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Model of Leadership Style to Achieve Success of High Private Education Information System

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ABSTRACT

The purpose of this research is to explain about the influence of employee maturity to situational leadership and also of the success of information systems of private universities Private College Coordinator of area VII and VIII (Kopertis) of region VII and VIII located in East Java and West Nusa Tenggara (NTB) provinces. Sampling was done by purposive sampling, with a sample of 5 high schools. Respondent is the leader who handles SI-PTS at lower management level, so that it amounts to 30 leaders in three sub-fields of SI-PTS, namely academic sub-division, financial sub-sector and library sub-sector. The results showed that of the four most significant leadership style is the task maturity and psychological maturity and behavior participation with determination R = 0.62774 on the success of SI-PTS compared with others. While the influence of task maturity and psychological maturity to the success of SI-PTS showed a significant level with a determination R = 36.44%. The influence of task maturity and psychological maturity to the same success that is with the same value of the variable ability and the willingness variable that is equal to 0.313757.

Keywords: Situational Leadership, Systems, Information, Private Higher Education
JEL Classifications: D83, I23

1. INTRODUCTION

Globalization marked by the absence of boundary-less boundaries provides both opportunities and challenges for all countries (Ilomäki et al., 2016). One of the opportunities that can be utilized is the amount of information that can be absorbed by the community in line with the development of supporting technologies (Sá et al., 2016). Meanwhile, there are various organizational challenges to realize better performance, which is not only demanded for the private sector, but the public sector is demanding the same thing (Muñoz et al., 2017). This global era, then a country's competitive advantage over other countries is a decisive factor in order to survive, play, and compete (Kaplan and Haenlein, 2016). To perpetuate its existence, the actor's competitive advantage must also be sustainable because essentially the actors want to perpetuate their existence (Mader et al., 2013). Continuous competitive advantage is the corporate/organizational actors to achieve the ultimate goal, which is high profit (Al-Mamary et al., 2014) performance. So also with the rapid development of technology in the current era.

The development of information and communication technology (ICT) causes the absence of distance and boundaries between one person and another, group one with other groups, and between one country to another (Tajuddin, 2015a). Communication between countries takes place very quickly and easily (Tajuddin et al., 2012). So also the development of information across the world can be easily accessed through information technology such as through the internet. Money transfer and capital investment by foreign businessmen can be done in seconds. Conditions of information technology and industrial progress that took place very quickly and tightly in the era of globalization, demanding every country to improve itself in the face of such competition (Priyogi et al., 2017). The rapid development of information technology,

for example, is one of the main features of global development in the 21st century (Alreemy et al., 2016). Ready or not ready it is a reality that must be faced with the quality of human resources with superior competitiveness in managing the ICT.

ICT is one of the increasingly needed factors are the increasing need for information that is very diverse (Tajuddin et al., 2013). Presentation of effective and appropriate information will make the performance of an institution/company or organization more qualified (Xu et al., 2013). To produce this information then needed an information system that supports in data processing. The process of recording the complaints data from students and other academic, financial and other processes that are still manuals causes the services to students to be less than optimal (Romero-Rodríguez et al., 2016). To record and organize the process, an information system is needed to support more effective and efficient productivity (Mtebe, 2015). The world of universities should also pay attention to the progress of ICT.

Higher education institution, is a place of collaboration of three aspects of education, in the form of teaching, research and community service (Kretek et al., 2013). Institutions must be able to build various supporting facilities, both real and non-real in order to achieve the success of the above three aspects. As future challenges develop, institutions must also realign each process and system implemented in order to build a superior learning movement (Kaplan and Haenlein, 2016). Currently. As an educational organization, leadership at universities is different from other forms of organizational leaders (Tajuddin et al., 2012). Leading a different business company with leading college. So also leading an area such as a sub-district head, bupati or governor would also be different from leading a high school or university (Tajuddin, 2015a). A rector, chairman or director of a polytechnic/academy has a different style from a sub-district administrator or a business enterprise director.

