

The Effect Of Organizational Culture And Principal's Transformational Leadership In School Councillor's Motivation In State Senior High School Of Medan

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Abstract: School counselors need to have a high motivation, up to date and hands on references materials to deliver a better counselling. The purposes of this research are to investigate whether 1) school counsellor's motivation was higher through using organizational culture 2) school counsellor's motivation was higher through using transformational leadership 3) there is interaction between organizational culture and principal's transformational leadership in counsellor's motivation in state senior high school in Medan and 4) what variable was significantly higher in affecting school counsellor's motivation. The sample was 30 school counsellor of 6 state senior high school in Medan. This research was conducted by using both quantitative and qualitative method, and the instrument used was questionnaire. The result of data analysis proved that organization culture significantly affect to the school counsellor's motivation with $r_{observed} (0,417) \geq r_{table} (0,361)$, principal's transformational leadership significantly affect to the school counsellor's motivation with $r_{observed} (0,813) \geq r_{table} (0,361)$. This result showed that both organizational culture and transformational leadership have a significant interaction to school's counsellor motivation. Furthermore, this finding was interpreted by using qualitative to describe school counsellor's motivation in state senior high school of Medan was significantly affected by transformational leadership rather than organizational culture.

Keywords: Organizational culture, transformational leadership, Motivation

A. INTRODUCTION

The improvement of education quality is not an easy thing to be required, since it needs multidimensional attentions involving all school parties. In this case, the quality of education does not only focus on curriculum achievement but it also focuses on all school parties either directly or indirectly. In order to achieve a better education quality, Indonesian government has been implementing both National Examination and school counselling for Indonesia high school students.

The successful education can be achieved through guidance and counselling since guidance and counselling has been began formally since 1975 in Indonesia when 1975 curriculum had been implemented in all schools of Indonesia. Thus, the

profession of guidance and counselling in schools had been recognized as legal position. In the beginning of recognition of guidance and counselling profession in schools, Indonesian government faced many distractions and obstacles since many schools had only a few qualified human sources. There are two main problems faced by Indonesian schools, they are : (1) all of teachers have desire to undertaken the counselling activity (2) the implementation of school counselling was not as optimal as expected.

Due to these problems, some counselors have negative reputation in schools. Some of them are known as school police, frightening counselor, and teacher for problematic students. It results the difficulties in achieving the optimal guidance and counselling tasks properly without the high

motivation which comes from the councilor themselves.

To implement the education system, the councilors need to undertake the personal approach to achieve the optimal purposes of guidance and counselling. The councilors must consider that they should be qualified enough to be role model of the students and up to date and hands on references materials to deliver a better counselling to the students. If the councilors shows a good attitude, the students will personally respect to them. This makes councilor easy to give messages, informations and advices to the students.

However, misperception of councilor still occurs in some school in Indonesia. It is caused by some factors, they are; the teachers have less motivation, and the teachers do not perform their task as optimal as they should do.

Motivation is an impulse that makes someone do something productively and optimally for both money-oriented works or non money-oriented works. Everyone has their own motivation in performing their tasks, such as; some people only work for raise and promotion. The motivation is not always as stable as people want because it may be sometimes up and down. Everyone will have lower excitement because motivation goes down or problems comes about.

In this case, leader plays an important role dominantly in increasing and maximizing the workers' motivation. Leaders should be able to motivate their workers or staffs to achieve the goals. Particularly, both teachers and councilors in in schools always need the leaders to motivate them. Thus, there are two factors affecting the motivation of teachers; (1) tranformational principal leadership and (2) school culture.

Leadership is the ability to influence people to achieve goals as the achievement of the organization. According to Taylor taken from Drafke, leadership is the ability to influence the activities of other, through the process of

communication, toward the attainment of goal. In addition, according to Kinicki and Kreitner leadership is the ability influence people toward to attainment of goals. Robin and Judge stated that leadership is the ability to influence a group of people or community to achieve the goals. These theories mean that leader can influence others through the way he communicate to his staff or worker. The way principal communicate to the teachers can influence teachers' mind so they can perform their task well. Shortly, the better leader communicate, the easier goal is achieved.

