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The Influence Of Teacher Leadership And Teacher Values On Students Learning Readiness At Junior High School In Pangkalpinang City

Asih Mardati, Suyatno, Dholina Inang Pambudi

Abstract: The study aims to determine: 1) the influence of teacher leadership on learning readiness, 2) the influence of teacher values on learning readiness, and 3) determine teacher leadership and teacher values on learning readiness. Type of this research is quantitative research. Research subjects in this study were 75 teachers and 150 students. The selection of research subjects uses the technique of saturated samples for students and stratified random samples for teachers. Data in this study were collected using teacher questionnaires and student questionnaires. The data obtained were analyzed with simple linear regression and multiple linear regression with SPSS 25 statistic applications. The results of this study indicate that there is a significant influence on teacher leadership on learning readiness; there is a significant influence of teacher values on learning readiness.

Simultaneously teacher leadership and teacher values show a significant influence on learning readiness. So that external factors also affect learning readiness for students. This research shows the aspects that can be used to improve learning readiness not only from individual student factors but the important role of external factors such as teachers. Both internal and external factors must work together to make students more ready to learn.

Index Terms: Influence, Teacher leadership, teacher values, student, learning readiness, junior high school

1. INTRODUCTION

The success of students is not only influenced by internal factors of students, but there are significant external factors on student learning readiness. These external factors include teacher leadership and teacher values. Teacher leadership in the learning process in the classroom has a role as a facilitator that influences the interaction of teachers as leaders and students as being led in the class [1]. With his leadership, a teacher can move students to behave positively to achieve learning goals. Some studies reveal that teacher leadership can build a positive school climate [2], students' commitment to learning and caring for the school environment [3], as agents of change in the school environment [4], [5]. The results of the discussion of the researchers also suggested that teacher leadership can improve teaching quality, quality of learning, and improve school quality [6], [7], [8]. Therefore, teacher leadership has an essential role in classroom management and the conducive school environment [9]. Student learning achievement is also much influenced by teacher leadership in assisting student development both in class and outside the classroom. However, many students experience difficulties in their learning readiness, as the development of technology today has much impact on students both positive and negative. Various challenges for students in overcoming their learning readiness so that students need reinforcement. Tasks given are sometimes technology-based, while not all of the affected areas have adequate technology. Therefore, teachers are required to have the ability to determine the leadership style that is appropriate to the situation at hand so that learning in the classroom continues to run effectively and efficiently. Besides aspects of teacher leadership, teacher values also have an essential role in realizing a good attitude for their students. In Indonesia,

teachers are required to have a bachelor degree in education qualification and have four basic competencies as an educator, namely pedagogic, professional, personality, and social competencies. Competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation and expectations that underlie the characteristics of a person to demonstrate work in carrying out the task of achieving quality standards in work [10]. Competence can be said as a set of knowledge skills and behaviors that must be owned, lived and mastered by a teacher to carry out his professional duties. The results of the research conducted by Halstead and Xio suggested that there was a positive impact of the curriculum that contained educational values [11]. For example, from the various results of the study, the students when learning has the right to violate certain rules, students learn how tolerance is in the class by looking at the example of the teacher [12]. Instead, the teacher has the role of bringing and developing various professional and personal values into the classroom, so that what the teacher exemplifies can be done by students when at home. The positive value of the teacher will be brought by students when they are outside the classroom. This situation is an example of an expression of tolerance, giving respect to others, respecting each other, awareness of socializing, and personal responsibility [12], [13]. The behavior of a teacher is closely related to personality competencies reflected in teacher values. The values of a teacher can be said as a tool that guides the formation of student behavior in school. Teacher values can also affect student behavior maturity. Tirri argues that teacher values provide a relationship between teacher professional ethics and caring, mutual respect, professionalism, commitment and cooperation [14]. A sense of caring and mutual respect is an indispensable value for every student. Teachers who understand their students will provide comfort for themselves for students. This causes students to be enthusiastic in participating in learning activities both at school and completing school work at home. In the learning process in the classroom the teacher must consider the suitability of ethics in teaching so that it creates a positive moral impact for students. This is in line with the study conducted by Thornberg & Oğuz [15] who suggested that each type of activity in the school

