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ANALYSIS OF FACTORS AFFECTING SELF-LEADERSHIP OF JUNIOR HIGH SCHOOL TEACHERS IN SOUTH NIAS

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Abstract. *This study examines the factors that influence the self-leadership of junior high school teachers in South Nias. Self-leadership is essential for effective leadership. The research, conducted on 333 junior high school teachers in South Nias Regency, reveals that, overall, the teachers exhibit a good level of self-leadership. The strongest relationship among the self-leadership factors is between Constructive Thought Pattern Strategies and Behavior-Focused Strategies. In contrast, the weakest relationship is found between Constructive Thought Pattern Strategies and Natural Reward Strategies. This study employs a quantitative research method, with confirmatory factor analysis (CFA) used to analyze the measurement model. The instrument used is an adaptation of The Revised Self-Leadership Questionnaire, designed around self-leadership strategies: Behavior-Focused Strategies, Natural Reward Strategies, and Constructive Thought Pattern Strategies.*

Keywords: *Behavior Focused Strategies, Constructive Thought Pattern Strategies, Natural Reward Strategies, Self-leadership.*

1. INTRODUCTION

One leadership style that is gaining prominence today is self-leadership. Originally conceptualized as a substitute for traditional forms of leadership, self-leadership is defined as the process of influencing oneself (Eva Maria Bracht, 2017). It challenges many conventional assumptions about leadership in organizational behavior and psychology, as the terms "self" and "leadership" seem inherently contradictory. "Self" focuses on the individual, while "leadership" is traditionally about the ability to supervise others (Greg L. Stewart, 2019). However, self-leadership can be understood as a leadership concept that integrates the mind and system paradigms, where the self is viewed as part of an inseparable system (Chris L. Dolbier et al., 2001). Based on this perspective, self-leadership can be seen as an individual effort to reduce the risk of burnout.

Self-leadership is a pathway to effective forms of leadership over others. In a collaborative, decentralized work climate, this leadership style trains individuals to become self-leaders who are able to determine priorities, take initiative and solve problems is very important (Michelle Browning, 2018). It is further reiterated the importance of the self-leadership model that each person independently and is able to identify their strengths, weaknesses and values in order to build on the positive dimensions that are already present in our lives rather than working to overcome their weaknesses.

There has been limited research on self-leadership, particularly among teachers in Indonesia. Most leadership research focuses on leaders in managerial contexts, such as heads of departments, while the leadership context of teachers has not received much attention. Specifically, in the 3T areas of South Nias Regency, out of 15 studies

examining various leadership styles since 2018, six studies have linked transformational leadership styles to job stress, burnout, and teacher turnover intentions. Research by Lumondo, Maramis, and Kairupan (2017) found a relationship between leadership style and teacher burnout. Similarly, Mamonto, Robot, and Hamel (2013) suggested that among the factors contributing to job stress, the leadership style is the most dominant in exerting pressure on employees' work.

South Nias Regency, located in North Sumatra on the island of Nias, has a population of 317,201, with Teluk Dalam as its capital. Previously part of Nias Regency, South Nias faces significant educational challenges in the 3T areas, including teacher shortages, unbalanced distribution of staff, substandard qualifications, lack of competence, and a mismatch between educational qualifications and teaching fields, all of which contribute to high levels of teacher burnout. Another issue in the 3T areas is the relatively high dropout rate and low school enrollment rate. Educators assigned to these regions are often viewed as supplementary, with the priority being that the learning process continues, rather than focusing on quality, qualifications, and human resources in these areas. Additionally, inadequate infrastructure and limited access to education remain ongoing challenges.

Teachers are professional educators responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, including primary and secondary education, as outlined in the Law on Teachers and Lecturers, Number 14 of 2005, Article 1. According to the Ministry of National Education, a teacher is an individual whose profession is teaching. As educators, teachers are expected to fulfill their duties and responsibilities competently. However, beyond performing their duties effectively, teachers are also expected to maintain their physiological and psychological health to provide high-quality service to their students.

