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The Effect of Personality Value of Principals toward Attitude, Discipline, Qualities and Communications of Work

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Abstrak

Kajian ini bertujuan untuk mengenal pasti pengaruh amalan nilai sendiri pengetua terhadap sikap, disiplin, kualiti dan komunikasi kerja guru di sekolah menengah dan setaranya yang merangkumi SMAN, SMKN dan MAN di Bandar Makassar wilayah Sulawesi Selatan Indonesia. Sampel kajian terdiri daripada 295 orang guru. Pemilihan sampel kajian ini berdasarkan rawak random. Alat kajian yang digunakan ialah soal selidik. Data dianalisis menggunakan statistik inferensi iaitu Regresi Linear untuk menguji hipotesis kajian pada SPSS 20. Darjah kebolehpercayaan (Alfa Cronbach) bagi soal selidik dalam kajian ini ialah 0.923. Keputusan kajian menunjukkan terdapat pengaruh yang kuat nilai sendiri pengetua terhadap sikap, kualiti dan komunikasi kerja guru di sekolah. Manakala nilai sendiri pengetua terdapat juga pengaruh yang sederhana terhadap disiplin kerja.

Kata kunci: *nilai sendiri, sikap kerja, disiplin kerja, kualiti kerja dan komunikasi kerja*

Abstract

This study aims to identify the effect of personality value practice of principals toward work attitude, work discipline, work quality and work communication of teachers in senior high schools such as public senior high schools (SMA), vocational senior high schools (SMK), religion senior high schools (MAN) in Makassar city, South Sulawesi province of Indonesia. The sample consisted of 295 teachers. It used random sampling method. The study used a questionnaire to collect data. Data were analyzed by the statistical inference of linear regression to test the hypotheses. Cronbach's alpha of the questionnaire is 0.923. The results showed a strong effect of personality values of principals toward work attitude, work quality and work communication of teachers at schools. While, personality value of principals have moderate influence on teachers' work discipline.

Keywords: *personality value, work attitude, work discipline, work quality, work communication*

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Introduction

Leadership is very important because it is one of social life aspect which shows relationship among people, especially relationship between leaders and their followers. The relationship which is shown in functional form affects followers in many aspects, especially in decision making or to make changes to improve the quality and organization of followers (Yukl, 2006). Fullan (2001) and Mortimore (1995) also revealed their thoughts on leadership characteristics which should be possessed by school principals in global era. Its intended characteristics are known as the professional leadership. It refers to the assertive attitude of the principals in decision making, in formulating realistic goals and in preparing excellence as a leader at school. In addition, principals also need to pay attention to human development, such as work satisfaction and teachers' commitment to their school (Deal & Peterson, 2000; Tampoe 1998; Ghazali, 2001). In the other word, the principal required to provide a balance between excellent management and effective leadership as the opening item on the income of teachers who are committed to the school and profession.

To gain leadership in accordance with the expectations of the organization, a leader is necessary to manage and control various functions of the organization subsystems in order to remain consistency with its goals (Bass, the Independent, 2005). In addition, self-concept of principals move, influence and empower performance of their followers. Therefore, developing self-concept of principals and followers is a very important matter to be embodied in a school organization. It is perception of self and his environment through sense of confidence of having ability including trust and self-esteem in physical and psychological aspects (Hurlock, 1974).

In school context, the leadership of principals as managers and administrators is expected to have the willingness and ability to implement self-esteem, and it should be supported by school members, and then it becomes a part of school culture. Self-personality of principals play an important role in helping individuals to adapt with the requirements of school environment as well as arouse socially acceptable behavior and self-regulation. Positive self-personality value can promote the development and mastery of various skills and can also affect individual mood, behavior, thinking, understanding, and competence (Jerome, 2002). Oliveira *et al* (2004) also mentions that self-concept and adaptive functions will make changes to a person's life that causes anxiety that may arise from internal or external of social relationships can be disrupted. Therefore, principals play an important role in fostering the development of self personality values in improving the attitude of teachers' work and discipline, work quality and communication of teachers in schools. Role models, positive response and strategies which are owned and used by principals should always be the best model to be emulated by the teachers and students, and last but not least, it gave the ensuing implications to human civilization at a school (Azizih, 2005).

