

Manager's Leadership Style at an English Course in Palembang

Dita Rizki Anggraini¹, Nurul Fitriyah Almunawaroh²

¹*Tamansiswa University*

email: anggrainidita2384@gmail.com

²*Tamansiswa University*

email: nurulalmunawaroh@unitas.ac.id

Abstract

A proper teaching performance of an instructor cannot be separated by how the manager runs the entire system of an institution. That a distinct leadership style will yield different outcomes is somewhat being widely considered. By having a manager and eight instructors of an English course in Palembang selected through purposeful sampling and maximal variation sampling, an investigation on the leadership style used by the manager and its conformity to the instructors' teaching performance was conducted. The investigation was based on the parameters of decision making, ideas and inputs, motivation, and guidance and problem solving. The data obtained through questionnaires and interview were then analyzed quantitatively by using percentage analysis and qualitatively by using descriptive analysis. Respectively, the results of the questionnaire indicated that the manager 75% believed in being both autocratic and democratic, whilst the instructors 80.62% believed that the manager was prominently into democratic. From the open-ended questionnaire investigating the instructors' teaching performance, the instructors were assured of their being efficacious in covering the four basic teacher competences, i.e. pedagogical, professional, social, and personal. The interview with the manager ended up confirming those admissions. Thus, a conclusion that the instructors perform well under the leadership of the manager, which is the combination of autocratic and democratic, can be deduced.

Keywords: *Leadership style, teaching performance.*

Abstrak

Performa mengajar yang baik tidak terlepas dari gaya pimpinan dalam menjalankan keseluruhan sistem pada suatu institusi. Perbedaan hasil yang dihasilkan dari gaya kepemimpinan yang berbeda agaknya menjadi pertimbangan khalayak. Dengan adanya seorang manajer dan delapan orang instruktur sebagai sampel yang dipilih dengan metode *purposeful sampling* dan *maximal variation*, dilakukanlah sebuah investigasi pada gaya kepemimpinan seorang manajer di sebuah lembaga kursus di Palembang dan keselarasannya dengan performa mengajar instruktur. Investigasi ini didasarkan pada beberapa aspek yang meliputi pembuatan keputusan, ide dan masukan, motivasi, dan arahan dan pengatasan masalah. Data yang diambil dari kuesioner / angket dan wawancara kemudian dianalisa secara kuantitatif dengan analisa persentase dan secara kualitatif dengan analisa deskriptif. Hasil dari kuesioner menunjukkan bahwa sang manajer meyakini bahwa ia mengombinasikan dua gaya kepemimpinan, yaitu *autocratic* dan *democratic* sedangkan para instruktur meyakini bahwa sang pimpinan lebih dominan pada gaya kepemimpinan

democratic. Hasil dari angket pertanyaan terbuka menunjukkan bahwa para instruktur yakin akan kesuksesan mereka dalam meliputi keempat kompetensi dasar guru, yaitu kompetensi pedagogik, profesional, sosial, dan personal. Wawancara dengan manajer pun mengindikasikan hal serupa. Oleh karenanya, dapat disimpulkan bahwa dibawah gaya kepemimpinan sang manajer, yaitu *autocratic* dan *democratic*, para instruktur mampu menampilkan performa mengajar yang baik.

Kata Kunci: *Gaya kepemimpinan, performa mengajar.*

1 INTRODUCTION

In an institution, organization, or even in a small group, leadership will occur. When it happens, there will be the one who leads and the rest who will be led— leader and subordinates. Leader and subordinates have such a significant relationship which later leads to the fate of the group itself. Bass and Bass (1990) suggest, “Leadership occurs when one group member modifies the motivations or competencies of others in the group. Any member of the group can exhibit some amount of leadership.” It means that both leader and subordinates are going hand in hand while influencing each other.

Likewise, it also happens in educational sector such as in schools, colleges, or non-formal institution like course. At a non-formal institution, particularly, managers are the leader while instructors and other personnel or staffs are the subordinates. The way the manager uses in leading and managing the system in course will determine the whole performance of the institution, including the instructors’ performance. The managers thus have to wisely choose the way they use in carrying out their responsibility as leaders, or leadership style. Appropriate leadership styles of the principals, in this case are managers, will positively correspond to the teachers’ performance (Crum & Sherman, 2008).