Leaders have a major role in making decisions (Williams, 2006). Mistakes in making decisions will lead to college failures to achieve goals optimally (Trottier et al., 2008). Therefore, it is necessary for a leader's ability to make quick and precise decisions. Speed and precision in making decisions are influenced by sufficient data and information about decisions taken (Gladstone and Pepion, 2017). Universities should have a reliable information system for decision-making by the leadership can be done well (Kretek et al., 2013). In a college of course, there are rules of command both written and unwritten. The larger the college the more complex the rules within that organization are. Universities as open-ended organizations are likely to influence and be influenced by systems from outside universities (Tajuddin et al., 2013). The rules of command in universities are simply called bureaucracy (Branson et al., 2016). Each college has different bureaucratic characteristics. State and private universities have a much different bureaucracy.

Universities in each section have data that has been processed into information, where the information is related to one part with other parts (Zaied, 2012). The effect if the data that has been informed a part has not been completed then the other part will be late in the next process (Fehrenbacher, 2016). The importance of handling this information applies also to private universities (PTS), where PTS is the participation of the community in order to participate to eradicate the life of the nation (Tajuddin, 2015b). Where the leader who handles this PTS must really carry out their duties. Leadership is very important role in the framework of PTS management to promote education in this country, then in every decision will affect the subordinates he leads (Tajuddin et al., 2013). Whether it is upper level leadership, middle level and lower level, especially lower level managers who handle the PTS operations as well as in the Information System Management Higher Education (SI-PTS) is very big role (Tajuddin, 2015a).

Increasingly competitive competition in private universities managed by the public requires the managers to design a college information system in helping business activities to achieve the goals of private universities and as a service for stakeholders (Daradkeh and Al-Dwairi, 2017). The use of this information technology and systems should be aligned and in accordance with the direction of the strategy, many cases of system and information technology utilization fail in achieving organizational objectives because they are not based on a strategic plan of utilizing information technology (Ghosh et al., 2014).

Information technology offers ease, especially on the application of the Information System of Private Higher Education (SI-PTS) at Private Higher Education (PTS) (Tajuddin et al., 2012), expected to be able to play as sub system from higher education in giving data and relevant information, accurate and timely to improve the effectiveness and efficiency in the management of private universities in supporting the National Education System in the face of this information age (Tajuddin et al., 2014). SI-PTS is to succeed, then determined also by the leadership style that is done against the user (member organization) that handles the system. The style of leadership that is meant here is situational leadership style, which is about the style of leadership that is task-oriented and relationship-oriented to existing users, which is divided into four leadership behaviors of delegation behavior, participation, consultation and instruction.

The four leadership behaviors are determined by the level of employee maturity, so that a leader must know the level of maturity of employees individually or in groups. Moreover, the lowest level of leadership that handles management operations is so important to the tasks assigned to subordinates, so the success of SI-PTS used can be achieved. The success of SI-PTS are also determined by the level of system quality, information quality, ease of information, user satisfaction, individual influence and conflict resolution by the lower level management.

2. LITERATURE REVIEW

2.1. Situational Leadership

The situational leadership model (SLM) initiated by Hersey and Blanchard seeks to integrate a three dimensional leader's effecting approach model with a leadership style based on the specific demands of an specific environmental situation, suggesting that a leader's style corresponding to a particular situation is effective

(Meier, 2016) which does not fit a particular situation is called ineffective (Silverthorne and Wang, 2001). Situational leadership style places, situations in which the maturity of subordinates, both individuals and groups has an influence on a particular style (Hill and Bartol, 2016). Hersey and Blanchard that focus on leadership behavior in relation to followers (chairmen and members). While external factors such as boss, peer, organization, type of work and time including the situation do not become an emphasis in this study. It further argues that situational leadership can be applied in every type of organization, whether government organizations, business and industry, military and family.

SLM gives more emphasis to followers and their level of maturity. Leaders should be able to assess appropriately or assess intuitively the level of employee maturity and use a leadership style that matches that level of maturity (Silverthorne and Wang, 2001). Readiness here is defined as the ability and willingness of a trafficker to take responsibility for their behavior.

