



The influence of principal behavior and teacher involvement in decision making on elementary school teacher morale in Malalayang district

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Abstract

This research aims to determine the influence of the principal's behavior and teacher involvement in decision making on the work spirit of elementary school teachers in Malalayang District. This research method is a survey method with a sample of 123 civil servant teachers. The techniques used in data collection are questionnaire techniques and documentation. The data analysis technique uses multiple regression analysis methods. The research results show: (1) The behavior of the school principal has a positive and significant effect on the work spirit of elementary school teachers in Malalayang District. (2) Teacher involvement in decision making has a positive and significant effect on the work spirit of elementary school teachers in Malalayang District. (3) The influence of the principal's behavior and the involvement of teachers in decision making together have a positive and significant effect on the work spirit of elementary school teachers in Malalayang District.

Keywords: Principal behavior, teacher involvement, decision making, teacher morale

Introduction

Teacher morale has an important role in creating a positive learning environment and improving the quality of education. When teachers have high morale, they tend to be more motivated, innovative, and dedicated to achieving better results. However, in practice, teacher morale can often be affected by various factors, including interactions between principals and teachers, as well as the level of teacher involvement in school decision making.

One of the important elements in the field of education is teachers who play an important and active role in positioning themselves as professional staff, in accordance with the demands of an increasingly developing society. According to Sardiman (1996: 123): "Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development." In this case, the teacher is not merely a teacher who only transfers knowledge, but also as an educator who transfers good values as well as a director who directs and guides students in learning.

Currently, the career of a teacher is almost invisible even though the teacher's position has a key role in determining the level of success of an education. The teacher is the central point of the educational process although not the only determining factor. Without a teacher, the educational process will appear lame. To advance the world of education, in line with this, now is the time for solutions to the problems faced by teachers to receive top priority, so that the honor and dignity of a teacher becomes more worthy and appreciated.

One of the causes of low quality education is a teacher's low enthusiasm for teaching. The fact that is seen in elementary school teachers in Malalayang District is that teacher morale is very low, because the behavior of a leader or principal in the school environment does not involve teachers in making decisions, causing teachers to only work as they are without paying attention. progress and development of education in

the schools where the teachers work and result in the quality of education being very low. According to Aswandi (2010), teachers' enthusiasm for teaching is influenced by several factors, including their reasons for becoming teachers, the identity and integrity of teachers, the leadership behavior of school principals, the orientation of educational supervision, the involvement of teachers in making decisions, and the climate or atmosphere of the school organization and the level of satisfaction. teacher at work." Referring to the quote above, involving teachers in making decisions can increase teacher morale so that the quality of the school can be achieved.

The lack of teacher involvement in making decisions in the school environment has a significant impact on the quality of school education. According to Azhar (2010), teacher involvement in decision making and teacher enthusiasm for teaching are the main components in school restructuring and reform efforts. Meanwhile, according to Ramelan (2010), the behavior of leaders who increasingly involve their members in the decision-making process will further motivate their members to implement the decisions they make.

The behavior of a leader called the principal is very influential in creating a more comfortable atmosphere in the environment where the principal works. The principal's behavior plays an important role in creating a school climate that supports teacher morale. Principals who behave positively, supportively and fairly can positively influence teacher motivation and morale. On the other hand, the behavior of a school principal who is authoritarian, unfair, or less supportive can reduce teacher morale.

According to Mulyasa (2004:25) "School principals are responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining infrastructure." This becomes more important in line with the increasingly complex demands of a school principal, who require increasingly efficient and effective performance support. Apart from that,

teacher involvement in decision making is also a key factor in creating high morale. When teachers feel they have an active and valued role in school decision making, they tend to feel more motivated and committed to achieving shared goals. Conversely, if teachers feel neglected or not involved in the decision-making process, their morale can decrease. Therefore, it is important to understand the influence of principal behavior and teacher involvement in decision making on teacher morale. With a better understanding of these factors, principals and teachers can work together to create a positive work environment, increase teacher morale, and ultimately improve the quality of education offered in schools.

