The effects of leadership style, organizational culture and self-concept on trainers' performance at the vocational training institutions

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Abstract—The purpose of this study is to understand the influence between leadership style, organizational culture, and self-concept on the trainers' performance at the Vocational Training Institutions in Batam. These factors are contributing a lot to the successive performance of the students, trainers, and institutions. However, this study only gives framework to the performance of the trainers. Improving trainers' performance will lead to the improvement of training or educational operation. Some methods such as interviews, observations and questionnaires were used to collect the data. There were 82 trainers selected as respondents to fill the questionnaires, and the data obtained were analyzed using SPSS program. Statistical test methods such as prerequisite analytical tests, t-test, F-test, multiple linear regressions, and coefficients determination. The results give conclusion that there is significant effect and correlation between the leadership styles, organizational cultures, and self-concept on the trainers' performance at the Vocational Training Institutions in Batam.

Keyword: *Leadership Styles, Organizational Culture, Self-Concept, Trainers' Performance*

I. INTRODUCTION

Education is a process to improve, leverage, alter knowledge, skills and attitudes and behavior of a person or group of people to educate human life through guidance, teaching and research activities. The educational process shows one of the standards that are assessed directly related to the quality of graduates is the competency of graduates. Graduate competency standards as a national education standard regarding the qualifications of graduates' abilities related to attitudes, knowledge, and skills. Graduate competency standards include competencies for all subjects or groups of subjects and courses or groups of courses covering aspects of attitudes, knowledge, and skills. So that the quality of graduates indicated by the competence of graduates is the standard of educators and educational personnel. This means that to be able to achieve the desired quality of graduates, the quality of trainers and education personnel (teachers, principals, supervisors, laboratory assistants, librarians, administrative staff, messengers) must be improved.

The trainers (teachers) are one of the elements in the field of education who must play an active role and place their position as professionals in accordance with the demands of a growing society. In this case, the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning. The completeness of the number of teaching staff and the quality of these teachers will affect the success of students in learning which leads to an increase in the quality of education. For this reason, teachers are required to be professional in carrying out their duties (Simanjuntak *et al*, 2021).

Trainers' competence as a driver in learning at the level primary to secondary education includes several competencies including competence pedagogy, personality competence, professional competence, and social competence. Therefore, competencies possessed by each the teacher must be

able to produce the potential talents of students are extraordinary usually in the process of learning activities teach to get achievement graduate students with high marks and even better. Trainer competence in school will run well if supported by a school principal who really cares about people related in the organization (As-Suwaidan & Basyaril, 2005).

A new paradigm of quality-related education management, the quality of education services needs to be supported by competent human resources quality. In this case, human resource development is a process increasing human capacity to be able to make choices. This definition focuses on equity in increasing human capabilities and utilization of their skills. One aspect of human resources in the school management who are responsible for dealing with change is the role of the principal, namely the leadership of the principal because. Leadership is the main activity in achieving organizational goals. Education is when someone moving, directing, as well as influencing the mindset and how each member works so that they are independent in their work, especially in decision making in the interest of accelerating the achievement of the goals that have been planned (Umar, 2008).

II. Literature Review

A. Leadership style

Leadership is the process of influencing the activities of an organized group, leading to the achievement of goals (Daryanto, 2011). The success and failure of the leader is determined by the nature and style of leadership in directing the dynamics of the group. To influence others, a leader must have maturity, intelligence, high self-confidence, consistency, assertiveness, willingness to supervise, partnership and others. Leadership and change in school management are leadership behaviors that have emphasized change. In other words, if the leader helps create new goals, policies, or structures, and procedures, he or she exhibits leadership behavior [9]. This means that there is a need for leaders to equip themselves with the knowledge and leadership skills to design, suggest, and bring about innovations in education and administration based on a realistic assessment of practices. and is based on a good idea of management processes (Rohiat, 2010).