Lewin’s framework (1939) proposes three styles of leadership dealing with decision-making; they are autocratic leadership, democratic leadership, and laissez-faire leadership. Every style of leadership has distinct definition, principle, and work process. An autocratic leader dominates or even takes all the responsibility of the decision-making process without involving further consultation with others or the team. The democratic leadership, in contrast, focuses on the desired outcomes created from the involvement of both leader and subordinates. A democratic leader facilitate his or her subordinates or team to voice their notion in a decision-making. Differently, a laissez-fair leader takes very little involvement in the decision-making and mostly gives the responsibility to his or her subordinates or team. Due to these differences, there might be possibility that it will affect the whole performance of the institution, specifically the instructors’ teaching performance. In other words, each style used by the managers might yield different performance of instructors.

Globally, UNESCO (2016) states academic and training qualifications for educators, namely critical thinking and problem solving, communication, collaboration, creativity and innovation (4.c). Furthermore, AACTE (2010) points out that educators and administrators will possess, teach and assess 21st century knowledge and skills. They will be

prepared to become change agents for embedding 21st century knowledge and skills in all subjects, which includes learning and innovation skills, information, media and technology skills, and life and career skills. Having a good teaching performance reflects good skills. In consequence, it is vital to investigate the educators teaching performance which is integrated on those 21st century demanded skills.

Indonesian government, similarly, has also set qualifications for educators or instructors for non-formal education. In Ministerial Regulation of National Education of Republic of Indonesia No. 41 Year 2009 about Standards of Instructors in Courses and Trainings, it is stated that the instructors should have at least Bachelor's degree or 4-year Diploma from accredited university. Besides, they also should have competence certificate and work experience relevant to the expertise. In addition, it is also stated that there are some competences which an instructor need to have, i.e. pedagogical, professional, social, and personal competence which include teaching performance within.

The way the manager maintain the instructors will correspond to the instructors' teaching performance. As previously explained, different style of leadership may determine different outcome of the whole system in the organization or institution, particularly the instructors' performance. Hence, an appropriate leadership style of the manager in an institution will support the development of instructors' performance. To further investigate, these following questions were asked:

1. What was/were the leadership style(s) applied by the manager?

2. How did the style of leadership applied by the manager correspond to the instructors' teaching performance?

2. METHOD

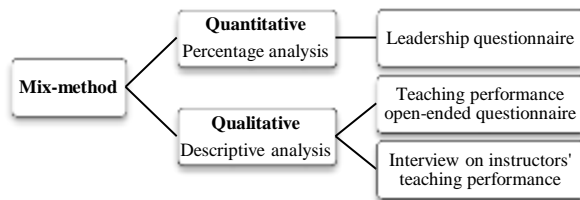
As the writer analyzed the data both quantitatively and qualitatively, mix-method design was used. A mixed methods research design is defined as a procedure in which both qualitative and quantitative methods are mixed, collected, and analyzed in studies so as to comprehend the problems of study (Creswell & Plano Clark, 2011).

As the samples, a manager and eight instructors of an English course in Palembang, South Sumatera, were selected through purposeful sampling. Creswell (2012) defines purposeful sampling as a terminology for qualitative sampling which allows the researcher to choose sites or individuals to see through certain main phenomena. As the strategy of sampling, maximal variation sampling was used for this study has a purpose to develop many perspectives, the perspective from both the manager and the instructors.

The data were obtained through questionnaires and interview. For the quantitative data, a leadership questionnaire was used in order to identify style of leadership used by the manager. The questionnaires were based on five points of Likert scale from strongly agree (SA) to strongly disagree (SD). Besides, to know the instructors' teaching performance, an open-ended questionnaire was given to instructors and semi-structured interview, which questions were adopted from Education Bureau, with manager was conducted. The questions were regarding to the four basic competences which covered the instructors' reviewing the previous

lessons, applying certain learning strategies, adjusting materials based on students' level and progress, engaging students in active inquiry and construction of knowledge, arranging various learning activities, and creating a good atmosphere during the learning process

The leadership style questionnaire would be analyzed by using percentage analysis. The calculated responses from both manager and instructors would be matched to which style it referred. The open-ended questionnaire and interview for instructors' teaching performance, meanwhile, would be analyzed through descriptive analysis. The following chart depicted the research design of this study:



3. FINDING AND DISCUSSION

From the leadership style questionnaire, the manager believed that she applied both autocratic and democratic leadership style. Similarly, the instructors collectively believed that the manager was adhered to democratic leadership style. The following table contains detail information about the results of leadership style questionnaire.