Method

This research is survey research using quantitative data, with a cross sectional approach. The population of this research were teachers in several elementary schools in Malalayang District, totaling 178 civil servant teachers. The sample studied was 123 civil servant teachers. The data collection techniques used are questionnaires, observation and documentary. The instrument used in this research was a questionnaire which was tested using validity and reliability tests. The data analysis techniques used are classical assumption tests (normality test and linearity test), multiple regression tests, and hypothesis tests (t test, multiple correlation test, and F test).

Results and Discussion

According to Sudjana (2004:12) "Validity is the accuracy of a tool in assessing what it assesses". Meanwhile, according to Arikunto (2002:146) "Validity is a measure that shows the levels of validity or authenticity of an instrument." To test the validity of the instrument, the product moment correlation technique is used. The validity test of the instrument (questionnaire) is intended to find out whether the instrument used can reveal data from the variables studied accurately. Based on indicators from the principal's behavior variable, the teacher's involvement variable in decision making, and the teacher's work morale variable, each of which has 15 questions, the result was that there were 15 valid questions.

Reliability testing refers to an understanding that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good (Arikunto, 2006: 178). To test the reliability of the instrument, the Alpha Cronbach formula is used. The reliability coefficient for the principal's behavior is 0.571, because $0.571 > 0.05$, this means that the reliability of the principal's behavior is reliable. The reliability coefficient for teacher involvement in decision making is 0.639, because $0.639 > 0.05$, this means that the reliability of teacher involvement in decision making is reliable. Meanwhile, the reliability coefficient for teacher morale is 0.514, because $0.514 > 0.05$, this means that the reliability of teacher morale is reliable.

The normality test is used to determine whether the residual values (existing differences) under study are normally distributed or not. The technique used is the Kolmogrov-Sumirnov technique with the help of the SPSS 20 application. The rule used to test normality is the significant score, which is in the results of the Kolmogrov-Surminov calculation. Based on the test results, it shows that the value of Asymp. Sig for the principal behavior variable is $0.129 > 0.05$ so that the population is normally distributed. The

teacher involvement variable in decision making shows the Asymp value Sig. or $0.155 > 0.05$ so that the population is normally distributed. Meanwhile, the work morale variable shows the Asymp value Sig. or $0.155 > 0.05$ so that the population is normally distributed.

The linearity test is a test to see whether there is a significant linear relationship between the variables being studied. The rule used is if the significant value of linearity is > 0.05 then the data has a linear pattern, otherwise the data does not have a linear pattern. The sig value is > 0.05 or the significant value of variable X1 is $0.117 > 0.05$ and the significant value of variable X2 is $0.149 > 0.05$. So it can be concluded that the independent and dependent variables have a linear relationship. The results of multiple linear regression analysis obtained the regression equation X1 and X2 on Y, namely $\hat{Y} = 2.142 + 0.530$ It can be concluded that there is an influence of the principal's behavior and teacher involvement in decision making on teacher morale.

The t test was used to determine the influence of the independent variables (principal behavior and teacher involvement in decision making) partially on the dependent variable (teacher morale). The t test was carried out by comparing t_{count} with T_{table} at a significance level of 0.05. The test criteria are as follows: if $(\text{Sig}) < 0.05$ or $t_{\text{count}} > t_{\text{table}}$ then there is an influence. Conversely, if $(\text{Sig}) > 0.05$ or $t_{\text{count}} < t_{\text{table}}$ then there is no influence. The results of testing the first hypothesis (H1) show the Sig. value for the influence of X1 on Y is $0.000 < 0.05$ and $t_{\text{count}} 4.333 > t_{\text{table}} 1.979$. Thus, H1 is accepted, which means that there is an influence of X1 on Y. The results of testing the second hypothesis (H2) reveal the Sig. value for the influence of X2 on Y is $0.000 < 0.05$ and $t_{\text{count}} 3.762 > t_{\text{table}} 1.979$. Thus, H2 is accepted, which means that there is an influence of X2 on Y.

The F test is used to determine the influence of the independent variables (principal behavior and teacher involvement in decision making) together on the dependent variable (teacher morale). The test criteria are as follows: if $(\text{Sig}) < 0.05$ or $F_{\text{count}} > F_{\text{table}}$ then there is an influence. Conversely, if $(\text{Sig}) > 0.05$ or $F_{\text{count}} < F_{\text{table}}$ then there is no influence. The results of testing the third hypothesis (H3) show that F_{count} has a value of $822.13 > F_{\text{table}} = 3.07$ with a significance of $0.000 < 0.05$. Thus, the independent variables, namely the principal's behavior (X1) and teacher involvement in decision making (X2), simultaneously have a positive and significant effect on the dependent variable, namely teacher morale (Y). Thus, H_a is accepted and H_o is rejected, as well as the statement H_0 that together (simultaneously) influences the behavior of school principals and teacher involvement in decision making on the work spirit of elementary school teachers in Malalayang District.