Besides, organization culture also affects members' motivation. Since organization culture has norms and values which lead to the attitude of organization members. Culture is always changing and school is the right place to follow this changing. Thus, school culture is highly expected to follow, to select, and to innovate toward the changing occurred. Since the good organizational culture should be able to change and move all organization members consciously and be able to give a great contribution the effectiveness and productivity of all members.

School culture plays an important role as well, because it keeps and maintains mechanisms, commitments and function made in order to achive all goals. A tough organization culture leads to both school organization and teacher effectiveness. In this case, the teacher, organization member, will more easily achieve the high effectiveness if he has a good attitude and commitment toward the organization. In realizing this point, teacher would understand the purpose of the organization which lead to perform the entire task successfully.

B. REVIEW OF LITERATURE

Motivation is psychological element which leads to the succesfull teaching and learning process. If teachers do not have motivation, they will not success in teaching learning process. Teachers' motivation comes from their relationship with some organization. As Buchari Zainun stated in

(Panjaitan, 2013:71) that need diversity arises from the existence of some kind of relationship with organizations. Need diversity do not only include physical, biological and social economic, but also includes physic social.

Steers, Ungson, and Modway in (Panjaitan, 2014:72) stated that motivation comes from Greek *movere* which means move. The word "motivation" can be defined into three aspects; firstly, motivation is an energy which motivates someone and affects them to behave in certain works. Secondly, motivation is a movement which leads to the stronger objective. Thirdly, motivation is a lifetime work maintenance. All these three aspects are expected to be the main factors affecting the system work perspective in order to understand human behavior including personal behavio, situation, and work environment.

According to Robbins (in Panjaitan, 2014:72) motivation is a desire to use any effort optimally in order ro achieve organization's objectives that it depends on the ability to meet the personal objective. Since motivation is a complex things to be possessed by organization members, there are three ways used to motivate effectively, they are; (1) understanding the basic motivation process,

(2) understanding the factors affecting motivation, (3) knowing that motivation could not be achieved only through satisfaction and (4) understanding the relationship between motivation and work achievement.

Murray (Panjaitan, 2014:73) cited from the research of McClelland found that the relationship between motivation and work results to the three kinds of motivation, they are; (1) need for achievement (2) need for affiliation and (3) need for power and competetion.

In addition, Anoraga and Suryati (Panjaitan, 2014:73) stated that the power of motivation is an impulse to influence others, to control and to change the particular situation. This motivation is expected to be a power to create a better situation and make all the members are ready to take a risk. Moreover, Abraham Maslow **creates** a theory of motivaton known as *Maslow's Hierarchy of Needs Model* which stated by Griffin and Ronald (in Panjitan, 2014:74) human beings have the level of needs which must be gradually fulfilled in their tasks. Based on Maslow's theory, it is clearly seen that the leader should meet the members' need started from lowest to highest requirements. The following picture shows visually the level of needs;

