance the institution.

Regarding work motivation and leadership of LAC head as the determinant factors in improving tutors' performance, the present research was conducted at LAC in Bone Bolango Regency. This is based on the documentation data in Statistics Indonesia of Gorontalo Province in 2020 on the Human Development Index (HDI) that Gorontalo province ranked 29 out of 34 provinces in Indonesia. The province had better HDI than that of West Sulawesi, Maluku, North Maluku, West Papua, and Papua provinces, indicating that the government makes education to improve the living standard of Gorontalo Province community. Gorontalo even lagged behind East Nusa Tenggara Province, which ranked 19, making it quite challenging to be equal to other provinces in Sumatera and Java. For such a reason, the government of Gorontalo Province, particularly Bone Bolango Regency, optimizes the performance of 21 LAC tutors throughout the regency.

After the observation, it was also found out that the tutors' performance was less optimal as most of them did not carry out their duties under the standards of quality, quantity, and timeliness. According to the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic

Reform of the Republic of Indonesia Number 15 of 2010, as educator is the main task of a learning tutor, the educator has the main task of carrying out teaching and learning activities, reviewing programs, and developing non-formal and informal education models. The tutor plays the role of a learning agent, meaning that the tutor acts as a learning resource for those in need (the learning community) (Hapsari, 2008).

On top of that, they had weak motivation due to the lack of initiative in doing their job with expected processes and results. In fact, employee performance will increase faster if they have high motivation at work and are able to complete tasks well (Askar & Wanuwu, 2017). Leadership also serves as the other factor to be improved in terms of managing human resources, financial resources, facilities, and infrastructure at LAC in Bone Bolango Regency.

On this ground, a study entitled "The Effect of Work Motivation and Leadership of Learning Activity Center Head on Tutors' Performance in Bone Bolango Regency" is of interest to conduct.

2. Literature Review

2.1 Tutors' performance

Hapsari (2008) opines that performance refers to ways, efforts, and work results a person or a group of people in an organization can reach in accordance with respective authorities and responsibilities in achieving organizational goals. Sedarmayanti and Muhamad (2017) claim that the great quality of a tutor is highly required for the actualization of a performance that has a strong correlation with LAC productivity in fulfilling and anticipating more complex learning needs from years to years; both from a qualitative and quantitative perspective. According to Khotimah (2011), the indicators of tutors' performance comprise performances in learning planning, learning implementation, and learning evaluation. Furthermore, some of the contributing factors of tutors' performances are individual mechanisms, individual characteristics, group mechanisms, and organizational mechanisms (Lutfah, 2019; Hambali et al., 2020; Setiawan et al., 2020).

2.2 Work motivation

Motivation concerns about how to direct the effort and potential, so that the work can arrive at determined goals (Hasibuan, 2014). Mangkunegara (2012) notes that intrinsic and extrinsic motivations are two factors influencing human behavior. Further, Prasetijo & Ihalauw (2015) define motivation as an impulse from within the individual that causes a person to act. Thus, a person's motivation is always trying to meet the needs he feels and the effort of encouragement to meet the needs as the demands of the desired task. Le et al. (2021) claim that income and benefit, superior, work result, colleague, work condition, training and promotion, work nature are positively and significantly impacted the motivation of staffs and workers of the organization.

2.3 Leadership of LAC head

A school performance is determined by the characteristics and leadership patters by its principal as the highest leader in an educational institution at the school level (Yusuf, 2012; Aryantini et al., 2018; Lisnawati, 2018; Roemintoyo, 2021). As stated by Martinis Yamin and Maisah (2010), leadership refers to a process of affecting one does to manage his group members to achieve organizational goals. Rachmawati (2013) argues that a principal's leadership is the ability of a teacher assigned to lead a school to drive any resources to be utilized optimally to achieve school goals. Indicators of principal's performance adopted from the principal's functions by Adair (as cited in Priansa & Somad (2014) include six dimensions: a planner, an initiator, a controller, a supporter, an informant, and an evaluator. Leadership style is one of the most important factors in providing direction to subordinates. Thus, it is important to have a leader who is able to empower his subordinates,

especially at times when everything is uncertain.

3. Methodology

The research site as the object was the Learning Activity Center in Bone Bolango Regency, Indonesia. The subject comprised the head and the tutors in the Learning Activity Center in Bone Bolango Regency, Indonesia. A quantitative approach and causality design were employed in this study. In addition, the data were collected through questionnaires and observation methods. Moreover, the variable measuring instrument used was a five-point Likert. This instrument is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Further, the data analysis technique comprised a descriptive analysis of importance performance analysis (IPA) and multiple regression to test the effect of motivation, leadership, and performance in an organization.