Leadership style can be tested by examining several basic elements. Fiedler believe that the key factor in success leadership is a leadership style individual basis (Robbins & Judge, 2009). More stated that there are three contingency dimensions that determine leadership effectiveness namely: leader-subordinate relationship: level of confidence,

trust, and respect for subordinates in the leader; task structure: the degree which tasks are procedural (structured or no); and positional power: degrees of the influence of a leader who has power variables such as appointment, dismissal, discipline, promotion, and salary increase. Leadership style is the total pattern of leader's explicit and implicit actions seen by employees (leadership) style is the total pattern of explicit and implicit leaders' actions as seen by employees) (Newstrom & Davis, 2002). Leadership style is a pattern the behavior exhibited by a leader (leadership style is the recurring pattern of behaviors exhibited by a leader) (Campling & Schermerhorn, 2006). Leadership is the process of moving people to reach their goal (As-Suwaidan & Basyaril, 2005).

Demonstrated leadership style by a leader can be different with other leaders. Style leadership can be grouped in three groups of leadership styles, namely: autocratic, democratic, leadership style and laissez faire. Canadian Association of Student Activity Advisors conclude the results of the study of style leadership is leadership style autocratic (autocratic leadership style) democratic leadership style), and leadership style relaxed (laissez-faire leadership style) (CASAA, 2000). Managerial leadership style is function of the manager's attitude towards his subordinates, and assumptions about nature and behavior human (the style of managerial leadership is a function of the manager's attitudes towards people, and assumptions about human nature and behavior) (Mullins, 2005). By therefore, the leadership style will influence the behavior of their subordinates. Individualized attention includes provide support, encourage, and provide experiences about self-development to subordinates. A process leader improves awareness of subordinates to problems and influence subordinates to look at the problems of a new perspective.

B. Organizational Culture

Humans in social life everyday life cannot be separated from cultural ties which has existed. Cultural bonds are created by the community concerned, whether in family, organization, business, and national life. Culture differentiates from one society to others in the way they interact and act to complete a job. Robbins and Judge affirmed that the value-sharing system is done by members of the organization so that differentiate the organization from other organizations (organizational culture is a) system of shared meaning held by members that distinguishes the organization from other organizations) (Robbins & Judge, 2009). McShane and Von Glinow (2008), explained that

"organizational culture is the basic" patterns of shared values and assumptions governing the way employees within an organization think about and act on problems and opportunities". Some define culture organization or culture of a group as the basic assumption studied by group because it can solve external adaptation and integration problems internally, which works quite well and considered valid (McShein, 2004). Therefore, organizational culture is taught to new members as the correct way of feeling, thinking, and feel a connection with problems it (a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems).

C.   Self-Concept

The teacher's role in the classroom as an educator, teachers, and trainers, often teachers face various problems in overcoming difficult learning situations directed and the behavior of students who hard to control. This condition can result from the lack of teacher's knowledge and experience in dealing with learning situations and psychological understanding less students. In facing the learning situations that are difficult to control, a teacher must have awareness good emotional which is positive self-concept of a teacher. This positive self-concept is very important, because it would be impossible for the teacher to controlling students' emotions and a good learning situation when he can't control his emotions. Emotional control can be done when a teacher applies positive self-concept (Northouse, 2013).

This positive self-concept is self-oriented concept on positive thinking, looking for opportunity in every difficulty, and looking for answers to every question. The personality of a teacher who has positive self-concept always appears in in front of the students calmly, confident, tough, patient, and have full confidence that he able to control the learning situation conducive without deviating from role as educator. as for the personality of a teacher who has positive self-concept to create conducive learning atmosphere, including flexible in learning, empathy, and sensitivity to all student needs, able to teach according to taste students, willing and able to provide confirmation (reinforcement), willing and able to provide convenience warmth, and I don't know learning process, and want adjust emotions, self-confidence, and happy in the learning process. By having a positive self-concept, the teacher will easily

master the situation learn students and direct them to follow the learning in an orderly manner with delivery educating and controlling emotions good (Razak, *et.al.* 2014).

