

The Influence of Director Leadership on Improvement of Creativeness Education Manpower, Productivity of Employee Education and Learning Success Students in Cirebon Maritime Academy

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ABSTRACT

This study aims to investigate the quality of service of the head of the Islamic elementary school in terms of the level of the elements in the management of education include elements of leaders, educators, educational staff, students and educational facilities as well as other supporters. All of these components are a unity that influences the quality of the learning process that can be seen from the success of students. The director as a leader at the Cirebon Maritime Academy has an influence on the creativity of educators, the work productivity of educational staff and the success of student learning. To find out the effect, survey research was conducted. Data collection techniques using documentation and questionnaire studies. The questionnaire was made in the form of a questionnaire with 5 alternative choices. Each alternative answers provided more aggressively weighted score of 1 - 5 (1 = strongly disagree, 2 = disagree, 3 = disagree, 4 = agree, and 5 = strongly agree). Analysis of the data in this study consisted of (a) simple regression analysis; and (b) multiple analysis using statistical methods with the help of the SPSS 16 program. Regression analysis is used to predict research that includes variables X for Y1, Y2 and Y3. Simple Regression Analysis looks at Vaibel Coefficients (Y1X) and (Y2X) and Y3X. This analysis is used to test the effect of each research variable. Based on the results of data analysis it can be concluded as a result of the research that the Leadership of the Director (X) on the Improvement of Educators' Creativity (Y1) is quite significant. The Leadership of the Director (X) on the Productivity of Education Workers (Y2) is also quite significant, and the results of the calculation of the influence of the Leadership of the Director (X) on Learning Success (Y3) are quite significant.

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1. INTRODUCTION

There are some things that really determine progress in the management of educational institutions such as universities. The elements of the educational institution include elements of leaders, educators, educational staff, students and educational facilities and infrastructure. Management of educational institutions is in need of strong leadership and with diverse leadership capacities from a reliable leader. Educational institutions also need professional teaching staff (lecturers) with a variety of competencies and are able to use educational science in a professional and proportional manner as well. But the most important part is the resources of tertiary education staff who work in carrying out tasks related to the admini-

stration of education. However, it needs to be understood that although the human resources are great and complete, but universities without students as students will not be able to function as they should. All components in the educational institution as a system that is controlled by the leadership, therefore the role of the leader becomes very dominant in determining the quality of management of higher education institutions. Leadership is an important part of any organization in any form, including educational organizations, especially universities. The leader (director) in his capacity as a leader must have the ability to lead and direct the people who join the work team that works with him in the

educational institution he leads. Leadership in the scope of universities and academies is very closely related to the education staff, it is necessary to think of strategies to improve the ability of educators to have more creativity.

The position of educators in the teaching and learning process is a very central position. Therefore, the characteristics of great educators must be able to carry out activities and have good work productivity. Paying attention to all rules and regulations and implementing them in accordance with the objectives and established guidelines. Karsidi (2006) in Husdarta's book stated, that in terms of professional teaching staff are required to meet a number of minimum requirements, namely: (1) have adequate professional education qualifications, (2) have scientific competence in accordance with their field of expertise, and (3) have work ethic and high commitment to his profession. This has consequences for educators to improve their roles and abilities. This is very influential for the work of educators themselves and have an impact on work productivity. In the Teacher and Lecturer Law. 14 of 2005 article 45 of 2005 which reads, "Lecturers are required to have good academic qualifications, have competency as educators, educator certifications, are physically and mentally healthy, and meet other qualifications required by the higher education unit where they serve, and have the ability to realize their goals National Education".

In addition to education staff (lecturers), education staff also need to receive serious attention from leaders (directors). Therefore the leader (director) of education must be a creative, innovative and productive person and capable of innovating in leading or directing the teaching and educational staff to improve the quality of the learning process of students. It is fitting that the leader (director) needs to prepare the teaching staff well and foster or train the teaching staff to be the personnel who are capable of carrying out their responsibilities. The training provided will make them able to carry out their duties and responsibilities given. They will continue to struggle with their competencies and work professionally.