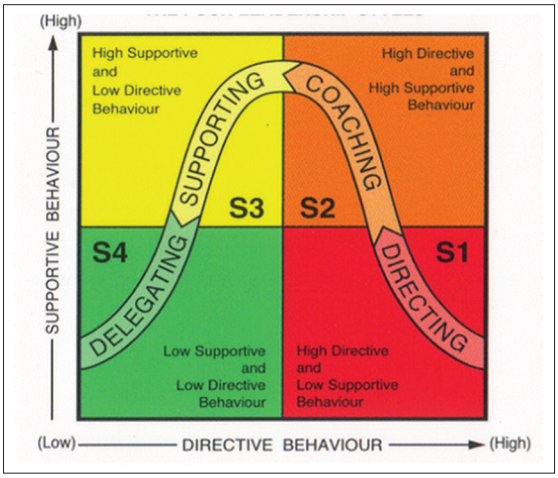
Employee maturity is of two important types: Work maturity and psychological maturity. A person with high job maturity has the knowledge and ability to do their job without the direction of the manager. A person with a high level of psychological maturity has a level of self-motivation and a desire to do high-quality work. This person also does not need supervision. The right leadership style will depend on the person or group being led. The Situational Leadership Theory identifies four levels of employee M1 to M4 maturity (Lynch, 2015) (Silverthorne and Wang, 2001):

1. M1 - Is an employee who does not have the specific skills required for the job, is unable and unwilling to perform or take responsibility for the work or duties.
2. M2 - It is the subordinate who cannot take responsibility for the task performed, but they are willing to work on the task. They are beginners, but have enthusiasm and motivation.
3. M3 - Is an experienced and capable employee, but has no belief or willingness to take responsibility.
4. M4 - They are experienced in the task, and comfortable with their own ability to do well. They are capable and willing to not only do the task, but to take responsibility for the task.

While situational leadership styles are divided into four parts, namely (Lynch, 2015) (Silverthorne and Wang, 2001):

1. G1 - High-directed and low-support leader behavior is referred to as Instruction because this style is characterized by one-way communication. Leadership behaviors limit the role of followers and tell what, how, when, and where to perform various tasks.
2. G2 - High-level leader's behavior and high support are referred to as Consultation, because in using this style, the leader still gives a lot of direction. In increasing the number of two-way communication and supportive behavior by trying to hear the feelings of followers about the decisions made, as well as their ideas and suggestions ideas. Despite enhanced support, control (control) over decision-making on leaders.
3. G3 - Highly supportive and low-leader behavior is referred to as participation, because the control position on problem solving and decision-making is held interchangeably. With the use of these three styles, leaders and followers exchange ideas on problem solving and decision-making.

Figure 1: The four leadership styles



4. G4 - Low leader's behavior of support and direction is referred to as delegation, because leaders discuss issues together with subordinates so that mutual agreement is reached. Decision-making processes are delegated entirely to subordinates.

2.2. Situational Leadership and Employee Maturity

The situational leadership with the leader style corresponding to employee maturity is linked to the task orientation and relationship orientation that the leadership style can be divided into four (4) styles consisting of (Meier, 2016) (Schroeder, 2016) (Lynch, 2015): (1). Instruction style; (2). Consultation style; (3). Participation style; (4). Delegate style (Figure 1).

2.3. The Information Systems of Higher Education (SI-PTS)

A system that handles data recording, processing and submission of results based on these procedures is called administrative and in relation to information all under the information system of universities (SI-PTS) which is a system consisting of 9 Sub systems (Tajuddin et al., 2013) (Tajuddin, 2015b) (Muhammad et al., 2016):

1. Academic field subsystem;
2. Library subsystem;
3. Subsystem of finance;
4. Sub-field personnel;
5. Sub-field of research;
6. Infrastructure subsystem;
7. Cooperation subsystem;
8. Subsystems of community service;
9. Subsystems of student and alumni affairs.

2.4. Successful SI-PTS

The conceptual definition of success of SI-PTS is the result achieved by the employee in a certain period of time based on the standards set by the institution or organization. The success variables of a SI-PTS can be measured as follows (DeLone and McLean, 1992) (DeLone and Mclean, 2002) (Tajuddin, 2015a) (Delone and Mclean, 2004):

a. System quality includes: System flexibility, fixed error, data security and model.

b. Quality information includes: Accuracy of output, timeliness, relevant.
c. The ease of information includes: Volume of output.
d. User satisfaction includes: Payment method of service, trust user to systems.
e. Individual influences include: Computer support to user needs, usability (perceived utility).
f. Service quality includes: Competent technical knowledge from staff of computer based information systems (CBIS), CBIS staff capability, User understanding of the system.
g. Conflict solvers include: Relationship between the user and CBIS staff, position of organization in CBIS unit, communication between user and CBIS staff.