Personal needs

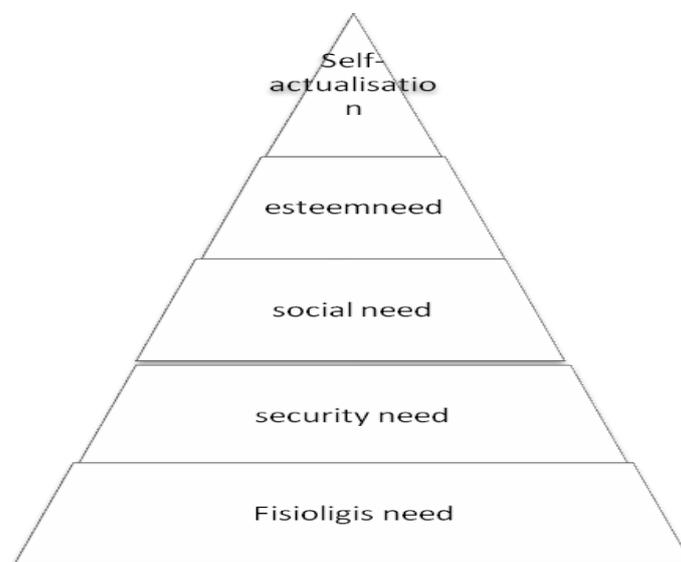
Self-requirement

Status

Friendship

stability

Tempat Tinggal



Organizational needs

challenging

Position

Officemate

Retirement Plan

Gaji

Figure 1. Maslow's theory

The picture above clearly shows the hierarchy of needs which started from the bottom to top up; (1) Psychological needs, it is the basic need including; food, water, sleep, air, warmth, and freedom. (2) security needs, it is feeling safe from any threats (3) social and love needs; it is like making friends, joining the community in order to love and to be loved (4) esteem need, it is such a power, status, appreciation and (5) self-actualization needs.

C. ORGANIZATIONAL CULTURE

Organizational culture is defined as cognitive framework involving attitudes, norms, values and expectations which possessed by organization members (Greenberg and Baron, 2000). While, Schein (1991) defined culture is as basic assumption pattern which obtained by a group of community and adapted from either external and internal integration when they solve the problem so all the valid decision is expected to be taught to the new member of that community as the new ways to act and to think.

In the organizational and sociology researches, the construction of organizational culture often overlap with the construction of organizational context. Dennison (1996) in (Erni, 2004) stated the differences between organizational culture and organizational climate. Organizational culture relates to the development of the context of organization development. It means that culture is the base of organization which can not be manipulated easily. While, organizational context relates to situation, paradigm, feeling and attitude possessed by the member of organization. It is temporary, subjective and all the subject can be manipulated easily.

According to Gibson et.al (1997) organizational culture is something which is believed by the employees in which they keep it as belief, value and expectation. In other words, organization involves all the things such as; symbols, languages, ideologies, rituals, and myths which made by founders and leaders of the organization. They established the symbol of organization from

the past history which based on the old lives' attitude. Since organization culture is the way to see and think about the attitudes and values of that organization. Furthermore, organization culture is such social bonding which bonds all the members through all stuff's organization; symbols, languages, ideologies, rituals, and myths. The All the members have to be loyal and responsible to the organization in order to make the organization either tough or weak. (Krietner and Kinicki 1995) Gibson et al (1997) and Luthans (2006) stated that organization is divided in to two; tough and weak organization. Tough organization has a good values which is reflected by organization members. The better value they have, the stronger organization will be. In addition, the existence of tough organization depends on share and identity of members.

Kotter and Heskett (2006) stated that tough organization will be able to trigger and motivate the members to think more critically, perform the good deeds based on the values of organization. It results to the satisfying workings and successful organization.

D. Transformational Leadership

Hughes et al (in Rahmi, 2013:20) stated that transformational leader is the leaders who have vision, rhetoric skill and impression in order to have a strong emotional bonding with all members. Transformational leader is believed to be more successful in motivating the members since the leader will be able to touch members' emotion so they will have a big willingness to work and to achieve organizations' goals.

This kind of leadership is the most popular approach which used in the study of leadership. Antoknasis et al (in Rahmi, 2013:21) defined that transformational leadership is a proactive behaviour which has many functions; raising members' interests and needs, helping the members to have highest achievement in the

highest level. Moreover, Khuntia and Suar (in Rahmi 2013:21) stated that transformational leadership is kind of leadership which is able to change belief, value and behavior of the members so they will be able to achieve vision and mission of the organization. It means that transformational leadership gives a great influence to members because the members are invited to participate in goal setting and they are also given training, guidance, counselling and monitoring of all task given.

In addition, according to Goodwin et al (in Rahmi, 2013:22) transformational leadership is a leader who is able to motivate and to change mind, believe and value so the members' personal goal comes along with organization's goal. Krisna (in Rahmi, 2013:22) stated that transformational leadership is kind of leadership which is able to expand the members' interest so the members have high awareness againsts the vision and mission changing. Rivai and Mulyadi (in Rahmi, 2013:23) stated that transformational leadership is a leader who is able to motivate his members in order to be better in performing any tasks given, and to motivate his members in order to have high loyalty to the organization.