2. LITERATURE REVIEW

2.1 Self-Leadership

"Leader" and "leadership" are two distinct concepts. According to Achua and Lussier (2010), leaders are individuals with the ability to influence members of their group or organization to encourage them to achieve the group's or organization's goals. The concept of a leader refers to an individual's personal character, while leadership refers to the process by which an individual in a group or organization influences others to work toward achieving collective goals. Dubrin (2005) suggests that leadership is an effort to influence others, using communication to achieve goals through instructions or directives. Leadership, in this sense, is the process of influencing people to voluntarily and enthusiastically strive toward achieving the goals of the group or organization. Self-leadership is a concept that integrates both leadership and self-direction. The fundamental assumption of self-leadership is that each individual is an integral part of a larger system. This system can take various forms, ranging from simple organizations such as a family to larger, more complex organizations serving the community or pursuing profit.

2.2 Self-Leadership Strategies

Manz and Neck (2004) categorized several strategies in self-leadership. These strategies are as follows:

a. Behavior-focused strategies

This strategy is designed to increase self-awareness, leading to successful management behaviors, including important but often less enjoyable tasks. It is based on theories of self-control and self-management, aiming to encourage positive, desired behaviors and foster success. The strategy focuses on controlling attitudes related to necessary but less visible roles. What is emphasized through this approach are role-related behaviors that, while not immediately apparent as positive, must still be addressed. Behavior-focused strategies include self-observation, goal setting, self-

reward, self-punishment, and self-monitoring strategies (Ozgur Ugurluoglu et al., 2015).

b. Natural rewards strategies

These strategies are focused on fostering positive perceptions and experiences related to the work being performed. They include self-commitment, trust, and enjoyment of the work. These strategies also involve seeking out enjoyable work activities. Individuals can support these strategies by modifying their perceptions and behaviors related to task performance, thereby increasing their competence, self-control, or sense of responsibility for the task.

Natural rewards strategies emphasize finding pleasure in the role or activity itself. The goal of this strategy is to generate motivation or appreciation in each individual. For example, employees might be allowed to personalize their workspace by playing light music or hanging photos on the walls. These simple adjustments aim to create a more pleasant work environment, helping employees develop a more positive attitude as they focus on the enjoyable aspects of their workspace (Ozgur Ugurluoglu et al., 2015).

c. Constructive thought pattern strategies

This strategy focuses on shaping and changing mindsets in various desirable ways. It is related to cognitive process management and includes three main components of mindset: self-analysis and improvement of belief systems, mental imagery of successful work, and positive self-talk.

The implementation of this strategy involves intentionally cultivating constructive and positive thought patterns to eliminate incorrect thoughts and assumptions, replacing them with self-analysis and more logical thinking. Additionally, self-dialogue helps eliminate negative thoughts and promotes the development of more optimistic thinking (Ozgur Ugurluoglu et al., 2015).

3. RESEARCH METHODS

The research method used in this study is quantitative research. Quantitative research involves the use of narratives, numbers, and data as measurement tools, including theories, hypotheses, and supporting data that demonstrate correlations or causal effects within a population (Zyphur & Pierides, 2017). In terms of data collection, the variables are measured using a set of questions that assess how much the research subjects respond to the concepts being measured. One of the activities in Structural Equation Modeling (SEM) is the analysis of construct validity and indicator reliability, which is conducted during the measurement model analysis. The approach used for this analysis is confirmatory factor analysis (CFA) (Sugiyono, 2019, p. 330). The measuring instrument used is an adaptation of The Revised Self-Leadership Questionnaire (Houghton & Neck, 2002), which is designed around self-leadership strategies, including behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies.

Table 1. Overview of Self-Leadership Questionnaire Content

No.	Dimensions	Number of Statements	Statement
1.	Behavior focused strategies	4	1, 2, 3,4
2.	Natural reward strategies	4	5, 6, 7,8
3.	Constructive thought pattern strategies	4	9, 10, 11,12

4. RESULTS AND DISCUSSION

The Confirmatory Factor Analysis (CFA) test is used to assess the unidimensional validity and reliability of construct measurement models that cannot be measured directly. CFA has two main objectives: (1) to measure indicators that are conceptualized unidimensionally, precisely, and consistently, and (2) to identify indicators that predominantly form the construct under study. According to Wijanto (2008), the relationship between latent variables and observed variables is reflective, meaning the observed variable reflects the related latent variable. Therefore, by testing the measurement model, researchers aim to confirm whether the observed variables indeed reflect the latent variable. This process is commonly referred to as confirmatory factor analysis (CFA).