Related to the issue of principals' failure to make school successful and effective, and then produce a perfect citizen of Indonesia, an intelligent people matching of faith, devotion and noble, as the education goal has not been fully realized. Therefore, successful work of a principal must be rooted from his self-personality values and then become his habits. The values are generated from tradition, religion, norms and beliefs of the faith, and become the habit of working behavior in the organization. Values that have become habits are called culture. It means that culture is associated with the work quality, and then it is called work culture (Amnuhai, 2003). In this study, work culture includes working attitude and discipline, work quality and work communication.

The hesitation case in the global era is often happened the reversalling role of national cultural values. National culture values should be as practiced as the dominant factor, while foreign cultural values should be regarded as additional factors. Although at this time, on the contrary, national culture is positioned as the decorative or additional factors (Koesuma, 2009).

Consequently, issues of school failure to saturate goal of national education, crisis of educational leadership, and crisis of the fundamental values and cultures are triggered by globalization process. The cases which occurred appear the question, 'what happens to the learning process in the classroom and how principal runs his role as educational leadership at school. This problem prompted the researcher's interest of emphasizing his study on these issues.

Literature Review

The Concept of Self-Concept

Everyone has a view or picture of yourself. It is called 'self-concept, self-knowledge or self-image (Hurlock, 1993). Self-concept is the notion that people's physical, psychological, and social characteristics; as well as the attitudes, beliefs and thoughts (Mohd & Abdullah, 2002). According to Brown & Harrison (2005), self is our perception of ourselves. Self-concept is also known as self-image

and self esteem, which includes all the feelings and thoughts of all talents, capabilities, benefits, strengths and weaknesses, through interaction with others.

Hurlock (1974) revealed that self-concept has three main components. They are perception, conceptual and attitude. First, perception is the image of a person on her physical appearance and its effect is shown to others. This component is often called physical self concept. Secondly, the conceptual is one's concept of having the special characteristics, including the ability and inability, background and future. This component is often referred to as psychological self-concept. This component is composed of multiple quality, self coordination such as honesty, self-confidence, independence, and the establishment of a strong reversal of these traits. Third, attitude is one's feeling of his self personality, the attitude of the present status and future prospect, attitudes toward self-esteem and self-view or outlook.

Of the three major components of self-concept, every component has own elements that play an important role in understanding how self-concept is closely related to lead and sustain individual behavior. Elements of self-perception are closely linked to each other. In this study, the elements comprise: self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, forwarded moving, commitment, compliance, symbol of self, response and profession.

Work Attitude

Attitude is the concrete form of desire. Therefore, this attitude is often regarded as a desired or undesirable vote statement. As stated by Robbinson (2007), attitude is the statement of votes, whether it is needed or not, toward object, person or event. According to Allport (in Mohd Salleh Leba (1994), attitude is a mental and emotional readiness, organized through experience, support or influence the dynamics of individual responses to all objects and situations that are associated with it. While Greenberg and Baron (in Ahmad Shukri Mohd Nain, 2002) defines attitude as a group of feelings, beliefs and behaviors that are relatively stable to the object, human beings and certain institutions.

In the study, work attitude is shown in the attitude of understanding, initiative, creativity and sincerity in doing the school work.

Work Discipline

Discipline is the awareness and ability of individual to comply with all the rules of society and social norms are enforced. Understanding consciousness is one's attitude that voluntarily complies with all applicable laws and be aware of his duties and responsibilities. While the meaning of readiness is attitude, behavior, and therefore, a person should act in accordance with the organization rules, whether written or not (Hasibuan, 1997).

Based on the description above, the most important thing in an organization is associated with the discipline is to develop an awareness of discipline. Because it is not merely compliance with the regulations that exist within the organization, as revealed by Mukmar (1992) that, in the necessity of self-discipline is not just the process of developing the self-potency, but also includes the freedom to choose. While Nitisemito (1992) also said that, discipline is attitude, behavior and action in accordance with written and unwritten rules of organization.

Therefore, it can be concluded that discipline is an act of educating someone to act and behave in accordance with the guidelines that have been established. In this study, work discipline is an act that emphasizes process awareness of adjustment in carrying out trust and responsible work in accordance with the standard procedure.

Work Quality

Quality culture as a corporate culture in an organization focuses on servicing, controlling of the work task, the motivation to develop a positive self-image and the ability to meet basic needs of workers in relation to another person (Ambro, 2004). According to Sinclair and Collins (1994), culture is a form of quality management culture that promotes sustainability through improved quality, commitment and cooperation of workers in the organization. Drummond (1992) has argued that the quality culture is a learning-oriented approach to management and each employee has opportunity to enhance their knowledge and expertise to ensure the success of the organization and development of their careers.