Leaders, educators and educators as well as students are the main sources that determine the success of learning in the education process in addition to support from various other sources. That is, that the element has a great responsibility and influence in making the machine movement of an educational institution (tertiary) effective. The statement means that the essence of the leader, the success of learning, good teaching staff and education depends on the leadership ability of the leader, the creative energy of the educator and the work productivity of the teaching staff. The director's ability to lead will influence all other variables.

Educators who have sufficient quality of education, according to Muhibin S (2003) in Kuncoro and Riduan (2007) are "Competent educators or who are capable of carrying out their responsibilities responsibly and properly." Reasons why the authors chose Cirebon

Maritime Academy (AMC) as a research location or object of research is more due to: (1) the writer as an educator at the Cirebon Maritime Academy wants to see and participate in improving and developing the implementation of education and teaching; (2) the writer is a lecturer at the Maritime Maritime Academy in Cirebon found many important things that need to be considered in order to develop to improve the creativity of the teaching staff and the productivity of the workforce of the education staff; (3) Cirebon Maritime Academy is an educational institution located in the city of Cirebon and close to the author's residence; (4) future prospects that prioritize leadership professionalism and increase the creativity of educators and the work productivity of educational staff as the spearhead in improving student learning success and seeking to apply the principles of UUGD No. 14 of 2005 concerning Teachers and Lecturers; (5) Cirebon Maritime Academy has access and networking and collaboration with other academic education in Indonesia.

Education Academy to college T Heigh requires leaders that are reliable and have a strong leadership strategy. In the preliminary observations that have been conducted by the author in the pre-research (preliminary research) show an indication that the leadership of the director, the creativity of the teaching staff, the productivity of the workforce of education and the success of learning at the Cirebon Maritime Academy still must remain in order to get attention and develop it more seriously. , the creativity of the teaching staff and the productivity of the teaching workforce and the success of student learning have been seen to be running but need to be improved continuously.

The complexity of the problems found in the management of education, both those concerning the leadership of the director, the creativity of the teaching staff and the productivity of educational work and the success of student learning. The whole problem must be handled well. But in essence, all these sections are highly determined and influenced by leadership behavior and the ability of directors to lead and manage staff and employees in accordance with their functions and capacities as educational managers. Therefore, leaders in their capacity must be able to carry out their duties in accordance with the leadership function. The leader (director) must be able to be the initiator and be able to inspire and be a motivator who is able to provide motivation to the teaching and educational staff and the students who are managed. Have the ability to lead, plan and organize and manage all the educational devices that are being borne. Director must be able to motivate teaching staffs to apply their functional creatives based on their professional competence. Motivating the teaching staff to be able to work productively with good and measured work productivity.

In connection with the central issue raised, the authors try to identify specifically the factors that greatly influence the creativity of educators, the workforce

productivity of teaching staff and the success of learning at the Cirebon Maritime Academy (AMC), then these factors are the leadership factors of the director and make it a research study variable. This makes the writer feel interested and encouraged and need to research on: "The Effect of the Director's Leadership on the Improvement of Educators' Creativity, the Productivity of Education Workers and the Success of Student Learning in Cirebon Maritime Academy."

2. METHODS

The method used in this research is the explanatory survey method. The approach of this research is to use a quantitative approach. Masri Singarimbun (2006: 21), said "survey research can be used for the purpose of (1) exploratory (explorative), (2) descriptive, (3) explanation (explanatory or confirmatory), which explains the causal relationship with hypothesis testing; (4) evaluating, (5) predicting or predicting certain events in the future (6) operational research, and (7) developing social indicators.