2.5. Framework

Departing from the three concepts above situational leadership, employee maturity and success of SI-PTS, it can be made a research model as follow (Figure 2):

For more details the framework that can be made from the picture above is as follows (Figure 3):

Information: X1: Task maturity; X2: Psychology maturity; X3: Instruction behaviors; X4: Consultation behaviors; X5: Participation behaviors; X6: Delegation behaviors; X7=Y: Information success (SI-PTS).

2.6. Hypothesis

1. There is influence between work maturity and psychological maturity with instruction behavior toward the success of SI-PTS.
2. There is influence between job maturity and psychological maturity with consultation behavior to the success of SI-PTS.
3. There is influence between the maturity of work and psychological maturity with the behavior of participation in success SI-PTS.
4. There is influence between employee maturity and psychological maturity with delegation behavior toward success SI-PTS.
5. There is influence between job maturity and psychological maturity on the success of SI-PTS.
6. There is an influence between employee maturity to situational leadership style and also to the success of SI-PTS.

3. RESEARCH METHODOLOGY

3.1. Method of Collecting Data

The technique used in data collection is descriptive research, which is a research method that provides an objective picture of an existing problem. Methods of data collection conducted in this study are as follows (Tajuddin et al., 2012) (Muhammad et al., 2016):

a. Interview. This method is done by collecting data in a personal form conducted by the interviewer in this case is a researcher to the stakeholder associated with the process of publication or delivery of information announcement in one of the studies program at higher education X.
b. Literature studies, how to do to collect data in this research that is by collecting data or sources related to the topic under study. Literature study in this research is obtained from various sources, journals, documentation books, internet and other library materials. This process is done to search and collect all the information needed for the development of information system announcement program in higher education X.
c. Observation is the whole activity of observation of an object or others. This process is done to seek information from observation and then drawing conclusions about the cause and effect. When this research stage is done, the researcher made direct observation to the research place in the study program at higher education X.

Figure 2: Research model

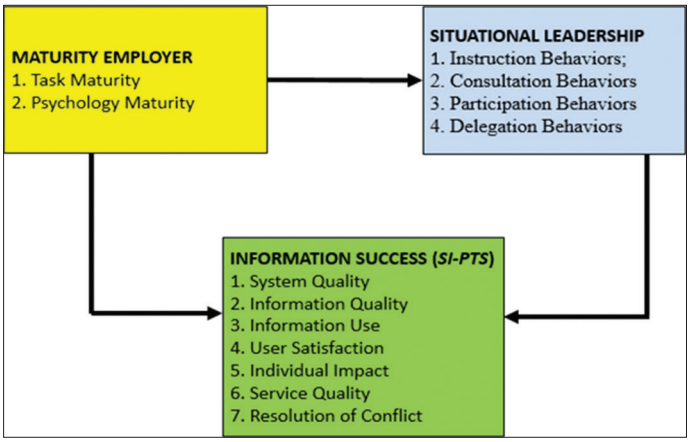
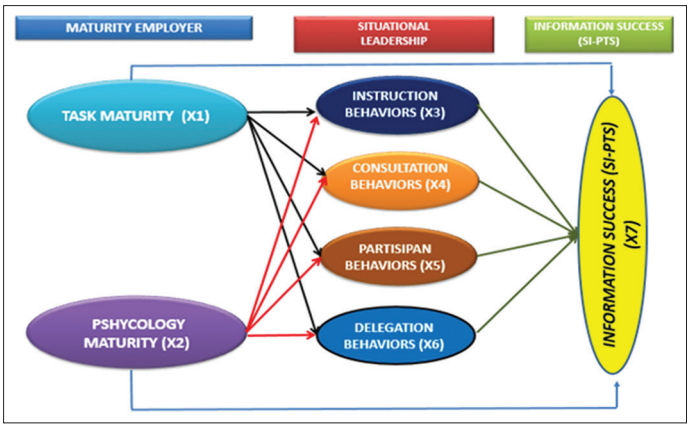


Figure 3: Hypothesis model



3.2. Types of Research

The type of research used is survey research, is research by taking samples from the population and using questionnaires as a suitable data gathering tool (Tajuddin et al., 2012).

3.3. Research Sites

The research location is private higher education (PTS) in the form of High School in East Java and NTB.

3.4. Population and Sample

The population is the lower level leadership in five private universities in the form of High School which has implemented the Higher Education Management Information System (SI-PTS) at least in three sub-fields, namely Academic sub-division, field of libraries at each research site (Tajuddin, 2015b) (Muhammad et al., 2016).