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must develop values and morals for students. By strengthening the value transmitted from the value of the teacher to give a positive influence on the process of student learning readiness. Readiness can be said to be willing to do something or do something. While learning readiness refers to the ability of students to develop cognitive abilities and skills in being directly involved in classroom learning activities. Murray & Harrison argues that learning readiness encompasses non-cognitive areas, including dispositions, social abilities, behavioral abilities, following directions, regulating needs, and communicating needs [16]. Every individual has a difference,

TABLE 1
RESULT OF THE ONE-SAMPLE KOLMOGOROV-SMIRNOV

One-Sample Kolmogorov-Smirnov Test				
		Learnin g Readine ss	TL	Teach er Value
N		150	76	76
Normal Parameters ^{a,b}	Mean	92,8867	79,98	69,32
	Std. Deviatio n	14,2487	5,385	6,045
		7	15	14
Most Differences	Extreme Absolut e	,051	,091	,087
	Positive	,051	,091	,087
	Negativ e	-,051	-,067	-,082
4 th Statistic		,051	,091	,087
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,198 ^c	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

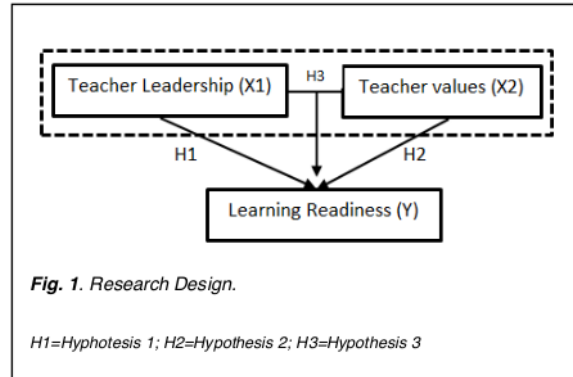
d. This is a lower bound of the true significance.

so the readiness to learn also varies. In life in school, the experience gained influences the reaction in solving the problems it faces. Previous studies show that children's characteristics strongly influence children's learning readiness and academic performance, teacher factors [17] the role of parents and the environment [18] and supported by school readiness [19]. Therefore, in this study, there were findings of the influence of teacher leadership and teacher value on learning readiness. The findings generated from this study function to determine and develop strategies to improve learning readiness.

2 RESEARCH METHODOLOGY

2.1 Method

This research includes quantitative research to test hypotheses. The subjects in this research consisted of 78 teachers and 150 students in junior high school in the city of Pangkalpinang. Data collection techniques using questionnaires and interview. The instruments used teacher questionnaire sheets and student questionnaire sheets. Questionnaires used have been tested for validity and reliability. The questionnaire data obtained were analyzed using simple and multiple linear regression analysis with the help of data processing applications, namely SPSS. The research design can be seen in figure 1 below.



2.2 Hypothesis

This study has three hypotheses, including the following:

- 1) H1: there is a significant effect of teacher leadership on learning readiness.
- 2) H2: there is a significant effect of teacher value on learning readiness, and
- 3) H3: there are simultaneous teacher leadership and the significant effect of teacher values on learning readiness.

2.3 Analyse

To answer these three hypotheses steps are needed to answer them. As steps taken to discuss hypotheses published descriptive statistical tests; classic assumption tests (prerequisite test) with stages normality test, multicollinearity test, and Heteroscedasticity test; and hypothesis testing [9]. The equation for hypothesis testing is

$$Y = \alpha + \beta_1 \cdot X1 + \beta_2 \cdot X2 + e$$

Note

Y = learning readiness

X1= teacher leadership

X2=teacher values

Regression analysis in this study was used to find out how much influence between the independent variable and the dependent variable. The statistical tests carried out include the coefficient of determination (R²), simultaneous significance test (F test), and parameter significance test (t-test).

Classic Assumption Test

The first prerequisite test is the normality test. The normality test is done to show that the sample data obtained is usually distributed and has the same variant. For testing the normality test using the SPSS 25 application.