Research procedures are sequences conducted in research in accordance with the steps commonly carried out in carrying out research. Determination of research methods is one very important factor in the success of a study. Errors in research methods will cause errors in field data collection, data analysis and conclusions. Therefore accuracy in the selection and use of research methods must be adapted to the situation and conditions, costs, time and research objectives. The population in this study were lecturers , employees, and students in the Cirebon Maritime Academy who conducted teaching activities in the 2018/2019 school year. Because the population is quite large, samples taken as representative in the study were 266 consisting of 223 students , 25 teaching staff, and 18 education staff . The research data collection was conducted in two ways, namely the study of documentation and questionnaire techniques.

2.1 Documentation Study

To build research theory, a documentation study is conducted through the available literature both in the private library and other available libraries. Documentation study is intended as a way to collect data by studying and recording the parts that are considered important from various official treatises contained both at the research location and at other agencies that have influence with the research location. Documentation studies are aimed at obtaining data directly from agencies/ institutions including books, reports on their activities in institutions / institutions that are relevant to the research focus.

2.2 Questionnaire Techniques

Research data were collected using a questionnaire/questionnaire distributed to respondents who had been selected and determined the source of research data.

Ridwan said, "the selection with the questionnaire model was based on the reasons (a) the respondent had time to answer questions or statements, (b) each respondent faced the same arrangement and method of filling in the questions raised, (c) the respondent had freedom give answers, and (d) can be used to collect data or information from many respondents and in a timely manner. "

This research questionnaire, begins by compiling indicators based on research variables. Furthermore, these indicators are developed into question items and statements that are equipped with 5 alternative answers and arranged based on a Likert scale. The measurement is done by asking the respondents to choose one of the responses/answers available in the questionnaire. Each alternative answer available gets a weighting score between 1 to 5 (1 = Strongly Disagree to 5 = Strongly Agree).

3. RESULTS AND DISCUSSION

After data collection, data analysis is done based on the research questionnaire and gives meaning to it. The results of this study were processed using SPSS version 20. The regression equation given meaning will be given meaning as a conclusion . The main results of this study can be presented based on research variables .

3.1. The leadership of the Director (X) influences the Improvement of Educators' Creativity (Y1)

The duty of a leader is to lead. As a leader, he must have the soul, attitude, mentality, strategy in his leadership. Every leader must have authority in leadership, especially in spiritual leadership or God's work. Authority cannot be made nor does it come naturally as it cannot be made. But that authority is a process that grows in leadership in the role of a spiritual leader to create outlook on life. Warren Bennis said, "leaders have a significant role in creating outlook on life. They can act as symbols of morals. They can express unifying values. Most important, they can understand and articulate the goals that lift people out of shortsightedness, bring them over the conflicts that divide a society, and unite them in the pursuit of the goals they deserve as best they can. "

To complete a task or job, a person must have a certain degree of willingness and level of ability. Leadership must be able to influence people to do their jobs. A person's willingness and skills are not effective enough to do something without a clear understanding of what will be done and how to do it. This gives an understanding that performance refers to the level of success in carrying out the task and the ability to achieve the goals set. Performance is stated to be good and successful if the desired goals can be achieved properly. Ability and motivation are factors that interact with performance.

The findings show that the C coefficients Variable Y3X have sig = 0.000 probability value is less than the probability value of 0.05 or 0.05 > value 0,000 (then Ho is

rejected and H_a accepted means of regression coefficient is significant. The coefficient of determination of 0.417, fallow RTI 41,7% of the Educator Workforce Creativity variable (Y1) can be explained by the Director Leadership variable, then 58.3% of the Educator Workforce Creativity variability (Y1) is explained by other variables. The conclusion that the Leadership Director (X) has a significant influence on the Increase in Creativity Educators (Y1) because they are at intervals of values of 0.40 - 0.599 is quite significant.