Because the population is the lower management of the five high schools there are 50 people, in sampling using Purposive Sampling as many as 30 lower-level leadership as sample. With some considerations, among others, the lower level leadership of the five existing high schools has handled the SI-PTS and operationals, so it is expected to be able to provide an overview of what is expected from this study.

3.5. Unit of Analysis

The unit of analysis in this study is individual lower level leadership who handles the field of SI-PTS in each PTS.

3.6. Validity Test

Data is important, this is because the data describes the variables studied and serves as a hypothesis proof tool. Therefore, whether or not a data really determines the quality of the data. It really depends on both the bad data collectors. While good instrument must fulfill two important requirement that is Valid and Reliable, testing to validity and reliability of data is done with the aid of Product Moment correlation, with following formula (Muhammad et al., 2016):

$$r = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\left\{n\Sigma x^2 - (\Sigma x)^2\right\}\left\{n\Sigma y^2 - (\Sigma y)^2\right\}}}$$

3.7. Test of Reliability

Reliability is an index indicating the extent to which a measuring instrument can be trusted or reliable. To know the measuring instrument is reliable or not, tested by using the split method, which consists of even and even halves, then the results of both hemispheres are correlated. If the correlation results show a larger number of r table and the value is close to 1, then the measuring instrument used is declared reliable or reliable. To find reliability for the whole item is to correct the correlation numbers obtained by entering into the inner formula (Tajuddin, 2015b):

$$\text{r tot}\frac{2\ (\text{r.tt})}{1+\text{r.tt}}$$

Information: r.tot: The overall reliability coefficient of the item, r.tt: Coefficient of even and odd-number correlation.

3.8. Analysis Method

Analysis method used is path analysis method (path analysis). The causal relationship model is the development of correlation analysis, partial analysis and multiple regression analysis. The path analysis model is suitable for data that meets the assumptions that apply to the regression analysis (Tajuddin et al., 2012) (Tajuddin, 2015a) (Tajuddin, 2015b).

4. RESULTS AND DISCUSSION

4.1. General Leadership Overview Lower (Lower Management)

The data collected as 30 responders were done by data processing with the result based on education level that is: High school 3.33%, Diploma three (D3) 23.33%, Bachelor 56.67% and S2 degree as much 16.67%. Based on the working period, namely: 1–3 years, 10%, 4–6 years working period of 26.67%, 9–9 years working period of 23.33% and more than 9 years working period of 40%. Based on sex are: men as much as 60% and women as much as 40%.

4.2. Description of Research Variables

4.2.1. Employee maturity

Based on the level of maturity of work that most owned by employees at the maturity level of work with code five is at the level of "very capable" with frequency of 30% and the smallest at the level of job maturity in code one "very less able" a frequency of 3.33%. While based on the level of psychological maturity of employees is the most owned by employees at the level of psychological maturity ranks third is the level of "willpower" with the frequency of 50% and the smallest in the level of maturity ability of employees "very large willingness" with a frequency of 6.67%.

4.2.2. Situational leadership

Situational leadership consisting of the most instructive, consulting, participation and delegation behavior of employees at the level of "consultation behavior" with code two that is with the frequency of 33.33% and the smallest on the "participation behavior" with the code three with a frequency of 16.67%.

4.2.3. Successful SI-PTS

Successful SI-PTS Success with three codes, with frequency of 36.67% and smaller at "very successful" level with code five with frequency equal to 6.66%.

4.2.4. Hypothesis testing

Hypothesis testing as has been proposed above, which uses a statistic analysis tool that is path analysis which shows the following results:

Hypothesis 1: There is an influence between job maturity and psychological maturity with the behavior of Instruction to Successful SI-PTS.

R^2: 0.3089; F: 8.9416; P: 0.0477.

The results of the above analysis shows that F arithmetic is 8.9416 >F table of 6.94. Likewise, the P = 0.0477 is smaller than the error rate () of 0.05. This indicates a significant level at the 5% error level, meaning that the model's ability to explain the diversity of success of SI-PTS (X7) on the instruction behavior is 30.89%.