The teacher's behavior or morals generally, is another appearance of his personality. For students who are still small, the teacher is an example very important role model in growth, teachers are people the first after parents, who affect personality development protege. If the behavior or the teacher's morals are not good, in general the morals of students will be damaged by it, because children are easily influenced by people he admires. Or can also causes students to be restless, anxious, or mentally disturbed because he find a different example or contrary to the example that he got this at home from people old (Sarros, *et. al.* 2008).

D.   Trainers' Performance

The performance is a translation of the word performance which is defined as a person's overall level of success during a certain period in in carrying out the task compared to various possibilities, such as work results standards, targets or targets or criteria that have been determined in advance in advance and mutually agreed. Fahmi provides an understanding of performance as a result obtained by an organization whether the organization is profit oriented and non-profit oriented for a period [8]. This understanding provides an understanding that performance is an act or behavior of a person who directly or indirectly directly observable by others. Meanwhile, some define performance as work performance, work implementation, work achievement, results of work or performance (Mulyasa, 2015).

Based on some of the definitions stated above. Performance is more connotes to the extent to which a person performs good activities that about duties and obligations in accordance with the level of competence mastered or in other words, performance as behavior is more driven and coordinated by several knowledge and information mastered someone in carrying out activities in accordance with the demands of their duties. The performance of teachers in their activities can improve the implementation of tasks and work, so that teachers act and think more actively and creative. Because high activity and creativity can run well if supported by a good work culture. In relation to the quality of education services, learning is at the core of the quality of education in schools, where teachers play a direct role in efforts to improve the quality of learning (Sheard, *et.al.* 2016).

II. METHODS

A. Respondents

The approach in this research is quantitative, including the type of ex-post facto research. This research uses correlational descriptive method. This method describes the influence and relationship between research variables (Cohen & Manion, 1994). The population in this study were all trainers from some Vocational Training institutions grouped in Asosiasi Trainer Indonesia or ATrI (Indonesian Trainers Association) of Batam branch, which comprising of 120 trainers. The sampling technique used is proportional random sampling technique accumulates the number of research samples as many as 82 trainers.

B. Research conceptual

1) Leadership style is an activity performed by institution's principal to influence the trainers and direct them towards the achievement of organizational goals. This variable is regarded as variable X1.
2) Organization culture is the basic assumption studied by the educational institution to solve its external adaptation and integration problems internally, which works quite well and considered valid. This variable is regarded as variable X2.
3) Self-concept is the trainer's ability to master the situation to understand the students and direct them to follow the learning in an orderly manner with delivery educating and controlling good emotions. This variable is regarded as variable X3.
4) Performance is a trainer's overall level of success during a certain period in carrying out the task compared to various possibilities. This will become the dependent variable Y.

C. Research Instruments

The instrument used in this study was a questionnaire given to trainers registered and grouped in Asosiasi Trainer Indonesia (ATrI) in Batam regarding their opinions about the effects of institutional leadership style, organizational culture, their self-concept on their teaching.

D. Data Analysis
1) Normality Test

The test is useful for find out whether the dependent variable, independent and both are distributed normal, close to normal or not, If the data is normally distributed, then parametric analysis including model's regression can be used (Umar, 2008). To test it, we would use the normality test tool, namely, One-Sample Kolmogorov-Serminov, and if the value obtained > 0.05, it can be concluded that all the data are distributed normally.

2) Homogeneity Test

The test is carried out on all the dependent variables studied, which included Leadership Style (X1), Organizational Culture (X2), Self-Concept (X3) and Trainer Performance (Y). For testing the purposes, the One-Way Anova analysis method is used, with the following steps:

H0: Population variance is not homogeneous
H1: Population variance is homogeneous or to reject H0 if sig value > 0.05 and accept H0 otherwise.

3) Linearity Test

The hypothesis used to test the linearity of the regression is stated as follows:

H0: The regression model is linear
H1: The regression model is non-linear

If F value > F table or Sig α (0.05) then it is said that the model is linear, when using Deviation from linearity, however, if F value < F table or sig α > (0.05) then the model is said as linear.

4) Multicollinearity

The hypothesis used to test if there is a multicollinearity or not, is stated as follows.

H0: There is no effect between the independent variable.
H1: There is a significant effect between the independent variables.