Leadership reflects the relationship between people, namely the relationship of influence (of the leader) and the relationship of the obedience of followers because it is influenced by the authority of the leader. When followers are affected by the power of the leader, and obedience arises to the leader. In order for a leader to be authoritative and be able to exert influence, there are ten important things that must be possessed, namely: (1) spiritual honesty; (2) willing to suffer for the love of God; (3) work hard; (4) broad view; (5) objective in nature; (6) firm spiritual standing; (7) humble themselves; (8) sacrifice property; (9) maintaining purity; (10) has a living vision. As is also understood, that a leader cannot depend on himself, but on the light of God he sees and the power of God that he obtains.

Based on the research findings, the findings illustrate that the leadership of the director has a significant effect on the creativity of educators in their work. Shows that there are still other factors that influence the creativity of educators. Even though the director in his leadership is still obliged to improve his ability to lead and manage the staff and institutions they lead.

3.2. The Leadership Director (X) influences the Productivity of Education Workers (Y2)

Based on the results of computer output shows the results of regression analysis, significance as contained in the Sig (significant) coefficient variable Y3X has a probability value sig = 0,000 smaller than a probability value of 0.05 or a value of $0.05 > 0,000$ (then H_0 is rejected and H_a is accepted meaning coefficient regression is significant. The value of the coefficient of determination is 0.402, meaning that 40.2% of the variable Education Worker Productivity can be explained by the variable of Director's Leadership. Then 59.8% of the variability of Education Worker Productivity is explained by other variables. The conclusion that the Director's Leadership (X) has a significant influence on the Productivity of Educational Workers (Y2) because it is at an interval of 0.40 - 0.599 is quite significant.

Leadership includes the interaction of individuals (leaders and followers) and variables in the situation and locus (socio-cultural and work locus) of leadership where leadership is applied. Leadership is closely related to theoretical orientation and empirical research. This orientation is seen in dealing with leadership problems that tend to look at leadership problems globally.

According to Vincent Gaspersz, that effective leadership according to the concept of quality management is leadership that is sensitive to change and does its work in a focused manner. Here leadership is seen as an object of research that can be investigated because of the presence of samples and can be evaluated because it is based on a variety of known, observable, and measurable. To develop leadership can be done in several ways, as recommended by Rush namely you must decide to: become a student; seek 1 lebih many responsibilities; avoid being easily satisfied with what is achieved; focus attention on the big goal picture; be a trainer, not just a manager; develop and nourish, balance your life; always rely on your own efforts /efforts; be determined to apply the Bible's standards of personal ethics.

The director's leadership is an important part of the performance of the teaching workforce. This will encourage and motivate education staff to like challenging work and be given the freedom to work with full discipline. The work productivity of the teaching staff is to talk about the sense of responsibility towards the tasks received, especially to do school administrative tasks. There is a sense of belonging to the institution where they work. Possession of these feelings as a form of courage in taking risks and deserving the appropriate reward. There is a commitment to always want to have higher productivity. Perform tasks in accordance with applicable systems and procedures. Not working in accordance with and on the advice of friends. Raise soul and enthusiasm to work with friends in institutional affairs. This is called need for affiliation. So that educational staff who have productivity motivation will be rewarded for the performance achieved in their work. Appreciated for having the ability to perform the tasks he received and remain in high spirits. Have a high sense of sportsmanship in working and working in a healthy manner.

Leaders must have a vision because leaders without a vision are leaders who are walking towards failure. According to Barna, "vision is a picture that is displayed in your eyes about how something can or should happen in the future. Vision implies a visible reality, a picture of a situation that does not yet exist. "Leaders in their leadership must have a clear picture of their influence on the staff they lead in carrying out their duties and responsibilities as educators. In the opinion of the writer, if an institution has a strong leadership director and has lecturers who have the desire or motivation of high achievers, and understand their performance well, then it will be able to provide a major influence and contribution to the work productivity of educational staff.

3.3 Leadership Director (X) influences Learning Success (Y3)

A good leader's performance is (a) able to do certain jobs rationally, in the sense that he must have a clear vision and mission why he does what he does based on critical analysis and logical considerations in making choices and

making decisions about what he does. That is why it is necessary to ask, is the director really high quality and competent in his field? Because, one important element in leadership is the ability of directors to guide and assist and regulate or manage institutions in order to create good learning success. That is what is shown in the results of research conducted, as shown below.