The amount of beta on work maturity variable (X1) is 0,551194 and psychological maturity (X2) variable is 0,070133. While the level of significance of work maturity variable (X1) is shown with significant t = 0.0368 and 0.0299 for X2. This shows that at 5% level of employee maturity has a significant effect on the behavior of instruction (X3), bigger influence from employee maturity to instruction, behavior on job maturity (ability) with percentage 55.12% compared with psychological maturity (willingness) by 7% (Table 1).

Hypothesis 2: There is an influence between job maturity and psychological maturity with consultation behavior on successful SI-PTS.

R^2: 0.31070; F: 5.17763; P: 0.0271.

The error rate of 5%, where the value of F arithmetic of 5.17763 is greater than F table of 4.74, this means that the variables X1, X2 and X4 significantly influence X7. Likewise, the p value of 0.0271 means less than the error rate of 0.05. This means that the model's ability to explain the diversity of success of SI-PTS is 31.07%.

Thus the hypothesis which states there is influence between job maturity and psychological maturity and consultation behavior towards the success of SI-PTS accepted. For more details can be seen on the Table 2.

The amount of beta on employee maturity variable consisting of task maturity (X1) of 0.310184 and psychological maturity (X2) of 0.29316 to consultation behavior. While the level of significance of work maturity variable (X1) is indicated by significant t of 0.0175 and 0.0299 for X2. This shows that at 5% level of employee maturity have significant influence on consultation behavior (X4), bigger influence from employee maturity to consultation behavior on job maturity with percentage 31.01% compared with psychological maturity equal to 29.32%.

Hypothesis 3: There is an influence between job maturity and psychological maturity with participatory behavior on successful SI-PTS.

R^2: 0.62774; F: 9.68633; P: 0.0372.

The error rate of 5%, the variables X1, X2 and X5 significantly influence on X7, namely the success of SI-PTS with P = 0.0372 which means smaller than alpha 0.05 and also the value of F arithmetic of 19.68633 means morelarge from the F table value of 19.0. This shows that model's ability in explaining the diversity of success of SI-PTS (X7) is 62.77%.

Hypothesis that states there is influence between job maturity, psychological maturity and participatory behavior towards the success of SI-PTS accepted. For more details can be seen on the Table 3.

The amount of beta on employee maturity variable consisting of job maturity (X1) of 0.511421, psychological maturity (X2) of 0.152754 to the participation behavior. While the level of significance of work maturity variable (X1) is indicated by significant t = 0.0464 and 0.0330 for X2. This shows that at 5% level of maturity variable has a significant effect on the participant behavior (X5), the most influence from employee maturity to the behavior of participants on job maturity with percentage 51.14% compared with psychological maturity equal to 15.28%.

Hypothesis 4: There is an influence between job maturity and psychological maturity with delegate behavior on successful SI-PTS.

R^2: 0.39406; F: 6.12583; P: 0.0285

The error rate of 5%, the variable of job maturity, psychological maturity and delegation behavior significantly influence the success of SI-PTS (X7) with P = 0.0285 smaller than the error rate of 0.05 and F count of 6.12583 more large from F table of 5.79. This shows that the model's ability to explain the diversity of success of SI-PTS (X7) is 60.64%.

Hypothesis which states there is influence between job maturity, psychological maturity and delegation behavior towards the success of SI-PTS accepted. For more details can be seen on the Table 4.

The amount of Beta on employee maturity variable consisting of job maturity (X1) of 0.656882 and psychological maturity (X2) of 0.200112 to the behavior of the delegation. While the level of significance of work maturity variable (X1) is shown with significant t = 0.0312 and 0.0466 for X2. This shows that at 5% level of employee maturity has significant effect on the behavior of delegate (X6), bigger influence from employee maturity to instruction behavior on job maturity with percentage 65.69% compared with psychological maturity equal to 20.01%.

Hypothesis 5: There is an influence between maturity of work and psychological maturity to successful SI-PTS.

R^2: 0,36443; F: 7.90634; P: 0.0022

The above data shows that the variables of ability (X1) and Will (X2) have a significant effect on the success of SI-PTS with F count of 7.9063 which shows the value is greater than F table of 3.34 and also at the error rate of 0.05 where the value P = 0.0022 is smaller. This shows both variables are X1 and X2 affect the success of SI-PTS.

Hypothesis which states there is influence between employee maturity to success of SI-PTS acceptable. To know in details the influence of each variable can be seen through each regression coefficient. While to know the level of significance is used t-test, that is comparing the probability value at the error rate of 5%. For more details the value of each is like the Table 5.

