

# The Effect of Teachers' Leadership on Students' Motivation in Al-Islam Tambakbayan Elementary School

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**Abstract** Teachers' leadership is one of the important factors that influences students' motivation and learning success. When teachers have good leadership, students will be more motivated in learning. Thus, it will ultimately have an impact on students' learning outcomes. Al-Islam Tambakbayan Elementary School Yogyakarta is one of the schools that pays attention to the importance of teacher leadership. The leadership paradigm that has been developed is not just principal-centered, but also distributed to teachers. This study aimed to examine the effect of teachers' leadership on students' motivation in al-Islam Tambakbayan Elementary School, Yogyakarta. This research was an ex post facto quantitative study. The population in this study were 160 students and 25 teachers of Al-Islam Tambakbayan Elementary School. Based on stratified random sampling technique, 50 students were obtained as sample. The sample of 25 teachers was obtained through the sample technique of saturation quota. The instrument was teacher leadership questionnaire and student motivation. Data analysis techniques were the classic assumption test and simple regression test. The prerequisite tests were normality test, multicollinearity test, and heteroscedasticity test. The results showed that teacher leadership and student motivation in Al-Islam Tambakbayan Elementary School were in the weak category. Based on inferential statistical test, the value of  $R = 0.065$  ( $R < 0.199$ ) was obtained. It means that there is a significant influence between teachers' leadership and students' motivation. The findings of this study recommend the importance of a paradigm shift in education leadership in the school. It is because strengthening teachers' leadership has a positive effect on students' motivation, and vice versa.

**Keywords** Teacher Leadership, Student Motivation, Al-Islam Elementary School

## 1. Introduction

Leadership is a central factor in determining the successful management of an institution, including in the school context. Leadership is a central factor in determining the success of an institution management, this is including the schools. Schools that implement good leadership practices will have good quality. In the literature study, the leadership paradigm in the last two decades has experienced a shift, from the principal centered leadership to the distributed leadership (Ansell & Gash, 2016). Leadership roles are not only belonging to the principals but also all human resources in the schools, especially teachers.

Different from the centralized leadership that focuses all the authority, power, and role only on the top leadership, distributed leadership gives authority to employees to have more roles in institutional development. This is based on the fact that centralized leadership makes human resources less creative, have low risk-taking, and less networked. In contrast, distributed leadership provides the opportunity for all human resources to take a role in advancing the institutions and organizations.

In the context of the school, leadership is not only on the responsibility of the school principal but spread to all school residents, especially teachers (Bush, 2008; Jumintono et al., 2018). The urgency of teacher leadership influencing school quality has been widely studied by the international community. Although, the topics related to it have not gotten the proper portion in the development of researches in Indonesia.

In the results of recent studies, there is a shift in leadership theory. Initially it focused on single leadership describing one man show leader (Day et al., 2000) shift to studies that leadership effectiveness is when the leadership role not necessarily centralized on one person / strength, but spread to the people in the school (Day et al., 2000;

Harris, 2002).

In the context of school leadership, the latest research showed the significance of the leadership role, in which not only in the principal as a top leader, but also the spread to all teachers. Therefore, other than having a pedagogic and professional role has been considered inherent in their role, the teacher's role as a leader needs to get a lot of attention.

Although this form of teacher leadership clearly exists in many schools, to date, they have not been the focus or source of many research activities (Mujis & Harris, 2003). Likewise, research on teacher leadership in Indonesia is still rarely conducted. Almost all research on leadership in Indonesia take the principal as the subject. It is rare to take teachers as the subject. This shows that academics have not given enough attention to the development and application of teacher leadership. This is resulted in the lack of literature on teacher leadership development that can be used as a reference for practitioners in schools. Therefore, this research is important in order to contribute to empirical studies and literature enrichment of teacher leadership in Indonesia.

This study examined the influence of teacher leadership on student motivation. This research is important because student motivation is one of the closest aspects in improving student achievement. As one of the efforts to look for factors that have an impact on increasing learning achievement in order to improve learning quality, factors that can influence the increase in student motivation need to be examined carefully.