Table 1. Results of Leadership Style.

Parameter	Questionnaire					
	Level of certainty (%)					
	Autocratic		Democratic		Laissez-fair	
	Manager-emphasized		Manager-instructor-emphasized		Instructor-emphasized	
	Man	Instru	Man	Instru	Man	Instru

	ager N=1	ctors N=8	ager N=1	ctors N=8	ager N=1	ctors N=8
Decisi on makin g	80	70	80	75	60	65
Ideas and inputs	60	80	60	77.5	60	77.5
Motiv ation	80	70	80	82.5	80	80
Guida nce and proble m solvin g	80	75	80	87.5	60	80
Avera ge (%)	75	73.8	75	80.6	65	75.6

From the table, the manager 75% believed that she applied or combined two kinds of leadership styles; they were autocratic and democratic leadership, while merely 65% believing that she was into Laissez-faire. On the other hand, the instructors as a whole 80.6%, 73.8%, and 75.6% believed that their manager applied democratic, autocratic and laissez-faire, respectively.

From the open-ended questionnaire, discussing the instructors' teaching performance, most instructors admitted that they have applied the aspects questioned in the questionnaire. Firstly, they believed that they have assisted their students to review their learning so that there was a clear idea about the students' performance and progress. Some of them even believed that they had a review both initially before going to the next material and at the end of the lesson.

A discrepancy existed between the manager and the instructors' point of view. The manager who believed that she combined both autocratic and democratic styles might consider certain condition as the basis in applying them. In certain

circumstances, she perhaps needed to be an autocratic while in others she needed to be a democratic. Like in determining the class division, the manager might apply autocratic leadership. In this case, if the instructors were involved, they tend to be subjective and give response based on their own preference; it might not be effective. Therefore, it would be better for the manager to decide it by herself. In contrast, during the supervision, the manager may become a democratic. By considering that a democratic will help the instructors in carrying out their work, the manager helped the instructors to improve their teaching performance by giving feedback, responses as well as suggestion after the supervision. This enables the instructors to carry out their work as effectively as possible.

Meanwhile, the instructors were certain that the manager was dominantly a democratic leader. Based on the results of the open-ended questionnaire and interview, most of the instructors revealed that they have done some aspects of pedagogical competences; one of the reasons might be due to a positive feedback given by the manager during the supervision. It implicitly means that the instructors were well-supervised. The positive feedback given by the manager therefore was learned by the instructors leading them to perform better. Once it was done continuously, instructors' good performance is unquestionable.

Secondly, the instructors believed that they have applied certain strategies, used teaching aid and provided various kinds of materials. They said that one of the reasons was to make learning progress fun and comprehensive. Moreover, 37.5% of them revealed that they provided additional materials from the internet besides those from the books and

conducted a pre-lesson preparation that the students would be ready for the next lesson. In relation to the strategy, five of the eight instructors stated that they have arranged various learning activities such as group discussion as well as oral presentation due to the students' speaking skill and self-confidence enhancement. Nevertheless, the students have also been asked to do other kinds of activities like project-making and mind mapping. The instructors were furthermore aware that their students were heterogeneous. Consequently, the teaching strategies and contents have been adjusted based on the students' ability.

In terms of asking questions in different level, 62.5% of the instructors said that they have done it. One of them explained that at first she or he gave them questions on the same level but then gave another of different level by considering the students' response. More than that, five of the eight instructors stated that they have engaged the students in active inquiry and construction of knowledge in lesson. Giving them questions in a variety of levels and engaging them to an active inquiry and construction of knowledge might foster their critical thinking ability. Fortunately, it is in line with the world and Indonesian government demand on the outcome of the students in the 21st century. As stated in UNESCO (2015) and 2013 Curriculum that critical thinking is one of the skills which the 21st-century students should possess.

Last but not least, after asking about the lesson atmosphere, five instructors admitted for a good atmosphere in class for several reasons. One of the instructors said that his or her students were active during the teaching and learning process as they always asked questions related to the lesson being discussed. Another

instructor believed that the lesson atmosphere was good owing to the fun learning and students' not being under the pressure. The rest believed that whether the atmosphere was good or not depends on the situation.