According to Robbins, Judge and Cavazotte (in Rahmi, 2013:26) transformational leadership has four components as stated as follows;

1. Idealized influence. It is a leader's behavior who gives vision and mission, carries pride and respect to all his members. Idealized influence is also known as charismatic leader in which the all members/followers extremely trust the leader, feel proud of the leader, believe the leader's capacity in solving the problems.
2. Inspirational motivation. It is a leader's behavior who is able to communicate the expectation, to deliver vision and mission interestingly through using the symbols of

organization, and to inspire the members in performing the achievements.

3. Intellectual Stimulation. It is a leader's behavior who is able to increase the member's intelligence in order to increase the member's creativity, innovation and rationality in solving the problems
4. Individualized consideration. It is a leader's behavior who is able to treat, to accompany, to monitor and to give many opportunities to each of members individually.

E. RESEARCH METHOD

This research is conducted by using both qualitative and quantitative research method. Since all the data were grouped, analyzed, classified and interpreted to describe the problem formulated. Thus, the result of this research was a description of the effect of organizational culture and principals' transformational leadership in school councillor's motivation in state senior high school in Medan.

Furthermore, the data of principals' transformational leadership and councillor motivation would be quantitative data by determining mean of each indicators to know the relationship between principals' transformational leadership and school councillor's motivation by using the following formula;

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(N \cdot \sum x^2 - (\sum X)^2)\} \{(N \cdot \sum Y^2 - (\sum Y)^2)\}}}$$

Where

r_{xy} = Correlation coefficient variable x dan variable y

X = Principals' transformational leadership

Y = Councillor teachers' motivation

N = Sample

The population of this research was the state senior high school in Medan. For authenticity, the

research used area sampling techning in order to select the particular the state senior high school. While, instrument of data collection was questionnaire. The research used close questionnaire in which the answer of each question are available. The respondents only need to choose the appropriate answers. To test the hypothesis, t-tes was used as the following formula;

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sudjana, 2009:380})$$

where :

t = t_{table}

r = variable X and Y

n = sample

n-2 = (dk)

Ha = $t_{\text{observed}} > t_{\text{table}}$

F. FINDING AND DISCUSSION

After analyzing the data, and testing the hypohtheses, the finding were as the following;;

1. The first finding of this research showed that organization culture significantly affect to the school councillor's motivation. It is can bee seen from the calculation of r_{observed} (0,417) \geq t_{table} (0.361). based on this finding the total r_{observed} is higher than r_{table} which proves there is a sginificant effect between organization culture and councillor teacher's motivation.
2. The second finding of this research showed that principals' transformational leadership significantly affect to the councillor teacher's motivation in state high school in Medan. It is can bee seen from the calculation of r_{table} (0,813) \geq t_{observed} (0.361). Based on this finding the total r_{observed} is higher than r_{table} which proves there is a sginificant effect between principals' transformational leadership and councillor teacher's motivation.

3. The third finding of this research showed that there is a relationship between organization culture and principals' transformational leadership to school counsellor's motivation which can be proved from the calculation of each variabels. the calculation of organizational culture is r_{observed} 0,417 and the calculation of principal's transformational leadership is t_{observed} 0.813.
4. The result of the finding above showed that principals' transformational leadership was significantly higher than organization culture to school counsellor's motivation in state high school in Medan.

G. Conclusions and Suggestion

In relation to the findings above, the conclusion are drawn as the following;

1. Organization culture significantly affect to the councillor teacher's motivation in in the state high schools in Medan
2. Principal transformational leadership significantly affect to the councillor teacher's motivation in the state high schools in Medan
3. There is a significant interaction between organization culture and principal's leadership in councillor's teacher motivation in the state high schools in Medan.
4. Principal transformational leadership is significantly higher than organization culture in affecting school counsellor's motivation.

Based on the conclusion stated above, some suggestion are offered as the following;

1. The organization culture is expected to be exist in the state high school in Medan because it gives a great contribution to raise the school counsellor's motivation in performing the task.
2. The principals of state high school in Medan are expected to keep performing the

transformational leadership. Since it is more effective to motivate school's councillors.

3. The teachers are expected to be better in performing their tasks in order to achieve all the goals optimally.

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