The criteria used to check these connections or effects are as follow:

If significant coefficient < α (0.05) then it can be said that there is multicollinearity but if significant coefficient > α (0.05) then it can be said that there no multicollinearity in the model.

5) Autocorrelation

To test the autocorrelation the category used is that if the Durbin Watson value is almost 2 than we can assume there is no autocorrelation, however, if the DW value is more than 2, this can be concluded that there is autocorrelation. This study uses the

variable independent, consists of leadership variables principal, teacher work discipline, and teacher self-concept. then use multiple linear regression, namely the analysis of forecasting the value of the influence of two variables independent or more on the variable bound to prove there is or whether there is a functional relationship causal relationship between two variables or more (Riduwan & Sunarto, 2013). Benefit from analysis results regression is to decide whether rising and the decrease in the dependent variable can be done by increasing the variable independent or not (Sugiyono, 2014). Conceptually multiple linear regression analysis has a causal relationship with formula as follows:

Y = a1 bX1+ a2 bX2+ a3 bX3

Information:

Y = dependent variable (Trainers Performance)
a = constant price (the value of Y when X value =0)
b = values of independent variables
X1 = independent variable (Leadership Style)
X2 = independent variable (Organizational Culture)
X3 = independent variable (Self-Concept)

The accuracy of the sample regression function in appraise actual value can be appraised with Hypothesis Testing / Goodness of Fit (Gozali, 2001), Literally statistics, Goodness of Fit can be measured from the F test value, t test value, and coefficient determination.

III. RESULTS AND DISCUSSION

A. Normality test

The Normality Test is performed using One-Sample Kolmogorv-Smirnov with SPSS and the results are as below:

Table 1. One-Sample Kolmogorov-Smirnov

	Leadership Style (X1)	Organization Culture (X2)	Self-Concept (X3)	Trainers Performance (Y)
Kolmogorov-Smirnov	0.920	1.623	1.425	1.112
Asymp. Sig. (2-tailed)	0.366	0.103	0.345	0.168

Based on Table 1 above that the values of Asymp. Sig. (2-tailed) for all variables is bigger than 0.05, which means that H1 is rejected or H0 is accepted, or it can also be concluded that all the data are normal.

B. Homogeneity Test

Homogeneity Test is performed using Test of Homogeneity of Variances which also using SPSS, and the results of that testing is as per below:

Table 2. Homogeneity test of variance

	Levene Statistics	dF1	dF2	Sig.
Leadership Style (X1)	1.532	10	68	0.144
Organizational Culture (X2)	2.133	10	68	0.076
Self-Concept (X3)	1.279	10	68	0.257
Trainers Performances (Y)	1.358	10	68	0.085

Based on the above (Table 2), it is found that variables X1, X2, X3 and Y are with the significant values above 0.05 or Significant values > α (0.05). Therefore, considering the results above that it can be concluded that all the variances are homogenous.

C. Linearity Regression

The linearity test is performed using regression model with the following results:

Table 3. Regression linearity

	Sig.	Condition	Remarks
Leadership Style (X1)	0.094	0.094 > 0.05	Linear
Organizational Culture (X2)	0.078	0.078 > 0.05	Linear
Self-Concept (X3)	0.138	0.138 > 0.05	Linear
Trainers Performances (Y)	0.105	0.105 > 0.05	Linear

From the above Table that all the sig. values on the Deviation from Linearity all are higher than 0.05, this means that H0 is accepted, and the regression model is linear.

D. Multicollinearity test

Seeing from the below Table 4, that Leadership style (X1) and Organization Culture (X2) are found with multicollinearity. When the significance value is in 2-tailed therefore, that α value is 0.025 and from the Table Sig. value is 0.000 < 0.025. This can be concluded that there is multicollinearity between X1 and X2.

Table 4. Regression linearity

Remarks	Correlation between Variables	Coefficient R	Sig. (2-tailed)
There is Multicollinearity	Leadership Style (X1) with Organizational Culture (X2)	0.663	0.000

The test is intended to understand if there is correlation between the data collected, if there is correlation, the data may not be accurately giving good interpretation and T test cannot also be used because will be giving false interpretation or misguided.