From the interview, the manager somehow gave confirmation to the instructors' perspective on their teaching performance. The manager revealed that, first, the instructors have done a material review in every teaching and learning process as it was stated on the lesson plan. Then, she was definite that the instructors have applied certain strategies as they have guidance or teaching manual providing some information about teaching method. Besides, she also explained that various kinds of learning materials and teaching aids such as pictures have been provided by the instructors and it was adjusted to the students' ability. The content of the materials, furthermore, were adjusted by the instructors as they have considered the students' ability as well as their progress. The manager added that learning activities such as group discussion and oral presentation have also been conducted by the instructors yet it was adjusted to the level, for elementary level, they usually conduct group discussion while oral presentation is usually objected to the intermediate or advance level. Lastly, by considering that it is a non-formal institution, the manager believed that the students who joined the class are those who are eager to study English. She, therefore, was relatively sure for the good atmosphere during the lesson. However, the instructors still needed to maintain the lesson in order to keep the students' interest in studying and prevented them from being bored.

It can be inferred, then, that a suitable style of leadership used by a leader will positively correspond to the subordinates' performance. The leadership style used by the manager, both autocratic and democratic leadership styles, played a significant role on the teaching performance of the instructors. As stated by Crum and Sherman (2008), an appropriate style of leadership used by the principle will generate a good performance of the instructors. In addition, Achmad (2017) also found out that there was a positive relationship between leadership style and teachers' performance. He explained that leadership style might be one of the important factors which directly relates to the performance of instructors. In this case, by considering that the manager is a democratic, when she is supervising the instructors, positive feedback, suggestions or recommendations are given to the instructors resulted in the development of their teaching performance. Additionally, by being a democratic, the manager had a frequent and supportive communication with the instructors which means that their work was continuously maintained and observed by the manager. Once it faced some trouble, here the manager was willing to accept responsibility for completing the instructors' work. This might not be happened if the manager applied a Laissez-faire leadership style. Since she was an autocratic too, her giving certain orders to the instructors during the supervision provided a clear order and instruction that the instructors exactly knew what to do.

4. CONCLUSION

The data calculated indicated that the manager 75% believed in merging both autocratic and democratic leadership style whereas the instructors 80.62% believed that their manager was dominantly into democratic. Furthermore, the manager and instructors agreed that the instructors have relatively covered the competences expected— pedagogical, professional, personal, and social— for the instructors to possess in a tutoring. Primarily, that the leadership styles used by the manager played a positive role in the instructors' performance that it fostered their performance in teaching can be deduced.

REFERENCES

- AACTE.(2010). *21st century knowledge and skills in educator preparation*. USA: Pearson.
- Achmad, P. (2017). Contributions of leadership style, managerial skills of principals and compensation to the performance of teachers. *Journal of Education and Human Development*, 6(4), 105-114. <https://doi.org/10.15640/jehd.v6n4a12>
- Bass, B.M., & Ruth, Bass. (1990). *Handbook of leadership*. New York, NY: Free Press.
- Bernardin, H. J., & Russell, J. E. A. (1993). *Human resources management: An experiential approach*. New York, NY: McGraw-Hill.
- Creswell, J. W. (2012). *Educational research* (4th ed.). Boston, MA: Pearson Education Inc.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Crum, K. S., & Sherman, W. H. (2008). Facilitating high achievement: High school principals' reflections on their successful leadership practices. *Journal of Educational Administration* 46(5), 562-580.
- Education Bureau. (n.d.). Teacher questionnaire (secondary & primary schools). Retrieved from <https://joanna-hill-linqp.squarespace.com/s/HK-Teacher-questionnaire.pdf>
- Gastil, J. (1994). A definition and illustration of democratic leadership. *Human Relations*, 47(8).
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created "social climates". *Journal of Social Psychology* 10(2), 271-299.
- Minister of National Education of Republic of Indonesia. *Ministrial regulation of national education of republic of Indonesia no. 41 year 2009 about standards of instructors in courses and trainings*. Retrieved from <http://bsnp-indonesia.org/id/wp-content/uploads/2009/06/No-41-Tahun-2009.pdf>
- SAGE Publications. (n.d.). *Leadership styles questionnaire*. Retrieved from <http://sdececonference->

org.doodlekit.com/file/323169/Leadership_Styles_Questionnaire.pdf.

Scott, C. L. (2015). *The futures of learning 2: What kind of learning for the 21st century?* Paris, France:

UNESCO Education Research and Foresight.

UNESCO. (2016). *New global education monitoring report series 2016*. Paris, France: UNESCO.