4. Results

4.1 The results of importance performance analysis (IPA)

Wunarlan and Wolok (2009) point out that this type of analysis will show the condition of a variable in a Cartesian diagram. The cartesian diagram is a rectangle bounded by two lines that intersect perpendicularly at points X and Y. The results of IPA are elaborated below.

Work motivation variable (X1)
The result of the IPA of the work motivation variable is presented in the following Cartesian diagram.
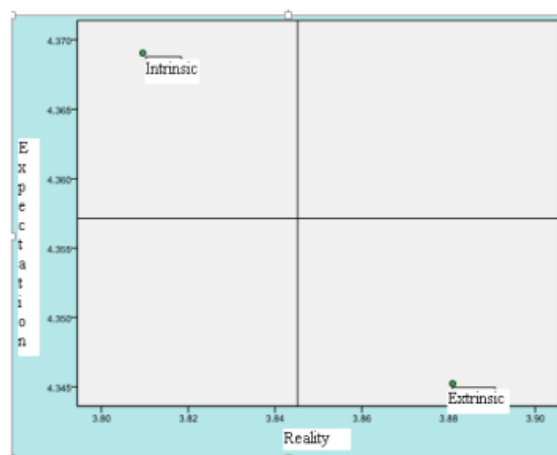

Figure 1: Importance performance analysis (IPA) of work motivation variable

The above diagram displays that intrinsic motivation falls under the category of main priority. Meanwhile, extrinsic motivation is in the category of excellent.

Leadership of LAC head variable (X2)
Provided in the following Cartesian diagram is the result of IPA of the leadership of LAC head variable.
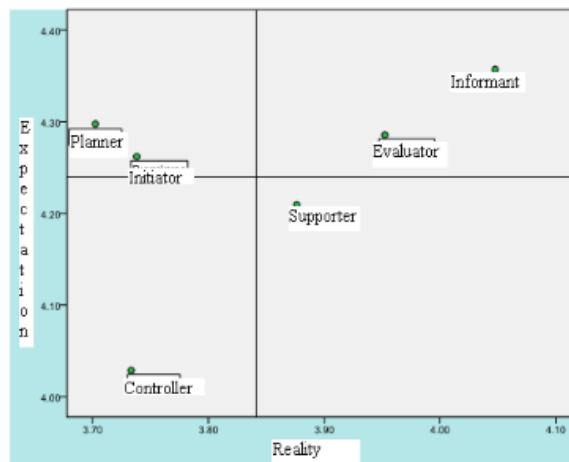
Figure 2: Importance performance analysis (IPA) of leadership of LAC head variable

The above diagram shows that the indicators of the LAC head's leadership (planner and initiator) fall under the category of main priority. The indicators of informant and evaluation are included in the good category. Lastly, the duties as a controller and supporter are in the category of low priority and excellent, respectively.

Tutors' performance variable (Y)

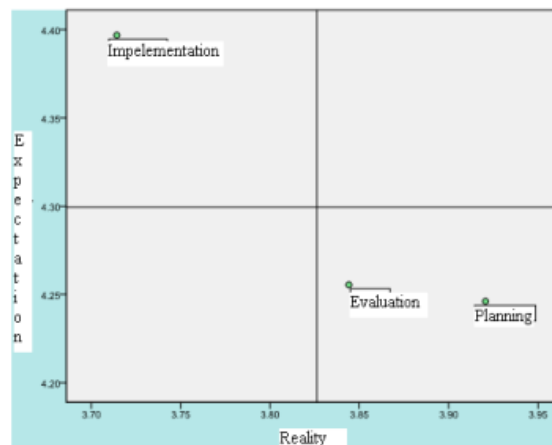The result of IPA of tutors' performance variable is given in the following Cartesian diagram.

Figure 3: Importance performance analysis (IPA) of tutors' performance variable

It is shown in the diagram that tutors' performance is measured by three indicators, in which learning evaluation and planning fall under the excellent category; this means that the tutors have done both indicators brilliantly. Nevertheless, the learning implementation still needs betterment and becomes the main priority to be optimized by the tutors.

4.2 Regression model estimation and partial hypothesis testing

Given in the following table are the analysis results with the assistance of SPSS.

Table 1: The results of multiple regression and partial testing

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.726	1.111		.653	.522
1 Work Motivation	.701	.200	.509	3.500	.003
Leadership	.492	.153	.468	3.212	.005

Source: SPSS 21-Processed Data, 2021

Therefore, the developed simple linear regression model is $\hat{Y} = 0.726 + 0.701X_1 + 0.492X_2 + e$

Next, the result of the partial analysis is provided below.