In this study, the work quality would demonstrate suitability of the procedures, clarity of work, suitability of the work design, work finishing, as requested (satisfactory) and facilitate future work. Otherwise, it contains the following meaning which leads to the most perfect performance of a product produced or services rendered. Perfect service must meet consumers' demand and lead to a best and reliable quality.

Work Communication

Work Communication is useful in understanding the chain integrating members of the organization from top to bottom, from a subordinate to a leader, and one side flat and all directions. The successful delivery of the message by the leader is influenced by many things, and all things which prevent understanding the message is a barrier to communication (Harvey, JH & Smith, 1977). According to Cangara (2006) communication work can only take place when it is supported by the source, message, receiver and effect.

In this study, the pattern of work communication means work desk built such a context, vision and mission, duties and functions, commitments and responsibilities.

Research Methodology

This study used a quantitative method. In this method, the data were analyzed by linear regression analysis in order to explore the effect of two variables and to prove the hypotheses of two variables, test hypotheses or answer the research questions. It is to report the true state of a situation at a particular time (Neuman, 2000 in Norani 2006 and De Bosscher et al, 2010). This study aims to identify the influence of the self personality of principals toward work discipline, work attitude, work quality and work communication of teachers in senior high schools in Makassar.

The research sample was consisted of 295 teachers. It was used a random sample random. The instrument used was a questionnaire. The data were analyzed using SPSS 20. The reliability analyzed by used Cronbach's alpha. Cronbach's alpha of the questionnaire was 0.879. It was shown that the questionnaire may used in the study.

This study involved all senior high schools in the city of Makassar, South Sulawesi, Indonesia, the National High School (SMAN), Vocational High School (SMK), and Madrasah Aliyah Negeri (MAN) as respondents. According to the Office of Education of Makassar in South Sulawesi in 2012, Makassar has 34 schools comprising 22 State High School, Vocational School 9, and 3 Madrasah Aliyah.

Findings

The Influence of Personality Values of Principals toward Teachers' Work Attitudes

Ho 1: There is no significant influence of self personality values (self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, moving forward, commitment, compliance, self-symbolics, response and professional) of principals toward work attitudes of the teachers.

Table 1. Linear Regression Analysis of the Influnce of Sefl-Personality of Principals toward Work Attitude of Teachers

Personality Values	R	R Square	a	b	n	Sig
Work Attitude	0.804	0.646	1.078	0.282	295	.000
						.000

Table 1 shows the correlation coefficient (R) is 0.804 with sig. < 0.05. It means that there was significant effect of self-personality of principals toward teachers' work attitudes. Therefore, the null hypothesis 1 was rejected because there was a significant correlation between the level of self-personality of principals toward working attitude. Then, the coefficient of determination (R Square) of 0.646 indicates that self-personality of principals affects the fluctuation of work attitude of 64.6 percent. Model of equation regression analysis of variables of self-personality toward working attitude is as follows:

$$\hat{Y} = 1.078 + 0,282X$$

The regression equation means that each increase of one unit of the self-personality will enhance work attitude of 0.282. Constant Score of 1.078 means that if there was no principals' self personality activities ($X_1 = 0$), so work attitude of teachers was only 1.078.

The Influence of Personality Values of Principals toward Teachers' Work Discipline

Ho 2: There was not a significant influence of personality-values (self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, moving forward, committed, compliance, symbol of self, response and professional) of principals toward teachers' work discipline.

Table 2. Linear Regression Analysis of Influence of Personality-Values of Principals toward Teachers' Work Discipline

Personality Values	R	R Square	a	b	n	Sig
Work Discipline	0.595	0.354	-6.009	0.208	295	.000 .000

Table 2 shows the correlation coefficient (R) was 0.595 with sig < 0.05. It means that there was significant influence of personality values of principals toward teachers' discipline. Therefore, the null hypothesis 2 is rejected because there was a significant influence of personality values of principals toward teachers' self discipline. The coefficient of determination (R Square) of 0.354 indicates that self-personality of principals variables affects the fluctuation of teachers' work discipline of 35.4 percent.