For this reason, researchers conducted tests by checking whether the t-values and standardized loading factors (λ) of each observed variable met the criteria for good validity, namely t-value ≥ 1.96 and standardized loading factors (SLF) ≥ 0.50 (Igbara et al., 1997 in Wijanto, 2008). In terms of reliability analysis, composite reliability (CR) ≥ 0.70 and variance extracted (VE) ≥ 0.50 were used as the criteria (Wijanto, 2008).

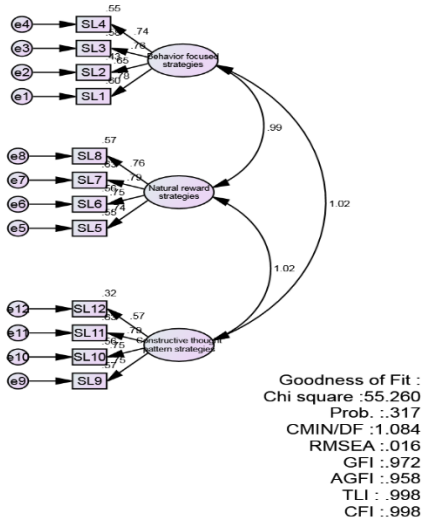

Figure 1. CFA Model Test

Measurement model testing is conducted to assess how well indicators represent latent variables in the previously established research model, evaluating them based on validity and performance. Validity is tested using convergent validity and discriminant validity, while reliability is measured using composite reliability and Cronbach's alpha. The convergent validity test determines whether the construct (indicator) explains a high proportion of variance. The discriminant validity test assesses how distinct an indicator (construct) is from other indicators (constructs). In this study, testing was performed using loading factors with AMOS 22, as shown in Table 2 below.

Table 2. Results of Loading Factor Testing

Self Leadership Factors			SLF	Description
SL1	<---	Behavior focused strategies	0.776	Valid
SL2	<---	Behavior focused strategies	0.652	Valid
SL3	<---	Behavior focused strategies	0.765	Valid
SL4	<---	Behavior focused strategies	0.738	Valid
SL5	<---	Natural reward strategies	0.744	Valid
SL6	<---	Natural reward strategies	0.748	Valid
SL7	<---	Natural reward strategies	0.791	Valid

SL8	<---	Natural reward strategies	0.758	Valid
SL9	<---	Constructive thought pattern strategies	0.754	Valid
SL10	<---	Constructive thought pattern strategies	0.750	Valid
SL11	<---	Constructive thought pattern strategies	0.794	Valid
SL12	<---	Constructive thought pattern strategies	0.569	Valid

Source: Research Data Processing, 2024

To demonstrate that an item has convergent validity, the loading factor value should be at least 0.5 (Hair et al., 2010). Table 4.8 shows that the outer loading of all indicators in the questionnaire exceeds 0.5, indicating that they are valid. Additionally, based on the Average Variance Extracted (AVE), it can be observed that all latent variables have a value greater than 0.5, confirming their validity.

The reliability test indicates the extent to which a measuring instrument can provide consistent results when measured again on the same subject. A good performance test in SEM can be obtained using the following formula (Hair, 1995):

$$\text{Construct - Reability} = \frac{(\sum \text{std loading})2}{(\sum \text{std loading})(2+)\sum}$$

Description:

- Standard loading is obtained from standardized loading for each indicator obtained from computer calculations.
- $\sum$ εj is the measurement error of each indicator, the measurement error can be obtained from 1- Good performance indicators, the acceptable level of good performance is≥ 0.60.