The R value is 0.965, which means there is a strong relationship between the principal's behavior and teacher involvement in decision making on teacher morale. The coefficient of determination (R^2) is 0.931 or 93.1%, which means that 93.1% of the teacher morale variable can be explained by the principal's behavioral variables and teacher involvement in decision making. Meanwhile, the remaining 6.9% is explained by other factors not examined in this study.

1. The Influence of Principal Behavior on Elementary School Teacher Morale in Malalayang District

Based on the results of the first research hypothesis (H1), the principal's behavior with research results $t_{\text{count}} 4.333 > t_{\text{table}} 1.979$ with a significance value of $0.000 < 0.05$, this means that the principal's behavior variable (X1) cannot be ignored. Thus, the hypothesis states that there is a significant influence of the principal's behavior on the work spirit of elementary school teachers in Malalayang District

The research results are in line with research conducted by Masyhud and Tasnin (Shulthon, 2009). The data analysis method used in this research is a quantitative analysis method. By using transformational leadership theory. This theory emphasizes the importance of leadership that motivates and inspires subordinates. Principals who implement transformational leadership behavior, such as providing support, providing clear goals, and motivating teachers, can positively influence teacher morale.

2. The Effect of Teacher Involvement in Decision Making on the Work Morale of Elementary School Teachers in Malalayang District

Based on the results of the second research hypothesis (H2), teacher involvement in decision making with research results $t_{\text{count}} 3.762 > t_{\text{table}} 1.979$ with a significance value of $0.000 < 0.05$, this means that the variable teacher involvement in decision making (X2) cannot be ignored. Thus, the hypothesis states that there is a significant influence of teacher involvement in decision making on the work spirit of elementary school teachers in Malalayang District. The research results are in line with research conducted by Masyhud and Tasnin (Shulthon, 2009). The data analysis method used in this research is a quantitative analysis method. By using participatory decision making theory. This theory emphasizes the importance of involving affected people in the decision-making process. Involving teachers in decision making at school can increase their morale because they feel responsible and have an active role in achieving common goals.

3. The Influence of Principal Behavior and Teacher Involvement in Decision Making on the Work Morale of Elementary School Teachers in Malalayang District

Based on the results of the third research hypothesis (H3) that the principal's behavior and teacher involvement in decision making with research results $F_{\text{count}} 822.13 > F_{\text{table}} 3.07$ with a significance value of $0.000 < 0.05$, this means the principal's behavior variable (X1) and involvement teachers in decision making (X2) cannot be ignored. Thus, the hypothesis states that there is a significant influence on the behavior of school principals and teacher involvement in decision making on the work spirit of elementary school teachers in Malalayang District.

The research results are in line with research conducted by Masyhud and Tasnin (Shulthon, 2009). The data analysis method used in this research is a quantitative analysis method. By using intrinsic and extrinsic motivation theories. This theory considers motivational factors that influence individual work morale. Principals can encourage teacher morale by providing recognition, providing constructive feedback, and creating an environment that supports professional development. Intrinsic motivation (motivation from within the individual) and extrinsic motivation

(motivation that comes from external factors) play an important role in teacher morale. And also organizational justice theory, this theory focuses on individual perceptions of justice in organizations. If teachers perceive that the principal is fair in their treatment and decision making, they tend to have high morale. Distributive justice (fair distribution of resources), procedural justice (fair decision-making processes), and interactional justice (fair personal treatment) are relevant factors in this context.

Conclusion

1. The behavior of the school principal has a positive and significant effect on the morale of elementary school teachers in Malalayang District.
2. Teacher involvement in decision making has a positive and significant effect on the morale of elementary school teachers in Malalayang District.
3. The behavior of the school principal and the involvement of teachers in decision making has a positive and significant effect on the morale of elementary school teachers in Malalayang District.

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