Model of equation regression analysis of variables of personality values of principals toward teachers' work discipline is follows:

$$\hat{Y} = -6.009 + 0.208X$$

The regression equation shows that each increase of one unit of personality values of principals will enhance teachers' work discipline of 0.208. Constant score of -6.009 means that if there was no personality values of principals' activities ($X_1 = 0$), then, work discipline of teachers was only -6.009

The Influence of Personality Values of Principals toward Teachers' Work Quality

Ho 3: There was no significant influence of personality values (self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, moving forward, commitment, compliance, self-symbolics, response and professional) of principal toward work quality of teachers.

Table 3. Linear Regression Analysis of Influence of Personality-Values of Principals toward Teachers' Work Quality

Personality Values	R	R Square	a	b	n	Sig
Work Quality	0.831	0.691	-0.212	0.289	295	.000 .000

Table 3 shows the correlation coefficient (R) was 0.831 with sig. <0.05. It means that there was significant influence of principals' personality values toward work quality of teachers. Therefore, the null hypothesis 3 was rejected because there was a significant correlation between the level of personality values of principals with the work quality. Then, the coefficient of determination (R Square) of 0.691 indicates that personality value of principal variables affecting the fluctuation of work quality was 69.1 percent.

Model of equation regression analysis of principals' personality values on teachers' work quality is as follows:

$$\hat{Y} = -0.212 + 0.289X$$

Regression equation shows that each increase of one unit of principals' personality values will improve the work quality of teachers of 0.289. Constant score of -0.212 means that if there was no activity of principals' personality values ($X_1 = 0$), then, the quality of teachers' work was only -0.212.

The Influence of Personality Values of Principals toward Teachers' Work Communication

Ho 4: There was not a significant effect of personality values (self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, moving forward, commitment, compliance, self-symbolics, response and professional) of principals toward the work communication.

Table 4. Linear Regression Analysis of Influence of Personality-Values of Principals toward Teachers' Work Communication

Personality Values	R	R Square	a	b	n	Sig
Work Communication	0.692	0.479	0.896	0.226	295	.000

Table 4 shows the correlation coefficient (R) was 0.692 with the sig <0.05. It means that there was influence of personality values of principals toward work communication of teachers. Therefore, the null hypothesis 4 was rejected because there was a significant influence on the level of correlation between the personality values of principals and teachers' work communication. The coefficient of determination (R Square) of 0.479 indicates that personality values of principal variables affecting the fluctuation of work communication of teachers was equal to 47.9.

Model of equation regression analysis of personality values of principals to work communication of teachers is as follows:

$$\hat{Y} = 0.896 + 0.226X$$

The regression equation shows that each increase of one unit of personality values of principals will improve teachers' work communication of 0.226. Constant score of 0.896 means that if there was no activity of personality values of principals ($X_1 = 0$), the quality of teachers' work was only 0.896.

Discussion

The Influence of Personality Values of Principals toward Teachers' Work Attitude

The research findings showed that personality values of principals have a significant influence on the teachers' work attitude in school. It means that the teachers' work attitude shows their response toward their work that is being done, toward their responsibility for work assignments charged, and their confidence when working. Behavior is also reflected the work attitude as shown in their understanding, initiative, creativity and sincerity in doing their work at schools. This research finding supported Jamridafrizal's findings (2002).

The findings of Jamridafrizal (2002) showed that creative individuals have attitudes that can be measured by their behavior. Furthermore, his study showed that to appreciate the self-uniqueness and abilities of each individual influence one's creative attitude in carrying out work assignments. Williams (2004) also found that creative thinking may increase ability on thinking attitude which might influence creative performance of individuals.

This study reinforced the findings of Wakabayashi and Graen in Williams (2004) indicate that the training of creative thinking can enhance the ability of creative thinking attitude so it will affect toward the creative performance of individuals.

The Influence of Personality Values of Principals toward Teachers' Work Discipline

The results obtained from the statistical analysis showed that overall teachers surveyed responded that the personality values of principals have the effect on teachers' work discipline at school. The effect was in the moderate level. Therefore, it can be concluded that the self-personality of principals can affect teachers' work discipline at school. Discipline means an act that emphasizes the process awareness of adjustment in carrying out the trust based on the standard of operating procedure and responsibility. Work discipline, as a part of a respectful behavior, compliance and adherence to the written or unwritten rules and able to run and do not avoid receiving sanctions if they violate the duties and powers conferred upon.