The data from the instrument reliability test results in this study are presented in the following table:

a. Behavior Focused Strategies Reliability Test

Table 3. Behavior Focused Strategies Reliability Test Results

Indicator	Standard Loading	(Standardized Loading)2	Error	Construct
SL1	0.776	8.591	0.235	**0.886**
SL2	0.652		0.334	
SL3	0.765		0.267	
SL4	0.738		0.270	
Total	**2.931**		**1.106**	

Source: Research Data Processing, 2024

Based on the construct reliability calculation in Table 3, it is shown that the four indicators used to measure the Behavior-Focused Strategies variable in this study have a value greater than 0.70, with a value of 0.886. Therefore, it can be concluded that these indicators are reliable for measuring the Behavior-Focused Strategies construct.

b. Behavior focused strategies reliability test

Table 4. Natural Reward Strategies Relibility Test Results

Indicator	Standard Loading	(Standardized Loading)2	Error	Construct
SL5	0.744	9.248	0.270	**0.901**
SL6	0.748		0.256	
SL7	0.791		0.229	
SL8	0.758		0.258	

Total	**3.041**		**1.013**	

Source: Research Data Processing, 2024

Based on the construct reliability calculation in the table, it is shown that the four indicators used to measure the Natural Reward Strategies variable in this study have a value greater than 0.70, with a value of 0.901. Therefore, it can be concluded that these indicators are reliable for measuring the Natural Reward Strategies construct.

c. Behavior focused strategies reliability test

Table 5. Constructive Thought Pattern Strategies Reliability Test Results

Indicator	Standard Loading	(Standardized Loading)2	Error	Construct
SL9	0.754	8.220	0.256	**0.872**
SL10	0.750		0.275	
SL11	0.794		0.226	
SL12	0.569		0.445	
Total	**2.867**		**1.202**	

Source: Research Data Processing, 2024

The results of the construct reliability calculation for each indicator of the Constructive Thought Pattern Strategies construct are shown in Table 5. Based on the calculation, it is evident that the two indicators used to measure the Constructive Thought Pattern Strategies variable in this study have a reliability value greater than 0.70, with a value of 0.872. Therefore, it can be concluded that these indicators are reliable for measuring the Constructive Thought Pattern Strategies construct.

Model Fit Test

The results of testing the suitability of the model on confirmatory factor analysis are presented in table 6 below:

Table 6. Criteria for Goodness of Fit of the Final Model of CFA Results

No.	*Goodness of Fit Index*	*Cut off Value*	Analysis Result	Model Evaluation
1	X2 - *Chi Square*	As small as possible	55.260	Good Fit
3	CMIN/DF	≤2.0	1.084	Good Fit
4	RMSEA	≤0.08	0.317	Good Fit
5	GFI	Approaching 1	0.972	Good Fit
6	AGFI	Approaching 1	0.958	Good Fit
7	TLI	Approaching 1	0.998	Good Fit
8	CFI	Approaching 1	0.998	Good Fit

Source: primary data analysis (2019)

The table above shows that the planned model fits well, because after testing the suitability of the CMIN / DF, GFI, AGFI, RMSEA, TLI and CFI values the results are good. So it can be concluded that the Goodness of fit test results have met the requirements.

Covariances Test

Table 7. Covariances Test

Covariances			Estimate	S.E.	C.R.	P
Behavior focused strategies	<-->	Natural reward strategies	0.344	0.036	9.607	***
Natural reward strategies	<-->	Constructive thought pattern strategies	0.342	0.036	9.572	***
Behavior focused strategies	<-->	Constructive thought pattern strategies	0.355	0.036	9.798	***

Based on the results of the Covariance Test in Confirmatory Factor Analysis (CFA), it can be seen that all factors have a significant relationship with one another, as their probability values are below the 5% alpha level (0.05). The strongest relationship between self-leadership factors is between the Constructive Thought Pattern Strategies factor and the Behavior-Focused Strategies factor, with an estimated value of 0.355.

CONCLUSION

The results of research conducted on 333 junior high school teachers in South Nias Regency found that overall the teachers have a good level of self-leadership. the greatest value of the relationship between self-leadership factors is the relationship between the factors Constructive thought pattern strategies with Behavior focused strategies. While the lowest value of the relationship between self-leadership factors is the relationship between the Constructive thought pattern strategies and Natural reward strategies..

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