The normality test

The normality test is carried out using the Kolmogorov Smirnov test because the amount of data obtained is more than 50. The following hypothesis is proposed. Data on teacher leadership, teacher values, and readiness for learning are normally distributed normally if $H0 > 0.05$, while $H1 < 0.05$, for data on teacher leadership, teacher scores, and readiness for learning are not normally distributed.

Calculated with the SPSS 25 application can be approved in the following Table 1.

Based on Table 1, shows significant learning readiness with Asymp. Sig at .200 ($Z > 0.05$), so that H_0 is accepted. Teacher leadership value is significant with Asym.sig at 0.198 ($Z > 0.05$), so that H_0 is accepted. Teacher scores were significant with Asymp.sig at 0,200 ($Z > 0.05$), so H_0 was accepted. Because the value of $Z > 0.05$ in the third variable can be caused that the readiness of learning data, teacher leadership and teacher values are all normally distributed. Prerequisite tests with normality tests are met.

The Multicollinearity Test

This test was conducted to prescribe whether there is a relationship or correlation between independent variables. The result of data analysis can be seen Table 2 below.

With critical criteria VIF values are smaller than 10, there is no multicollinearity. From the results of the Table 2, it can be seen that the variance inflation factor (VIF) of both variables X1 and X2 is 1.054 smaller than 10 and Tolerance is more than 0.100, so it can be said that there are no multicollinearity problems between independent variables.

The Heteroscedasticity Test

Heteroscedasticity is a test of the assumption of a regression model which states that the problem of residual value has constant variance. To test heteroscedasticity can use a scatterplot. The result of the Heteroscedasticity Test can be seen in figure 2 below.

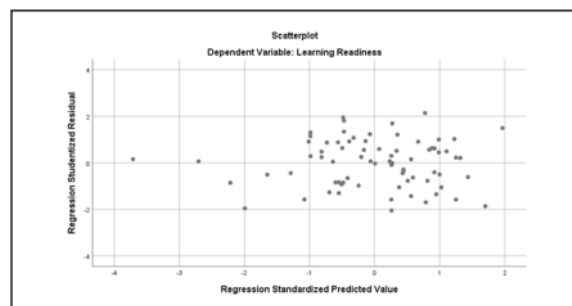


Fig. 2. Heteroscedasticity test with scatterplot.

Based on Figure 2, it can be seen that the distribution of points does not form a pattern; points do not gather at one point and spread above below zero. So based on these images, it can be concluded that there are no symptoms of heteroscedasticity. Classical assumption testing of the three assumptions is fulfilled, then the primary hypothesis test can be carried out.

TABLE
RESULT MULTICOLLINEARITY TEST

2

Model		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
		B	Std. Error					
1	(Constant)	157,043	31,892		4,92	,000		
	TL	-,519	,286	-,212	-1,81	,073	,949	1,054
	Teacher Value	-,320	,254	-,147	-1,25	,213	,949	1,054

a. Dependent Variable: Learning Readiness

Hypothesis Test

Simple linear regression analysis in this study was used to test hypothesis 1 and 2 [9]. While in the third hypothesis using multiple linear regression analysis. The results of the calculation of simple regression analysis can be shown as in Table 3.

Interpretation:

$R = 0.179$ shows the degree of the close positive linear relationship between Y variables and X1 variable
 $R^2 = 0.032$ states 3.2% variance in Y variable can be explained by X1 (teacher leadership).

Overall test (feasibility of regression models)

Test hypothesis

H_0 : regression models are not feasible to use

H_1 : regression model is feasible to use

decent regression model is used level 0.05

SigifikansiTest, sig = p-value = 0,000

Critical area:

H_0 is rejected if p-value $< \alpha$

Conclusion:

Because p-value $< ; (0.001 < 0.05)$ then H_0 is rejected so that it can be said that the regression model is feasible to use.