The effect of work motivation on tutors' performance in Bone Bolango Regency

The above analysis result shows that the value of t-count for work motivation variable is 3.500, and the value of t-table in the significance level of 5% and degree of freedom of n-k-1 or 21-2- 1=18 is 2.101. If both t-values are compared, the value of t-count is greater than the value of t- table (3.500 > 2.101). All in all, work motivation positively and significantly contributes to tutors' performance in Bone Bolango Regency.

The effect of leadership of LAC head on tutors' performance in Bone Bolango Regency

The above analysis result shows that the value of t-count for LAC head's leadership variable is 3.212, and the value of t-table in the significance level of 5% and degree of freedom of n-k-1 or 21-2-1=18 is 2.101. If both t-values are compared, the value of t-count is greater than the value of t-table (3.212>2.101), implying that the leadership of LAC head positively and significantly influences tutors' performance in the site area.

4.3   Simultaneous hypothesis testing

The result of simultaneous testing can be seen in the following Table 2.

Table 2: The result of simultaneous testing

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1904.607	2	952.304	49.208	.000[b]
Residual	348.345	18	19.353		
Total	2252.952	20			

Source: SPSS 21-Processed Data, 2021

The value of Fcount measures at 49.208, and the value of Ftable in the alpha of 5% and df1 of k = 2 and df2 of N-k-1=21-2-1=18 gets 3.555. If both F-values are compared, the value of F- count is greater than Ftable, so that work motivation and leadership of LAC head simultaneously have a significant effect on tutors' performance in Bone Bolango Regency.

4.4   Determination coefficient

Presented in the table below is the coefficient of determination (R^2) in this research.

Table 3: Determination coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.845	.828	4.39915

Source: SPSS 21-Processed Data, 2021

Based on the analysis result of the determination coefficient, the effect (the capability of independent variables in explaining dependent variables) using the value of R Square is accounted for 0.845. Simply put, 56.00% of tutors' performance variable in the site area can be explained by work motivation and leadership of LAC head; the remaining 15.50% is described by other variables (factors) not examined in this study. Those factors consist of work discipline, performance allowance, work environment, and work ethic.

Next, partial coefficient testing is performed. The testing result for the partial determination coefficient is elaborated, as follows.

Table 4: Partial determination coefficient

No	Variables	Rho Value	Standardized Regression Value	Partial Determination Coefficient	
1	Work Motivation	0.870	0.509	0.443	44.30%
2	Leadership of LAC Head	0.860	0.468	0.402	40.20%
	Simultaneous (R Square)			**0.845**	**84.50%**

Source: SPSS 21-Processed Data, 2021

Drawing upon the analysis result of the above-noted determination coefficient, here is the effect of each variable. (1) Work Motivation: the determination coefficient reaches 0.443, so that 44.30% of the work motivation variable influences tutors' performance in Bone Bolango Regency. (2) Leadership of LAC Head: The determination coefficient is 0.402, meaning that 40.20% of the leadership of the LAC head variable contributes to tutors' performance in the site area.

5. Discussion

5.1 *The effect of work motivation on tutors' performance in Bone Bolango Regency*

The descriptive analysis shows that intrinsic motivation belongs in the category of main priority for the government and stakeholders in education to take into account. On the other hand, extrinsic motivation is in the excellent category, meaning that such motivation has positively impacted the tutors to be more passionate in carrying out duties and responsibilities as educators in non-formal education. Work motivation should remain ideal, as noted by Estafianto et al. (2020) that motivation is a drive within individuals in working and increasing eagerness to work. If one's motivation is weak, work productivity and performance during the teaching process in LAC may also be low.

The result of regression testing reveals that work motivation positively and significantly affects tutors' performance in Bone Bolango Regency with a determination coefficient of 44.30%. The positive coefficient signifies that work motivation provides a good impact on improving tutors' performance in the research area. Work motivation is of major importance for a teacher as Hamdani et al. (2018) claim that motivation refers to drives within a person on account of self-awareness or encouragement outside oneself to do something by expecting the achievement of desired goals. Similarly, Nurhalim (2012) opine that the higher the work motivation of the tutor, the better their performance. Therefore, the level of teacher's performance in school is the reason to why the present study was conducted that can also enhance education quality.

The results of this study resonate with Nurlela and Tarigan (2014) that tutors' performance should be thoroughly examined. Considering the roles, functions, and positions of tutors in sustaining productivity and efficiency and effectiveness towards great performance, motivation program serves as part of the integration. As a consequence, the realm of motivation in employment needs to be clearly structured. Work motivation of LAC tutors in Bone Bolango Regency is among the factors a leader should be cognizant of to improve their performance.

