

## Relationship of Leadership Style and Achievement Motivation to Productivity of Training and Education Participants of Community Learning Activity Center in North Sulawesi

Mozes M. Wullur<sup>1</sup> Marien Pinontoan<sup>2</sup>, Ivan S.G. Wullur<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Manado, Indonesia

Email: [mozeswullur@unima.ac.id](mailto:mozeswullur@unima.ac.id)<sup>1</sup>, [marienpinontoan@unima.ac.id](mailto:marienpinontoan@unima.ac.id)<sup>2</sup>  
[wullur07.ivan@yahoo.com](mailto:wullur07.ivan@yahoo.com)<sup>3</sup>

### ARTICLE INFO

#### Article history:

Received 21-05-2025  
Accepted 17-06-2025  
Published 18-06-2025

#### Keywords:

Leadership style;  
Achievement motive;  
Productivity.

### ABSTRACT

This institutional research aims to analyze and describe the relationship between leadership style and productivity; achievement motives and productivity; and leadership style and achievement motives simultaneously with the productivity of North Sulawesi PKBM training participants. The results of the study are that there is a significant relationship between leadership style and productivity; achievement motives and productivity; and leadership style and achievement motives simultaneously with the productivity of North Sulawesi PKBM training participants.

#### Corresponding Email:

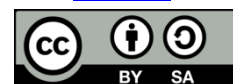
[mozeswullur@unima.ac.id](mailto:mozeswullur@unima.ac.id)

#### Competing interest:

The author(s) have declared that no competing interests exist

Copyright© 2025 by Author(s)

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



**Citation:** Wullur, M. M., Pinontoan, M. ., & Wullur, I. S. . (2025). Relationship of Leadership Style and Achievement Motivation to Productivity of Training and Education Participants of Community Learning Activity Center in North Sulawesi. *Abdurrauf Science and Society*, 1(4), 926–933. <https://doi.org/10.70742/asoc.v1i4.359>

## INTRODUCTION

Development of the education sector is an integral part of the National Development System. It has to be implemented as a whole and integrated with other national sectors, which are linked one to another. Thus, so the development of education sector, it has subsystem unity of development, such as Out Side School Education as well. The development of Out Side School Education is carried out the life. By means of education services will change the community behavior irresponsibility of developing, educating, training, and preparing the community to become quality human resources. It is predicted that they are not only the lover of development outcome itself, but also the developer as well. To bring into its reality,

Out Side School Education as an institution, has a strategic role such as to prepare the agents of reform and innovation in improving the worthiness of community improving their knowledge, concept, insight; attitude, and practical skills.

The actual problem in implementing the Out Side School Education is the "event contribution" of educational services to the community by means of the non-formal education system. Non-formal education is implemented for communities who need educational services such as substitution, addition, and/or completion of their limited formal education in order to support life long education. Availability and use of quality learning tutors are the most useful learning resources in the Community Learning Activity Center. It can be shown in their working productivity. But in fact, there are short of quality learning tutors. Beside that, the achievement motivation of learning tutors influences their performance and gives impact to the institution where they work in. There for there is a need of strong and wise leaders who practice the leadership style learning material is practical skills that are suitable for the appropriate situation of their institution.

Out of several Out Side School Education that were established and developed by government through the Directorate General of Non-Formal Education of the National Education Department is the Community Learning Activity Center. The purpose to establish this institution is as a laboratory of innovative learning to practice the anticipatory and participatory learning for the community as participants. Beside it, this center is aimed at preparing middle class labor forces who will have knowledge, concepts, ideas, and practical skills, which is conceptually and factually will implement a livelihood education program approach (Wullur, 2011). This approach is intent to apply life skills Curriculum, learning process and evaluation. The target of this they can use as their main livelihood.