Based on previous literature studies, researchers found that teacher leadership influences student motivation. Good teacher leadership can encourage students to improve their learning achievement. Leadership is the ability to lead others. It consists of directing, guiding, and influencing the behavior of people who are led to think and act through positive behavior to achieve goals. A good leader can lead and can support the achievement of learning objectives. Although some outset literature shows that teacher leadership influences the student motivation, empirical research conducted in the context of schools in Indonesia has not been done much.

Al-Islam Tambakbayan Elementary School Yogyakarta is one of the schools that is concerned about the importance of the paradigm shift in the school leadership. The leadership paradigm that has been developed is not just principal-centered, but also distributed to teachers. Teachers have the opportunity to develop their leadership, all in the aspects of individual development in the classroom, team development, and also organizational development.

Based on the background of the problem above, this research answers the following question: Is there any influences of teacher leadership on student motivation in Al-Islam Tambakbayan Elementary School, Yogyakarta?

## 2. Literature Review and Hypothesis Development

### 2.1. Teacher Leadership

The concept of teacher leadership did not emerge recently but has been frequently discussed by researchers since the last two decades. According to Frost (2012), this concept appeared because the discourse of professionalization in the United States which occurred in the 1980s and 1990s. York-Barr and Duke (2004: 287-288) provided a very clear definitions of teacher leadership. They defined that teacher leadership is a process carried out by teachers, both individually and in groups, influencing peers, principals, and other school members in improving the quality of teaching and learning in order to improve student learning outcomes.

According to York-Barr and Duke (2004, 287-288), the teacher leadership framework has seven components as follows: 1) the characteristics of teacher leadership, 2) the leadership work types covered in the teacher leadership framework, 3) the work climate that supports teacher leadership, 4) the way teachers lead, 5) the influence target of the leadership they practiced, 6) intermediary outcomes of changes in the learning process, 7) student learning.

Harris (2005) underlined four main aspects of teacher leadership: 1) the existence of collegial norms, 2) open opportunities to lead, 3) working as instructional leaders, and 4) re-culturing schools.

Teacher leadership is the ability and readiness that must be possessed by the teachers to influence, guide, and direct or manage their students so that they want to do something for the achievement of learning objectives. Therefore, it can be concluded that the success of the learning process cannot be avoided from the important role of teacher leadership, which is also the spearhead in learning. Dedicated teacher is the one who open to changes and innovation for the success of students.

Teacher leadership plays an important role in helping colleagues, trying new ideas, and encouraging them to adopt a leadership role (Lieberman et al, 2000). Collaboration is the heart of teacher leadership (Rosenholtz, 1989). Teacher leadership is a redistribution of power in schools, shifted from hierarchical control to peer control. In this leadership model, the power base and authority are spread in the teaching community. Research by Silns and Mulford (2002) explained the relationship between leadership, organizational learning, and student outcomes. They find the importance of teachers working together in collaboration for successful school structuring and school improvement.

Today's schools demand a more "bottom-up leadership approaches of traditional, top-down or "role-based", and "community-based" roles for school leaders. Murphy (2005) showed that the traditional or top-down approach only works because authority is given by someone. These

types of formal roles look like the role of principals, in which they tell stories, manage, and organize, more than collaboration. Sometimes, in the unsuccessful schools, this authoritative formal leadership concept is needed to produce positive change efficiently. However, more modern thinking about the role of informal leadership and the origin of power and influence reflects the current school where teacher and informal collaboration, types of projects, and organic policies emerge among the teachers. When principals understand these two concepts, they are skilled in recognizing the approaches needed, and willing to share leadership, power to influence teachers, students, and schools for overall benefits.

## 2.2. Student Motivation

Student motivation comes from the Latin word "*movere*" which means encouragement, the driving force or strength that causes an action. The word "*movere*" in English, is often equated with "motivation" which means giving a motive, creating a motive, things that cause impulse, or circumstances that cause impulse. Literally, motivation means giving a motive (Karwati & Priansa, 2014).