Related to work discipline, Bland (1989) states that work discipline as respective attitude, obedience and adherence to whether the written or unwritten rules, and able to run and do not avoid receiving sanctions if they violate the duties and powers assigned to it. Meanwhile, Wyckoff and Barbara (1997) defines that work discipline as the process that led to the order and tranquility. Next, according to Robert and Mondy (1990), work discipline is self-control status of an employee, as a sign of order and discipline in the unit group collaboration within an organization. Jackclass (1991) distinguished the role of discipline in two categories, namely, self-discipline and social discipline. Self-discipline is a personal discipline that reflects his personal staff in the performance of routine tasks to be executed, while the social discipline is the implementation of discipline in the organization as a whole.

Wahyudi *et al* (2012) found that there were simultaneously effect of work discipline, work motivation, and work guidance of principals toward teacher performance. It means that work discipline,

work motivation, work supervising of principals can improve teachers' performance. This study consistently supported Prabowo's findings (2010) entitled influence work discipline and principals' leadership on teacher performance. It may be concluded work discipline influenced teacher performance. Teacher performance can be improved with good discipline. If it is being done continuously, it will become a habit that is embedded in the teachers' behavior. Good discipline in the education process will produce mental attitude, character and good personality.

The Influence of Principals' Personality Values toward Teachers' Work Quality

Based on the results obtained from the statistical analysis, overall teachers surveyed responded that principals' personality values have an influence on the work quality of teachers at school. It may be concluded there was a significant effect of principals' personality values on the quality of teachers' work in a strong level.

Work quality conveyed by the achievement of goals and products was resulted, or services rendered perfectly and meet the demand and consumers. It means that principals and teachers in senior high schools in Makassar, South Sulawesi, Indonesia was able to understand which principals' personality values still have an influence on the cultural construction of work discipline in schools. However, a comprehensive work quality management, as an entity, organization-wide commitment to apply the highest quality in every activity through continuous improvement (Daft, 2003). Ross (1999) felt that quality management means the integration of all functions and processes within an organization to achieve continuous improvement of quality products and services focused on customer satisfaction.

Related to Isaac's findings (2005), it was found that to create effective organizations, it needs to understand some key elements regarding to human being behavior in order to form qualified members because it becomes the major problem in the organization management. It is always due to its own members. In addition, productivity and quality do not depend on technology alone but they were also influenced by various factors such as human behavior, values system, ethics and one's cultural life.

The Influence of Principals' Personality Values toward Teachers' Work Communication

Based on the results obtained from the statistical analysis, overall teachers surveyed responded that the principals' personality values have an influence on the work communication in school. It means that there was a strong effect of the personality values of principals on teachers' work communication.

Work communication of teachers in school is the relationship between principals and followers, among the parts of areas, or between individuals and organizations, as well as between the school duties and its functions to achieve the goals of the school organization. The case means that principals and teachers in senior high schools in Makassar City, South Sulawesi, Indonesia can understand that the personality values of principals still have an influence on the construction of a culture of teachers' work in schools. However, principals' leadership and personality values including work communication and work environment may have a significant and positive effect on work satisfaction simultaneously, and thus, work satisfaction affects a person's attitude in carrying out work assignments (Septiadi and Scott, 2013).

Related to study conducted by Baharum and Rathakrishnan (2009) found that proper work management and communication can have a significant impact on the productivity and work quality. It was also supported by the study of Sualman (2001). Sualman concluded that communication can be established through the interaction of productivity as members of an organization that consists of individual values and work together to achieve organization goals. He added that communication plays a role as a medium to communicate and explain to followers about the procedures, the working steps and actions to be undertaken to achieve the goal as well as to take motivation as a catalyst to increase the enthusiasm and positive values among organization members.

Conclusions

Based on the findings of the statistical analysis to test the hypotheses, it was found that personality values of principals have a strong influence on the level of teachers' work attitudes, work quality, and work communication. While, personality values of principals have moderate influence on teachers' work discipline. Work attitude shows teachers' response such as toward the work they did emotionally, responsibility in work tasks charged, and confidence they have when working. The behavior is also reflected their work attitude in terms of understanding, initiative, creativity and sincerity in doing the school works. Discipline means an act that emphasizes process awareness of adjustment in carrying out of the trust and responsibility in accordance with the standard operating procedure. Work quality means that how well the goals and the products achieved, and services become

more perfectly and fulfill the demand and satisfy consumers. Teachers' work communication in school is the relationship between principals and followers, among the parts of areas, or between individuals and organizations, as well as between the school duties and its functions to achieve the goals of the school organization.

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