The efforts made by Out Side School Education in changing community behavior are designing and constructing the curriculum and its process of educational transformation which is suited to the needs of the participants in their community life. According to Botkin (M. Wullur, 2010) the design and construction of its learning processes is called "innovative learning" which is comprised of "anticipatory learning and participatory learning". Innovative learning is the learning situation where the participants should learn the latest, new and modern things which are needed nowadays to face future challenges anticipatorily through recently indicated data. Participatory learning is a learning situation where the participants should participate in contributing their thoughts, ideas, and experiences in the groups classes (Bolangitan, 2014).

North Sulawesi Province has 38 Community Learning Activity Centers with 417 learning participants (National Education Department of North Sulawesi Province, 2015). The Training and Education participants come from "Livelihood and Field Courses such as: Cooking, sewing, computer, automotive mechanics workshop, and wooden furniture". Early data field shows that recruitment mechanism of training participants is implemented according to the leader/manager of Community Learning Activity Center. Beside it there some training participants experienced difficult problems in following the training mechanism, because of some reasons such as, the leader/manager often out of class and office, the instructors recruited teach too fast so that training participants had difficulty to understand, and they did not receive any sample or pattern to be followed, more over there is no time to raise questions about

the way how to construct the program and its working out of their trained skills. This data pointed out that productivity of learning participants was not shown improvement. These were thought to happen because of the effect of CLAC (Community Learning Activity Center) leadership style. Actually, leaders of any institution such as CLAC should know that the learning participants are the adult learners, so they have to use the "andragogic approach in training based on pedagogical approach. There for CLAC leaders should have competency in influencing the adult learning participants, they must drive or motivate their adult students to have a bright future hope so that they will motivate themselves to learn their training materials in order to apply it in their productive job. Another side, in fact that the learning participants are also thought to be influenced by the achievement motivation of their leaders. The achievement motivation is a psychological factor that comes out from the leader themselves as an intrinsic factor, and comes from outside as an extinct factor. The achievement motivation in fact can spur and trigger the development of CLAC leaders who have prime achievement motivation will contribute to the enthusiasm of the learning participants in improving their attention, comprehensions, and mastery of every learning materials, so that they can practice and apply it in their livelihood jobs.

Based on the problems stated before, arise some questions to be answered through investigation: 1) is there any relationship between budgeting. According to the leader, the participants must do it by themselves. These facts were strengthened by another data field that there were some graduates of this training leadership style and productivity of CLAC training and education participants in North Sulawesi Province? 2) is there any relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi Province? 3) is there any relationship between leadership style and achievement motivations simultaneously with productivity of CLAC training and education participants in North Sulawesi Province? These investigations attempted to answer those questions in order to provide input on how to manage the CLAC programs in North Sulawesi.

## METHOD

Descriptive survey method was used in this study, and its instruments to obtain data were questionnaires (Singarimbun and Effendi, 2003:1). Population units were 417 participants of CLAC training and education in North Sulawesi. Out of this population unit 81 samples were drowned by using of Taro Yamane formula (Riduwan, 2008:65) as shown as follow:

$$n = \frac{N}{Nd^2}$$

Where:

n : Amount of sample

N : Amount of population d2 : Precision (10%)

The framework of each research variable would be explained as follows:

### 1. Leadership Style of CLAC leader as the first independent variable: X1

This independent variable is based upon Thoha (2007:1) concept, that is "the

successful and unsuccessful of an organization is mostly dependent upon its leadership". Leadership style is a special characteristic behavior pattern of a leader, when he/she is influencing his/her staff; it is a way chosen by a leader to influence his/her group members; it is also the combination of directive and supportive behavior.

## 2. **Achievement Motivation, as the second independent variable: X2**

According to Krech (Tamboto, 2006), motivational behavior is one of human behavior which is based upon certain motivation. It is an active power that drives someone to act. Motive pours into motivation that causes dynamic, creative, and productive individual behavior. Moreover according to Tamboto (2006), motivation has elements in it such as: need, urge, wish, and drive. So the mean of motivation is a condition in someone that drives his/her desire (wish) to do certain activities to achieve objectives. Thus, motivation is the force in someone to drive in satisfying his/her needs.