Motivation comes from the word motive which can be interpreted as a driving force within a person to carry out certain activities for the achievement of a goal. Even, motives can be interpreted as a complex state in individuals who encourage them to behave in an effort to achieve a goal in order to maintain survival (Narayanan & Surya, 2014: 52).

According to Clayton Alderfer, learning motivation is an internal and external drive that causes a person (individual) to act to achieve goals, thus changes in students' behavior are expected to occur (in Nashar, 2004: 42).

Motivation is a psychological feature that gives rise to an organism to act towards a desired goal, and also to bring up control and maintain behavior directed at a specific goal. This can be considered as a psychological driving force that encourages or reinforces an action towards a desired goal. In general, this makes students move, directs students in a certain direction, and keeps students moving forward. Student motivation is reflected in personal investment and in cognitive, emotional, and behavioral involvement in school activities.

Most students are motivated in one way or another. Some students may be very interested in the subject matter in class and look for challenging courses, participate actively in class discussions, and get high grades on assignments. Other students may be more concerned with the social side of school, often interact with classmates, attend extracurricular activities almost every day, and maybe run for an apprenticeship in the government (Ormrod, 2010).

However, motivation is not necessarily something that is brought by students to school. It can also arise from environmental conditions at school. Teachers can do many

things to motivate students to learn and behave in ways that promote their long-term success and productivity (Schater, 2011).

## 2.3. Teacher Leadership and Student Motivation

Evidence of previous researches on the contribution of teacher leadership in improving student motivation can be explained here. For example, Hallinger and Murphy (2005) stated that teacher leadership is often related to school performance. Teacher leadership practices can mobilize student commitment to achieve excellent results in examinations and adopt noble values. Teacher leadership can create the learning effectiveness and efficiency, and also shape the discipline of students and the teacher. Leadership ability and readiness must be possessed by the teachers in order to influence, guide, and direct and manage students so that they want to do something to achieve the learning objectives.

Teachers who have good leadership will be able to make changes to the school conditions. Changes are needed in order to meet the demands and needs of the society (Smith, 2012). The teacher is responsible and demanded to be an agent of change from just an ordinary teacher into a designer of learning, or in other words as a leader to increase student motivation. Teacher leadership is defined as the ability to encourage colleagues to change, to do something that they would not be able to do if they did not have leadership skills (Wasley, 1991: 23).

The concept of leadership described by Katzenmeyer and Moller (2001: 17) also emphasized on the ability to create a comfortable learning atmosphere that will have an impact on student motivation. They explained that teacher leadership is the ability to lead inside and outside the classroom, contribute to the community of teachers and students, and even to other leaders. Likewise, the concept of teacher leadership explained by Terry, as quoted by Rivai and Murni (2009: 285), emphasized on the teacher ability in influencing others (fellow teachers or students) to work hard with full will for the achievement of shared goals. This concept emphasizes harmony with the traditional leadership concept presented by Boles and Troen (1994: 11) which characterized teacher leadership as a form of collective leadership, where teachers develop expertise by working collaboratively.

In the classroom, the teacher is a leader who is demanded to be able to lead and direct students to realize effective and efficient learning goals. It means that teacher is not an individual who merely delivers material in class. Teacher sets a good example in order to be a real role model for students. Therefore, the role of the principal is to be able to improve the teachers' attitudes to contribute to the formation of a good educational environment, which in turn can foster motivation for learning. Silns and Mulford (2002) also concluded that student outcomes are more likely to increase where leadership resources are

distributed throughout the school community, and where teachers are empowered in areas that are important to them.

The literature reviews show that in the international community, the literature about distributed leadership in schools has become a demand in the development of school institution and organization. However, similar literature has not widely found in the Indonesian context. This research was done in order to conduct an empirical study on teacher leadership in the Indonesian context while providing literature to be a reference for further research.