Partial Test

Hypothesis:

$H_0: 0 = 0$ (constant not feasible in the regression model)

$H_0: 0 \neq 0$ (constant deserves a regression model)

Significance level: $\alpha = 0.05$

Test statistics: sig. = P-value = 0,000

Critical area:

H_0 is rejected if p-value $< \alpha$

Conclusion

Because p-value $< ; (0.001 < 0.05)$ then H_0 is rejected so that it can be concluded that the constant is fit to enter the model

Partial test (coefficient feasibility test)

Hypothesis

$H_0: 0 = 0$ (the coefficient is not feasible to enter the regression model)

$H_0: 0 \neq 0$ (coefficient is feasible in the regression model)

Significance level: $\alpha = 0.05$

Test statistics: sig. = P-value = 0,000

Critical area

Ho is rejected if p-value < α

Conclusion

Because p-value < ; (0.021 < 0.05) then Ho is rejected so that it can be concluded that the coefficient is feasible to enter the

Regression Model.

Based on the coefficient table above, the following regression model is obtained.

**TABLE 3
MODEL SUMMARY FIRST HYPOTHESIS**

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,229 ^a	,053	,027	12,97732

a. Predictors: (Constant), TL, Teacher Value

$$Y = 128.39 + 0.438X1$$

Interpretation

The 128.39 constant is interpreted if teacher leadership 0 is the learning readiness value is 128.39.

The Second hypothesis

With the same steps as testing hypothesis 1, in the second hypothesis, the variables tested Y against X2. The results of linear regression testing obtained the following table results.

Based on Table 4 known that R = 0.099 shows the degree of a linear relationship between variables Y with variable X1, while R square = 0.010 states 1% variance in variable Y can be explained by variable X2.

Test overalls (eligibility regression model)

Test the hypothesis

Ho: improperly used a regression model

H1: decent regression model used

Significance level 0.05

sig test statistic = p-value = 0.000

critical area

Ho is rejected if the p-value

Conclusion:

Because p-value < ; (0.04 < 0.05) then Ho is rejected so it can be concluded that the regression model is feasible to use.

Partial Test

Hypothesis:

Ho: 0 = 0 (constant not feasible to enter the regression model)

Ho: 0 ≠ 0 (constant deserves to be a regression model)

Significance level: $\alpha = 0.05$

Test statistic: sig. = P-value = 0,000

Critical area:

Ho is rejected if p-value < α

Conclusion:

Because the p-value < 0.05 then ho is rejected so that the constant is worthy of the regression model

Partial coefficient test

Because the p-value (0.014) < 0.05 0.014 is ho so that the coefficients are eligible to enter the regression

Regression model Y against X2

$$Y = 108,302 + 0,216X2$$

Interpretation

Constants 128,39 are interpreted if the teacher values 0 then the learning readiness value is 128,39. The coefficient of teacher values -0.216 means that if the independent variables remain, the teacher values variable will recognize 1 unit then decrease by 0.216.

Third Hypothesis

The third hypothesis is to test X1 (teacher leadership) and X2 (teacher values) to Y (learning readiness). The full regression test results are shown table 5 below.

**TABLE 4
MODEL SUMMARY SECOND HYPOTHESIS
Model Summary^b**

Model	R	R Square	Std. Error of the Estimate
1	,099 ^a	,010	13,17759

a. Predictors: (Constant), Teacher Value

b. Dependent Variable: Learning Readiness

Based on Table 5 known that R = 0.229 shows the degree of a relatively close linear (positive) relationship between Y and X variables (X1 and X2), while R square = 0.053 states 1% variance in Y variable can be explained by variable X.

Test overall (feasibility of the model)

Hypothesis Test

Ho: unworthy regression model

H1: regression model is feasible to use

Significance level 0.05

sig test statistic = p-value = 0,000

Critical area

Ho is rejected if p-value < alpha

Conclusion

Based on the table above, it is known that the p-value is 0.039. Because the p-values < (0,05) then Ho is rejected, so the model is worth using.

Partial Test

Hypothesis:

Ho: 0 = 0 (constant not feasible in the regression model)

Ho: 0 ≠ 0 (constant deserves a regression model)

Significance level: $\alpha = 0.05$

Test statistics: sig. = P-value = 0,000

Critical Areas

Ho is rejected if p-value < α

Conclusion

Because the p-value <0.05 then H_0 is rejected so that the constant deserves the regression model

Partial test coefficients X1 and X2

Because the p-value (0.014) <0.05 0.014 then H_0 is rejected so that the coefficients are appropriate to enter the regression model (sig. Value can shown in Table 6 below).