## 3. **Productivity of Training and Education, as dependent variable: Y**

Productivity is a term that is used as work outcome. According to Bernardin and Russel (Kambey, 2012:25), "productivity is the ratio of output and input". In another word, productivity is the result of the ratio between working output and its input. To improve worker productivity, there are several factors that influence it, such as: 1) quality of physical ability; 2) level of educational attainment, training, working motivation, and working values; 3) supportive factors such as buildings and its instruments, conducive working climate, and the balance of working improvement and its safety (Wullur, 2010).

There were 3 (three) kinds of data drawn from these three variables through questionnaires as collecting data techniques. The questionnaires were arranged according to Likert scale, where the alternative answers were: mostly agree = 5; agree = 4; doubt = 3; disagreement = 2; mostly disagreement = 1. These questionnaires have been developed through 5 stages as follow: 1) made from theoretical analysis of each variable; 2) from those analysis, dimensions and indicators of each variable are derived; 3) arranged the instrument frameworks into order; 4) arranged items of every variable indicators according to Liker scale; 5) a tried out of questionnaires to some respondents (not included in research sample) to treat the validity and reliability of each instrument items. Then the developed instruments have been distributed to the sample respondents.

**Data analysis.** All collected data from the questionnaires have been analyzed with statistical analysis after implementing the normality test to examine the normality of collected data and linearity tests for the linearity of its variables. The formula of simple and multiple correlation was used to test the hypothesis of this study. The first hypothesis:  $H_0: \rho_{X1Y} = 0$  or  $H_a: \rho_{X1Y} \neq 0$ ; the second hypothesis:  $H_0: \rho_{X2Y} = 0$  or  $H_a: \rho_{X2Y} \neq 0$ ; third hypothesis:  $H_0: \rho_{X1X2Y} = 0$  or  $H_a: \rho_{X1X2Y} \neq 0$ . Where:  $H_0$  = Null Hypothesis;  $H_a$  = Alternative Hypothesis;  $\rho_{X1Y}$  = Coefficient correlation of population between leadership style and training and education productivity of CLAC in North Sulawesi;  $\rho_{X2Y}$  = Coefficient correlation of population between achievement motivation and training and education productivity of CLAC in North Sulawesi;  $\rho_{X1X2Y}$  = Coefficient correlation of population between leadership style and achievement motivation simultaneously with productivity training and education of CLAC in North Sulawesi.

## RESULT AND DISCUSSION

Based on the data analysis, the results were drawn as follow:

1. The productivity of CLAC training and education participants (Y).

Productivity of CLAC Training and Education Participants (Y)

| Variable                                    |   | Mean   | Standard Deviation | Low'st score | Highest score |
|---------------------------------------------|---|--------|--------------------|--------------|---------------|
| Productivity of CLAC training and Education | 1 | 104.00 | 46,807             | 87           | 117           |

2. Leadership Style of CLAC leaders in North Sulawesi (X1).

Data was analyzed assisted by

Version of SPSS, apparently it was

Based on data analysis assisted by 20th Version of SPSS, it was found

found that training and education

productivity of CLAC in North Sulawesi (Y) had mean = 103.63; median = 104.00; mode = 105; standard deviation = 6.807; in the range of 34 with lowest score = 87 and highest score = 117 and over all scores of 8.394. These results are shown in table 4.1

Table 4.1 Statistical Descriptive of

| Variable |  | Mean | Standard Deviation | Lowest score | Highest score |
|----------|--|------|--------------------|--------------|---------------|
|          |  |      | n                  |              |               |

The mean score found = 108.90 if compared to the ideal score = 160, it is indicated that the style of CLAC leaders in North Sulawesi was in high leadership category of qualification,

3. Achievement Motivation (X2)

Based on data analysis assisted by 20th Version of SPSS, it was found

| Variab le                           |        | Mean       | Stand ard Devi ation n | Lo wes t scor e | Hig hes t sco re |
|-------------------------------------|--------|------------|------------------------|-----------------|------------------|
| Leade rshi p Style of CLAC Leade rs | 0<br>5 | 102.8<br>0 | 13,299                 | 77              | 132              |

The mean score found = 102.80 if compared to the ideal score = 155, it is indicated that achievement motivation of CLAC Training and Education Leaders in North Sulawesi was in high category of qualification.