#### 2.4. Research Hypothesis

Based on the literature review above, the hypothesis of this study is that teacher leadership influences student motivation at Al-Islam Tambakbayan Elementary School, Yogyakarta.

### 3. Methods

#### 3.1. Types of Research

This research was quantitative research with correlation design. This study was done to determine the effect of teacher leadership (X) on student motivation (Y). This research was conducted at Al-Islam Tambakbayan Elementary School in 2019.

#### 3.2. Population and Sample

The population of this study were all students and teachers in al-Islam Tambakbayan Elementary School, Yogyakarta, Indonesia. They were 160 students and 25 teachers. Based on the stratified random sampling technique, 50 students were selected as research samples. In the teacher sampling, because the number of teachers were less than 100, then the full quota sample was taken. Therefore, 25 teachers became this research sample.

#### 3.3. Data Collection Techniques and Instruments

The data collection technique used in this study was a questionnaire method. The instrument was questionnaires consisting of teacher leadership questionnaire and student motivation questionnaire.

#### 3.4. Data Analysis Technique

The data collected in this study were analyzed using simple linear regression technique. The steps to test the hypothesis in this study are as follows: Descriptive Statistics Test; Classical Assumption Test with stages: Normality Test; Heteroscedasticity Test, and Hypothesis Test.

## 4. Findings

#### 4.1. Measure

The various steps taken to test the hypotheses in this study, including the following steps: descriptive statistical tests, classic assumption tests with stages, normality tests; multicollinearity test, heteroscedasticity test, and hypothesis test. The equation for testing the hypothesis is:  $Y = \alpha + \beta 1.X$  ( $Y$  = student motivation;  $X$  = teacher leadership). Regression analysis was performed to find out how much influence between the independent and dependent variables. The statistical tests performed included estimation of the accuracy/coefficient of determination (R) model, and the test of the significance of individual parameters (t-test).

#### 4.2. Classical Assumption Test

Initial data tests were performed using Microsoft Excel and then SPSS 21

#### 4.3. The Normality Test

To test the normality, the obtained data was done by the Kolmogrov Smirnov test because the samples used in the study were 50 respondents. This normality test was carried out to find out whether the results of the questionnaire were normally distributed or not.

##### a. Hypothesis

$H_0 > 0,05$  then the data is normally distributed

$H_1 < 0,05$  then the data is not normally distributed

Significant level  $\alpha = 0,05$

##### b. Calculation

Before being tested with the help of SPSS 21 software, data was transformed in the form of residuals, and input was obtained as shown in table 1.

**Table 1.** Test distribution results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	0,0000000
	Std. Deviation	10,06341369
	Absolute	,101
Most Extreme Differences	Positive	,068
	Negative	-,101
Kolmogorov-Smirnov Z		,716
Asymp. Sig. (2-tailed)		,684

a. Test distribution is Normal.

b. Calculated from data.

c. Decision-making

Based on the table above (in the Kolmogrov Smirnov column) the significant value is 0,68. When compared with the significance level  $\alpha = 0,05$ , the result is  $0,68 > 0,05$ . Therefore,  $H_0$  is accepted.

d. Conclusion

Based on the above analysis it can be concluded that:

1. The variable value of teacher leadership variables is normally distributed or taken from a normal population.
2. The variable value of learning motivation is normally distributed or taken from a normal population.

**4.4. The Heteroscedasticity Test**

Heteroscedasticity is a condition where the error variance value for each data is not constant. One assumption of the regression model is that the error or residual value has a constant variance or also called homoscedasticity.