5.2 The effect of leadership of LAC Head on tutors' performance in Bone Bolango Regency

The descriptive analysis indicates that the indicators of LAC head's leadership (planner and initiator) fall under the category of main priority, making it essential to be improved. The indicators of informant and evaluation are included in the good category. Further, the jobs as a controller and supporter are in the category of low priority and excellent, respectively. Effective leadership will be positively impactful on tutors' performance. In the same tune, Rahmat and Izzudin (2015) state that leadership strongly correlates with performance improvement.

The result of regression testing shows that the leadership of LAC head positively and significantly influences tutors' performance in Bone Bolango Regency with a determination coefficient of 40.20%. Such a coefficient implies that the more effective the leadership of the LAC head, the better the performance of the tutors. Similarly, leadership is able to enhance tutors' performance (Godwin & Kabeta, 2019; Nyongesa et al., 2018).

5.3 The simultaneous effect of work motivation and leadership of learning activity center head on tutors' performance in Bone Bolango Regency

It is found in the descriptive statistical testing result that tutors' performance is measured by three indicators, in which learning evaluation and planning belong in the excellent category; this means that the tutors have done both indicators brilliantly. Nevertheless, the learning implementation still needs betterment and becomes the main priority to be optimized by the tutors. Dodi (2016) expresses that tutors are the spearhead of non-formal education staff who are directly involved with the society in applying such education. They are also required to work professionally by creating samples and quality control of the implementation of non- formal education programs.

Simultaneous regression testing discovers that work motivation and leadership of LAC head simultaneously give a significant effect on tutors' performance in Bone Bolango Regency with the determination coefficient of 84.50%. The rest 15.50% can be described by other variables, namely work discipline, performance allowance, work environment, and work ethic. This is in line with Astuti et al. (2020) suggesting that if leadership style and work motivation of the tutors are improved, their performance will also be better, and the other way around.

6. Conclusion

This study concludes that work motivation positively and significantly affects tutors' performance in Bone Bolango Regency with a determination coefficient of 44.30%. The positive coefficient signifies that work motivation provides a good impact on bettering tutors' performance in the research area. In other words, high motivation is needed to be able to contribute to good performance so that good results are achieved.

Further, leadership of LAC head positively and significantly contributes to tutors' performance in Bone Bolango Regency with a determination coefficient of 40.20%. Such a positive coefficient implies that the more effective the leadership of the LAC head, the greater the performance of the tutors. Hence, leadership is an urgent matter in achieving high performance and success.

Work motivation and leadership of LAC head simultaneously and significantly influence tutors' performance with a determination coefficient of 84.50%. The leadership of LAC head has a significant influence on the performance of the tutor, but the magnitude of the influence of these variables will increase if it is supported by work motivation. On this regard, it is important for the LAC head to develop the leadership styles that prioritizes the familiarization to the staff. The head also need to develop two-way communication and the tutors should be included in determining and making decisions related to their field of work. All in all, the LAC head should be able to motivate and encourage in maximizing the roles and duties of the tutors in accordance with their competencies in an effort to improve their performance.

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The remaining 15.50% can be explained by other variables, including work discipline, performance allowance, work environment, and work ethic. Thus, achieving good performance can be determined by good work motivation and success is largely determined by one's leadership in managing the organization.

7. Recommendations

Drawing upon the conclusions mentioned previously, here are some suggestions to be considered. (1) All education stakeholders in Bone Bolango Regency should make an effort to grow the intrinsic motivation of tutors by strengthening commitment, integrity, and sense of belonging to non-formal education organizations where they work in. Therefore, the tutors will attempt to achieve the best work results from the aspects of quality, quantity, and time punctuality. (2) The government of Bone Bolango Regency should make plenty of concrete efforts in strengthening principals and LAC heads, and thoroughly select the prospective head of LAC. By this, the head will possess multiple intelligences and leadership competence who can give a positive impact on improving tutors' performance. (3) It is essential to have an enhancement program of tutors' capacity that goes along with academic supervision, so that teachers' performance can be found out and optimized with appropriate strategies. (4) In terms of work motivation, it is hoped that the tutor can increase motivation at work. This can be demonstrated by obeying the rules and discipline at work. In terms of their work performance, it is expected to increase their creativity in in teaching and learning activities, model development, and program assessment. To find new methods, they can discuss with colleagues, with the head of LAC, or studying cases that are widely written in books and the internet. (5) It is necessary for further research to examine the relationship of other variables that affect the performance of tutor and play a role in contributing to improving the performance of tutors. By doing these suggestions, it is hoped that the quality of non-formal education in Bone Bolango Regency gets better.

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