#### 4. The Hypothesis Testing and the Findings

that lowest score of this variable = 80, highest score = 135, mean = 108.90 and standard deviation 13.310. These results were shown in table 4.2

Table 4.2 Statistical Descriptive of

Leadership Style of CLAC Training and Education Leaders (X1) that lowest score of this variable = 77, highest score = 132, mean = 102.80 and standard deviation 13.299. These results were shown in table 4.3.

Table 4.3 Statistical Descriptive of

|               |   |       |        |    |     |
|---------------|---|-------|--------|----|-----|
| Leadership    | 0 | 108.9 | 13,310 | 80 | 135 |
| Style of CLAC | 5 | 0     |        |    |     |
| Leaders       |   |       |        |    |     |

Achievement Motivation of CLAC Training and Education Leaders (X2)

- a. First Hypothesis:** Ho: There was a relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi. Ha: There was no relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi. Based on first hypothesis testing, it was found that the sig value of the relationship between leadership style and productivity of CLAC training and education participants in North Sulawesi was 0.000. If it compares to probability value: 0.05, it was found that the probability value was 0.05

bigger than significant value 0.000 or  $0.05 > 0.000$ . There for Ho was accepted and Ha was rejected, It was meant that there was a significant relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi.

- b. 2<sup>nd</sup> Hypothesis.** Ho: There was a relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi.  
**Ha:** There was no relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi. Based on 2<sup>nd</sup> Hypothesis Testing, it was found that the significant value of relationship between achievement motivation variable and productivity of CLAC training and education participants in North Sulawesi was 0.000. If it compares to probability value: 0.05, it was shown that the probability value 0.05 was bigger than the significant value 0.000 or  $0.05 > 0.000$ . There for Ho was accepted and Ha was rejected, It was meant that achievement motivation was significantly related to productivity of CLAC training and education participants in North Sulawesi.
- c. 3<sup>rd</sup> Hypothesis.** Ho: There was a relationship between leadership style of education leaders and achievement motivation simultaneously with productivity of CLAC training and education participants in North Sulawesi. Ha: There was no relationship between leadership style of education leaders and achievement motivation simultaneously with productivity of CLAC training and education participants in North Sulawesi.

Based on 3<sup>rd</sup> Hypothesis Testing, it was found that, through correlation coefficient computation:  $R_{YX1,X2} = 0.773$  and coefficient value of R square = 0.598,

with probability value = 0.000, while sig. F change = 0.05 or  $0.05 > 0.000$ . There for  $H_a$  was rejected and  $H_o$  was accepted. Those computations proved that leadership style of education leaders and achievement motivation were simultaneously significantly related to productivity of CLAC training and education participants in North Sulawesi.