1 Regression Line Equations

Based on the results agreed on in Table 6, the regression equation is obtained as follows:

$$Y = 157,043 + 0,320X_1 + 0,519X_2 + e$$

with:

Y: Learning Readiness

X1: Teacher Leadership

X2: Teacher values

Interpretation of the regression equation, above as follows.

1. Value (a) of 157,043 means if the teacher values and teacher leadership are 0, then the learning readiness value is 157,043.
2. The teacher values regression coefficient is 0.320, meaning if the variable is independent others (teacher leadership) remain and teacher values variable increases by 1 unit, then increases by 0.320. the coefficient is positive, meaning that there is a significant relationship between teacher values and learning readiness, the more teacher values rise the learning readiness rises.
3. teacher leadership regression coefficient is 0.519, meaning that if other independent variables (teacher values) remain and teacher leadership increases 1 unit, then learning readiness has increased by 0.519. The coefficient is positive, meaning that there is a significant a positive correlation between teacher leadership and learning readiness, the more teacher leadership rises, the higher the learning readiness.

3 DISCUSSION

The problem to be solved is to know the clout of teacher leadership on student learning readiness, the influence of teacher values on student learning readiness, the influence of the two independent variables on student readiness. From the results of hypothesis 1 testing, it is known that the regression results show a positive effect on teacher leadership on learning readiness with R of 0.179 and R2 of 0.032. The second hypothesis testing results showed that there were a positive influence teacher values on learning readiness to R of 0.099 and R2 amounting to 0,010. Furthermore, in testing the third hypothesis, which is to see the effect of X1 and X2 on Y, it shows that the teacher leadership and teacher values have a significant effect on learning readiness with R of 0.229 and R square of 0.053. Based on the results of this study indicate that the results of previous studies suggest the readiness of learning can be directed towards oneself or with external factors [19], the environmental background also significantly influences the readiness of learning [20]. In line with the study conducted by Rivera, it was found that the facts of learning readiness in a virtual environment, teachers can implement teaching strategies that increase readiness and learning satisfaction [21]. Some opinions focus on readiness is the overall condition of a person who makes him ready to do

something, responding in a certain way to a situation. Adjustment of the conditions will one day affect the response [22]. The readiness condition includes three aspects, namely physical, mental, and emotional condition; needs; and skills and knowledge. In the process of learning readiness, many factors affect, among others, interacting in the learning

TABLE 6
RESULT EQUATION LINE REGRESSION
Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	T		
1	(Constant)	157,043	31,892		4,924	,000
	Teacher Value	,320	,254	-,147	-1,257	,013
	TL	,519	,286	-,212	-1,817	,003

a. Dependent Variable: Learning Readiness

TL=Teacher Leadership.

process and learning. Competent teachers are expected to be able to overcome and anticipate the possibility of students showing symptoms of difficulties in learning readiness and symptoms of failure during the learning process. To overcome the factors that influence the process of learning readiness, a teacher already has the ability of teacher leadership and teacher values as a basis in guiding students in the class. The ability of teacher values in class conditioning has a significant effect on students [9]. Therefore, some researchers express their belief that systematic action research is useful for developing student readiness [23], [25]. Based on some of these studies it can be said that as a teacher it is appropriate to develop a learning climate that makes students comfortable, supports students' learning abilities, and engages students in learning activities in the classroom [25].

4 CONCLUSION

Teacher leadership and teacher values help in developing abilities and increasing learning readiness. H1 (first hypotheses) test results show that teacher leadership has a positive impact on learning readiness with an R of 0.179 and R2 of 0.032. The second hypothesis (H2) testing results showed that their teacher values influence learning teacher readiness to R of 0.099 and R2 amounting to 0,010. Furthermore, in testing the third hypothesis (H3), which is to see the influence of X1 and X2 on Y, it shows that the teacher leadership and teacher values have a significant and positive effect on learning readiness with R of 0.229 and R square of 0.053. Learning readiness will increase if supported by the teacher's leadership style and teacher values. This research shows the aspects that can be used to improve learning readiness not only from individual student factors but the important role of external factors such as teachers. Both internal and external factors must work together to make students more ready to learn.

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