With respect to the above table where the value (β) is the same for the ability and volitional variables of the will. This means that ability and willingness have the same effect on the success of SI-PTS.

Hypothesis 6: There is an influence between employee maturity to situational leadership and also SI-PTS Success.

R^2: 0.40072; F: 3.20955; P: 0.0233.

Employee maturity and situational leadership style significantly influence the success of SI-PTS with P = 0.0233 means smaller than alpha 0.05 and F count 3.20955 bigger than F table 2.67. This means that employee maturity variable and situational leadership style significantly influence the success of SI-PTS.

Table 1: Results of the analysis of variables X1, X2 and X3 to X7

Independent variable	Dependent variable	β	t-value	Probability
X3	X1	0,551194	3,013	0,0368
X7	X2	0,070133	3,113	0,0299

Table 2: Results of the analysis of variables X1, X2 and X4 against X7

Independent variable	Dependent variable	β	t hitung	Probability
X4	X1	0.310184	2,699	0.0175
X7	X2	0.293164	2,661	0.0299

Table 3: Results of the analysis of variables X1, X2 and X5 to X7

Independent variable	Dependent variable	β	t hitung	Probability
X5	X1	0,511421	4,896	0,0464
X7	X2	0,152754	4,276	0,0330

Table 4: Results of analysis of variables X1, X2 and X6 to X7

Independent variable	Dependent variable	β	t-value	Probability
X6	X1	0,656882	2,803	0,0132
X7	X2	0,200112	2,954	0,0466

Table 5: Results of X1 and X2 variable analysis of X7

Independent variable	Dependent variable	β	t-value	Probability
X7	X1	0.313757	3.358141	0.0013
	X2	0.313757	3.358141	0.0013

Table 6: Results of X1 and X2, D1, D2, and D3 variable analysis of X7

Independent variable	Dependent variable	β	t-value	Probability
X7	X1	0.215375	3.5405	0.00166
	X2	0.197528	3.5405	0.00166
	D1	0.185486	3.5405	0.00166
	D2	0.044275	3.5405	0.00166
	D3	0.215375	3.5405	0.00166

Hypothesis that states there is influence between employee maturity to situational leadership style and also to the success of SI-PTS acceptable. For details Table 6. Results of employee maturity variable analysis and leadership style on the success of SI-PTS are presented in Table 6.

The value of beta for variable X1 is greater than beta in X2 variable that is 21.54% for X1 and 19.75% for X2, it means greater ability influence than will.

4.3. Discussion

Test results against the hypothesis that has been proposed above, it can be discussed in detail is as follows:

1. Influence of work maturity and psychological maturity to behavior instruction, behavior of consultation, behavior of participation and behavior of delegation to success of SI-PTS. Based on the results of tests conducted on research variables based on the analysis of the paths that have been stated above, either jointly or partially, that the maturity of employees significantly influence the leadership situational consisting of the behavior of instruction, consultation, participation and delegation and also against success of SI-PTS, where the greatest influence is shown in situational leadership on Participation Behavior with determinant R equal to = 62.77%, because by seeing the value of R2 is bigger compared to other behavior.
2. The influence of work maturity and psychological maturity on the success of SI-PTS. Based on the results of tests conducted on research variables based on path analysis that has been stated above, either together or partially that the maturity of employees consisting of job maturity and psychological maturity significantly influence the success of SI-PTS. Where the influence is equal to the success of SI-PTS on job maturity with a value of 0.313757 which means the ability and willingness to give the same contribution in the model of 31.38%.

5. CONCLUSIONS

The result of this research from four situational leadership style that is instruction behavior, consultation behavior, behavior of participation and behavior of delegation that is most suitable to be applied for success of SI-PTS can be achieved optimally that is leadership style with Participation Behavior, because participation behavior with determination R most large, that is equal to 62.77% compared with other leaders behavior. So also with the maturity of employees consisting of job maturity and psychological maturity have the same effect on the success of SI-PTS, value of β with the same of 31.38%.

The leaders of private universities in this case leaders at the level of lower management that handles directly about the SI-PTS, both on operational and maintenance, so it can run as expected. Should high school leadership provide training and training, both on the internal scope and on the external scope, thus increasing insight and ability for the leadership at this lower level and provide motivation in the face of the development of the SI-PTS.

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