Looking for heteroscedasticity in a data can be done by the Sparman test method. The following two methods will be explained.

a. Hyphotesis

- $H_0 > 0,05$  heteroscedasticity occurs
- $H_1 < 0,05$  heteroscedasticity does not occur
- Significant level  $\alpha = 0,05$

b. Calculation

Before being tested with SPSS 21 software, the data is transformed in the form of absolute residual and then analyzed using the Sparman test method, and the following inputs are obtained:

**Table 2.** The Sparman test

		Correlations		
			abs_res	Teacher Leadership
Spearman's rho	abs_res	Correlation Coefficient	1,000	-,132
		Sig. (2-tailed)		,360
		N	50	50
Teacher Leadership	Teacher Leadership	Correlation Coefficient	0,132	1.000
		Sig. (2-tailed)	,360	
		N	50	50

c. Decision-making

Based on the table above, in the column sig. the result of the calculation is Teacher Leadership Variable  $0,360 > 0,05$  then  $H_0$  is accepted (not rejected)

d. Conclusion

Based on the above analysis, it can be concluded that the value of the teacher leadership variable does not occur heteroscedasticity problem.

**4.5. Hypothesis Test**

In this study, a classic assumption test and a simple regression test were performed. A simple regression test was carried out by looking at the analysis of the significance of teacher leadership towards student motivation.

**4.6. The Regression Line Equations**

Below is the result of the regression line equation.

Based on the results of the regression test above, the regression equation is shown in the table 3.

**Table 3.** The Regression Equation Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53,285	14,239		3,742	,000
	Teacher Leadership	,374	,178	,290	2,103	,041

a. dependent variable: student motivation

The value of teacher leadership coefficient (X) is 0,374 and the constant number is 53,285. Based on these data, the regression line equation can be written as follows:

$$Y = 53.285 + 0.374X$$

Information:

Y = Student Motivation

a = constant

X<sub>1</sub> = Teacher leadership

The coefficients of the simple linear regression equation above can be interpreted as follows:

1. Constant (a) of 53,285 has the meaning that if the independent variable that consisting of teacher leadership is considered constant, then the motivation for learning is 53,285
2. Teacher leadership regression coefficient of 0,374 means that every increase in the ratio of teacher leadership by one unit will increase learning motivation by 0,374. If teacher leadership decreases by one unit, then there is a decrease in learning motivation by 0,374.

#### 4.7. Correlation Coefficient (R)

The correlation value between X and Y is 0,065. This shows that the R<sub>xy</sub> correlation coefficient is positive. Therefore, teacher leadership influences student motivation. Because of that, it can be said that the higher the teacher leadership, the higher the level of student motivation.

#### 4.8. The Hypothesis Test

Based on table 3, in the sig. column will be analyzed as follows to determine hypothesis one by one:

1. Decision Making

Based on the results of the obtained hypothesis test, it was found that the level of sig is 0,04. It means  $0,04 < 0,05$ , then H<sub>1</sub> is accepted.

2. Conclusions

There is a significant influence between teacher leadership and student learning motivation.

#### 4.9. Coefficient of Determination

**Table 4.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,290 <sup>a</sup>	,840	,065	10,168	,840	230,405	1	9	,000	1,417

a. Predictors: (Constant), Teacher Leadership

1. R Square

It is the coefficient of dissemination that shows the direct influence of teacher leadership variable on learning motivation expressed in a percentage. In this case, the calculated result is 0,084. It means that the teacher leadership variable directly influences the student motivation variable by 8,4%. Meanwhile, 91,6% (100%-8,4%) is influenced by other factors beyond the teacher leadership variable.

2. Adjusted R Square

Adjusted R Square is the coefficient of determination that has been corrected by the number and size of the sample. Thus, it can reduce the bias element if there are additional variables. Adjusted R Square of 0,065 means that variations in learning motivation variable can be explained by the teacher leadership variable at 6,5% or the teacher leadership variable influencing student motivation variable by 6,5%.

3. Error of the Estimate

Based on table 3, Std. Error of the Estimate shows the deviation values between the regression equation and the real dependent by 10,168 dependent variable units (if the student motivation variable is in units, the magnitude of the deviation is 14,239 units). The smaller the value of Std. Error of the Estimate, the better the regression equation as a prediction tool.