### **The Description of Findings**

1. There was a significant relationship between leadership style of education leaders and productivity of CLAC training and education participants in North Sulawesi. It was like that because every leader has their own strategies in formulating their institution programs and how to implement them in their own institution. Also the training tutors as the source of learning activities must have elements of knowledge, ideas, and life skills such as educational livelihood skills. These elements have been the assets of the leaders to empower tutors as the superior source of learning for every CLAC in North Sulawesi Province. Thus the concept of empowering process proposed by Suzane Kindervatter has become a must and unconditional for the CLAC leaders to be implemented (Wullur, 2015). This concept is about empowering process toward potentialities of CLAC learning resources and learning participants.
2. There was relationship between achievement motivation and productivity of CLAC training and education participants in North Sulawesi Province. Empirically this finding proved that the productivity of training and education participants can be determined by the achievement motivation of CLAC training and education participants themselves. This finding is supported by the concept of motive as a power or force in someone that can drive his/her motivation to make achievement which can be seen on his/her enthusiasm in doing things whether intrinsically or extrinsically (Bolangitan, 2015). In such a way that the dominant factor such as motive can be trigger to cause motivation in influencing someone to do things in the organization activity. There for, the real achievement motivation of learning tutors was their achievement attained in their work that arose a source of work satisfaction. The achievements achieved can be sources of appreciation, promotion, and bringing up to more responsibilities by CLAC leaders.

### **CONCLUSION**

Leadership style of CLAC leaders is significantly related to productivity of CLAC training and education participants in North Sulawesi Province. It indicated that the more effective the leadership style practiced by CLAC leaders, the more increased the productivity of CLAC training and education participants in North Sulawesi Province.

On the contrary, the less effective the leadership style practiced by CLAC leaders, the less increase the productivity of CLAC training and education participants in North Sulawesi Province.

Achievement motivation is significantly related to productivity of CLAC training and education participants in North Sulawesi Province.

It indicated that the higher the achievement motivation attained, the more increased productivity of CLAC training and education participants in North Sulawesi Province. On the other way, the lower achievement motivation attained, the lower productivity of CLAC training and education participants in North Sulawesi Province.

Leadership style of CLAC leaders and achievement motivation as they group together are simultaneously significantly related to productivity of CLAC training and education participants in North Sulawesi Province. It indicated that the more effective leadership style of CLAC leaders and the higher achievement motivation, as they group together simultaneously, the more increase the productivity of CLAC training and education participants in North Sulawesi Province. On the reverse way, the less effective the leadership style practiced by CLAC leaders and the lower achievement motivation attained as they group together simultaneously, the lower productivity of CLAC training and education participants in North Sulawesi Province.

## REFERENCES

- Abdullah, M. (2008). *Leadership and management*. Jakarta: Rajawali Press.
- Bolangitan, A. H. (2014). *Learning services management of community learning activity center in Minahasa region of North Sulawesi* (Unpublished doctoral dissertation). Jakarta: UNJ Graduate Studies.
- Hersey, P., & Blanchard, K. H. (1988). *Management of organizational behavior: Utilizing human resources*. Englewood Cliffs, NJ: Prentice Hall.
- Government Office of Education Department of Minahasa Region. (2015). *Annual report of community education sector*.
- Miftah, T. (2007). *Leadership in management*. Jakarta: PT Raja Grafindo Persada.
- Papuling, S. (2017). *Achievement motivation of learning tutors in implementing learning activities of Package C in SKB Talaud Region*. Tondano: FIP Unima.
- Pinontoan, M. (2011). Implementing learning system of school-based entrepreneurship (A multisides study at Tomohon Christian Vocational High School, Manado I Public Vocational High School and Bitung 1 Public Vocational High School). *Journal of Formas Malang*, 4(4), June 2011. Malang.
- Tamboto, H. (2006). *The effect of motives factors and economical behavior toward choices of education specifications (A study of public university students in North Sulawesi Province)* (Unpublished doctoral dissertation). Malang: UM Graduate Studies.
- Wahyudi. (2009). *Leadership of school principals in learning organizations*. Bandung: Alfabeta.
- Wahjosumidjo. (2005). *Leadership of school principal*. Jakarta: Raja Grafindo Persada.
- Wibowo. (2007). *Management of work performance*. Jakarta: Raja Grafindo Persada.
- Wullur, M. (2010). *The system of out side school*. Tulungagung: Eternal Light Publisher.
- Wullur, M. (2011). Management of elementary school teachers' academic competency on the concept of cultural Si Tou Timou Tou values. *Journal of Formas Malang*, 4(4), June 2011. Malang.