The research findings show that the Y3X Variable Coefficients have a probability value of $\text{sig} = 0,000$ smaller than a probability value of 0.05 or a value of $0.05 > 0,000$ (then H_0 is rejected and H_a is accepted meaning the regression coefficient is significant). The coefficient of determination is 0.469, means 46, 9% of the Learning Success variable can be explained by the Director Leadership variable, then 53.1% of the Learning Success variability is explained by other variables. The conclusion that the Leadership Director (X) has a significant influence on Learning Success (Y 3) because it is at an interval of values 0, 40 - 0.599 is quite significant.

Learning success in general can not be separated from the influence of motivation, because (a) Motivation determines the level of success or failure of student learning. Learning without motivation is difficult to succeed; (b) Teaching which is motivated by its essence is teaching that is adjusted to the needs, encouragement, motives, interests that exist in students. Such teaching is in accordance with the demands of educational democracy; (c) Motivated teaching demands the creativity and imagination of the lecturer to try earnestly to find relevant and appropriate ways to arouse and maintain student motivation. Lecturers always try to make students finally have good self motivation; (d) Success or failure in arousing and using motivation in lessons is closely related to classroom discipline settings. Failure in this case results in discipline problems in the classroom.

The findings of this study indicate that there is a significant influence of director leadership on student achievement. Indicates that the director in his performance is inseparable from the personality that always carries out good leadership and management. His ability to manage all lines in the tertiary institution he leads. This states that none of the components in higher education can stand on their own. But always related to each other. Directors who have high motivation in leadership success will be reflected in the way they carry out their duties.

4. CONCLUSION

From the results of the data processing that has been done carefully and presented in the previous chapter, the following research findings are produced:

Leadership Director (X) towards the Creativity of Educators (Y1). Based on the findings, it appears that the Y3X variable coefficients have a probability value of $\text{sig} = 0,000$ less than a probability value of 0.05 or a value of $0.05 > 0,000$ (then H_0 is rejected and H_a is accepted, meaning the regression coefficient is significant). The

coefficient of determination is 0.417, meaning 41.7% of the Educator Workforce Creativity variable (Y1) can be explained by the Director Leadership variable, then 58.3% of the Educator Workforce Creativity (Y1) variable is explained by other variables. The conclusion that the Leadership Director (X) has a significant influence on Increased Educator Creativity (Y1) because it is at an interval of 0.40 - 0.599 is quite significant.

Leadership of the Director (X) on the Productivity of Education Workers (Y2). Based on the computer output and showing the results of regression analysis, it appears that the Y3X Variable Coefficients have a probability value $\text{sig} = 0,000$ smaller than a probability value of 0.05 or a value of $0.05 > 0,000$ (then H_0 is rejected and H_a is accepted, meaning the regression coefficient is significant). The coefficient of determination is 0.402, meaning that 40.2% of the variable of Labor Education Productivity can be explained by the variable of Director's Leadership. Then 59.8% of the variability of Education Worker Productivity is explained by the variable etc. The conclusion that the Leadership of the Director (X) has a significant influence on the Productivity of Education Workers (Y2) because it is at an interval of values of 0.40 - 0.599 is quite significant.

Leadership Director (X) on Learning Success (Y3). The research findings show that the Y3X variable coefficients have a probability value of $\text{sig} = 0,000$ smaller than a probability value of 0.05 or a value of $0.05 > 0,000$ (then H_0 is rejected and H_a is accepted, meaning the regression coefficient is significant). The coefficient of determination is 0.469, meaning 46, 9% of the variable Learning Success can be explained by the variable Leadership Director. Then 53.1% variability of Learning Success is explained by other variables. The conclusion that the Leadership of Director (X) has a significant influence on Learning Success (Y3) because it is at an interval of 0 values .40 - 0.599 is quite significant.

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