4.10. The Significance Testing with T Test

1. Decision-making

Based on the table 6, the value of deviation from linearity sig. is 0,124. When compared with the significance level  $\alpha = 0,05$ , the result is  $0,124 > 0,05$ . Thus, there is a significant linear relationship between teacher leadership and student learning motivation.

2. Conclusion

There is a significant linear relationship between teacher leadership and student motivation.

Based on the analysis of the data above, it can be concluded that there is an influence of teacher leadership on student motivation in Al-Islam Tambakbayan Elementary School.

5. Discussion and Conclusions

This study aimed to measure the effect of teacher leadership on student motivation in al-Islam Tambakbayan Elementary School, Yogyakarta. The result of data analysis is shown in Figure 1.

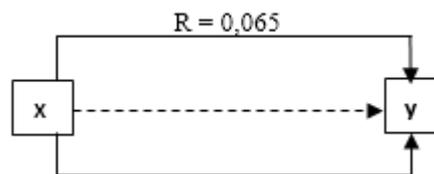


Figure 1. The significance relationship between the X to Y variables

Figure 1 shows that the variable X has the correlation coefficient (R) 0,065. It means that the variable of leadership and teacher motivation has a positive and significant influence on student motivation.

The results of this study reinforce the findings of previous studies that explain teacher leadership can influence student learning motivation (York-Barr & Duke, 2004; Katzenmeyer & Moller, 2001; Hallinger & Murphy, 2005).

Hallinger and Murphy's (2005) explained the relationship between teacher leadership and school performance. Leadership practiced by teachers can mobilize student commitment in learning. In addition, teacher leadership also has an impact on the effectiveness and efficiency of learning, also creates a discipline culture for both teachers and students. Similarly, according to Katzenmeyer and Moller (2001), leadership also emphasizes on the teachers' ability to create a comfortable learning atmosphere so that it has an impact on student motivation, because good teacher leadership can contribute to the improvements in the classroom and outside the classroom.

The findings of this study are also in line with the initial concept of teacher leadership described by Frost (2012), in which the focus of teacher leadership is the discourse of professionalization in order to improve the education quality in the United States. Teacher leadership is the ability and readiness that must be possessed by the teachers in order to influence, guide, direct, and manage their students so that students want to do something for the achievement of learning objectives. Likewise, the concept of teacher leadership presented by York-Barr and Duke (2004, 287-288) provided a very clear definition of teacher leadership. They define that teacher leadership is a process undertaken by teachers, both individually and in groups, in influencing peers, principals, and other school members in improving the quality of teaching and learning in order to improve student learning outcomes.

The findings of this study also confirm that teacher leadership practices are still relevant and need attention, because these findings also provide a reaffirmation of the importance of teacher leadership factor in increasing student motivation at school.

As proven in this study, the influence of teacher leadership on student motivation can also be explained by previous related studies. For example, Suyatno et al. (2019a) found that a good relationship between teachers and students is a factor that has a direct impact on student motivation. In addition, Mardati et al. (2019) also revealed

that teacher leadership can improve student learning readiness. According to behavioristic learning theory, the higher the student readiness in learning, the better the motivation and student learning outcomes. Teachers who have good leadership will hold certain values in carrying out their profession, have good discipline values, be hardworking, dedicated to the institution, and committed to develop together with colleagues. Teachers who teach with certain values will affect the comfort and motivation of student (Suyatno et al., 2019b; 2019c).

Teacher leadership is the teacher professionalism characteristic in the classroom that has a mission to produce and improve student learning outcomes effectively (Murphy, 2005). This shows the ability to influence others, especially other teachers, to achieve school goals. Yahya, Mohamad and Abdullah (2007) stated that leadership, as an interpersonal influence, is carried out in a situation and directed through the communication process in pursuit of certain goals or objectives".

The findings of this study indicate the importance of the teachers' role as a motivator for students. Teachers' leadership aspects of individual development in the classroom, team development, and organizational development need to be further developed, because these aspects make up the teacher leadership. Teachers who have good leadership will influence student motivation in learning.

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