Table 5. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	0.899[a]	0.809	0.803	1.187	1.827

a)   Predictors: (Constant), Leadership Style, Organizational Structure, Self-Concept.
b)   Dependent Variable: Trainers Performance

To perform autocorrelation test, we need to understand the below category i.e. if the Dubrin-Watson values is between 2 or close to 2, then it can be assumed that the data collected is not having autocorrelation. From the above table that the Dubrin Watson value is closed to 2, therefore, it can be concluded that there is no autocorrelation between the collected data. We can see from the above also see from the above Model Summary (Table 5) that the value of Adjusted R Square is 0.803 which is quite significant. This infers that the variation which gives Leadership Style, Organizational Culture and Self-Concept simultaneously affect the Trainers Performance by 80.3%, which indicates that the remainder of 19.7% are the existences of other factors which were not discussed in this study. The correlation between independent variables (Leadership Style, Organizational Culture and Self-Concept) on to the independent variable (Trainers Performance) is quite strong as represented by the R value (0.899) which is very close to 1 (Creswell, 2002).

E. F Test

The F Test is performed to test the effect of all independent variables towards their dependent variable. To find out whether independent variables simultaneously influence the dependent variable. To understand the values, we can use the below Anova Table.

Table 6. ANOVA[b]

Model	Sum of Squares	dF	Mean Square	F	Sig.
Regression	2257.309	3	752.436	35.505	0.000[a]
Residual	1652.996	78	21.192		
Total	3910.305	81			

a)   Dependent Variable: Trainers Performance
b)   Predictors: (Constant), Leadership Style, Organizational Structure, Self-Concept.

The table above shows at the same time Leadership Style, Organizational Culture and Self-Concept simultaneously influence the Trainers Performance; this can be seen from the calculated F value of 35,505 which is greater than F table value of 2,463. Significance value of 0.000 which is smaller than 0.05 indicates that simultaneously Leadership Style, Organizational Culture and Self-Concept influence positively and significantly to the Trainers Performance.

F. Coefficient Regression

Coefficient Regression is used to measure the effects of independent variables towards their dependent variable. Below is the Table of Multiple Regression.

Table 7. Coefficient Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.834	6.324		3.453	0.001
Leadership Style	0.723	0.080	0.709	11.543	
Residual	0.758	0.086	0.703	6.283	
Total	0.559	0.118	0.469	4.412	

a)   Dependent Variable: Trainers Performance

From the Coefficient Regression (Table 7) above we can obtain the regression equation as per below: $Y = 21.834 + 0.723 X_1 + 0.758 X_2 + 0.559 X_3$, this means that the constant value of the equation is 21.834, while coefficient regression value of $X_1 = 0.723$, $X_2 = 0.758$, and $X_3 = 0.559$. The table also shows us that the T value for individual independent variables is bigger than T table which is 1.972. The leadership style is 11.543 > 1.972, Organizational Culture 6.283 > 1.972, and Self-Concept 4.412 > 1.972, therefore, this infers that partially leadership style, organizational culture, and self-concept has positive influence on the Trainers performances.

IV. CONCLUSION

The conclusion is that leadership style, organizational culture and self-concept partially or individually has positive and significant influence on trainers' performance at the vocational training institutions. This was indicated by the t values (Table 7) which show that all the values are higher that t table value (1.972). The table also shows the equation regression of $Y = 21.834 + 0.723 X_1 + 0.758 X_2 + 0.559 X_3$, which means that with good stimulation of leadership style, organizational culture and self-concept will increase the trainers' performance. Refer to Table 5, there is a strong correlation between independent variables (leadership styles,

organizational cultures, and self-concept) to the dependent variable (trainers' performance), this can be seen from the R value (0.889) which is close to 1. From Table 6, we can also learn that F test value > F table (35.505 > 2.463) this concludes that leadership style, organizational culture and self-concept simultaneously affect the trainers' performance at the vocational training institutions in Batam.

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