LEADERSHIP PRACTICES AND TEACHER DEVELOPMENT IN LBPP LIA MERCU BUANA

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ABSTRACT

Leadership plays an important role in the organization. The role of leaders in any organization is very dominant in generating employee's development. The company's goal will be difficult to achieve if the employee does not explored its potential as fully as possible or in placing the company among potential employees. Employee's development plays an important role in organization. This is the part when employees know their personal and professional development in their job. Employee development is a key contributor to a business strategy based on developing intellectual capital, helps develop managerial talent, and allows employee to take responsibility for their careers. The purpose of this research is to determine the leadership factors that effect and predict teacher's development in LBPP LIA Universitas Mercu Buana. After finding the result of this research, LIA UMB leader and management could utilize the information to enhance teacher's development in LIA UMB. This research is supported by qualitative and quantitative research and could be concluded that leadership factors which is encourage, respect, responsible, discipline, supportive and communicative are significantly related to employee development. Based on the research, it can be found which leadership factors that predict teacher's development in LIA UMB.

Keywords: leadership, leadership factors, employee development.

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INTRODUCTION

Background

Leadership plays an important role in the organization. Each organization has its own leadership that can be felt by their employees in term of motivation and development in the job. Decisions and work processes that occur within the organization could not be separated from the influence of the prevailing leadership. Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2009. p20).

The role of leaders in any organization is very dominant in generating employee's development. The company's goal will be difficult to achieve if the employee does not explored its potential as fully as possible or in placing the company among potential employees. Employees development plays an important role in organization. This is the part when employees know their personal and professional development in their job. Employee development is a key contributor to a business strategy based on developing intellectual capital, helps develop managerial talent, and allows employee to take responsibility for their careers (Noe, Hollenbeck, Gerhart, Wright, 2006. p383). In the journal of European Journal of Work and Organizational Psychology by Bernard M.Bass, Two Decades of Research and Development in Transformational Leadership (1999), leader could move the employee (follower) beyond immediate self-interest through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. It elevates the employee's level of maturity and ideals as well as concern for achievement, self actualization, and the well being of others, the organization and society.

In this thesis, researcher conducted a study on Lembaga Bahasa dan Pendidikan Profesional LIA or LBPP LIA Mercu Buana. LBPP LIA is a non formal English Course and become a famous franchise business, one of which is LBPP LIA Mercu Buana. LIA UMB focuses LIA language institute English education. In the era of highly developed the desire to learn English is increasing, the more professional English teachers are required. LIA UMB language

institute has about more than 1000 students in 2010-2011 and only few teachers who teach at this time. One obstacle in the works is the incompatibility of their salary each month.

Few problems that could be found in LBPP LIA Mercu Buana:

1. Teachers feel that their salary is not balance with their demand as a teacher. It is the fact that salary is counted by per hour in class. The range of salary in LBPP LIA Mercu Buana is Rp 2.000.000 – Rp. 3.000.000 every month and only few that hired to be a full time teacher. Teachers feel that their salary could not fulfill their needs.

2. LIA's management does not provide or create career path for teachers.

   Source: Interview in LBPP LIA Mercu Buana, August 2011.

Employee development is a little bit forgotten because of the foundation is concerned more in profit than the welfare and development of teachers. Here, the role of the teacher leader or so-called Head of Academic Affair (HAA) is very important to maintain cohesiveness and increase the development of teachers to continue to provide the best in their work as LIA's teachers. The efforts of leader become the mediator between teachers and top management is considered extraordinary. Head of Academic affair proposed several teachers development program for the purpose of increasing teacher's professionalism. Under the HAA leadership, LIA teachers are encouraged to take many training and seminars, even to teach a higher level class to increase their potential in teaching. Several experienced and professional teachers are lecturers in University of Mercu Buana due to the development program for teachers in LIA. What leadership factors that can develop teachers to teach and what factors can raise their professionalism in their career. Considering how important of leadership in increasing employee's development, the author is interested to take title **Leadership Practices and Teacher Development in LBPP LIA Mercu Buana.**

Problem Identification

What are leadership's factors in LIA Mercu Buana which relate teacher's development?

1. How is the relationship between leaderships factors and teacher development in LIA Mercu Buana?

2.   Which factors of leadership that predict teacher's development?

Objective
The objective of writing this research is to explain the phenomenon of leadership at LBPP LIA Mercu Buana by looking for:
1. Factors of leadership that relate teachers' development.
2. Factors of leadership that affect teacher's development.
3. Which factors of leadership that predicts teacher's development

Benefits
The benefits of this research are:
1.   Company can improve its leadership by knowing what factors in the leadership that could affect employee development. This research gives several approaches to enhance employee development through its leadership style.
2.   This research could be obtained by the public in conducting entrepreneurship. So this research can develop the company to increase and upgrade their employee's potential to achieve company's goal.
3.   This research will broaden researcher horizon about how leadership could affect employee development through its factors.

LITERATURE REVIEW

Leadership
Leadership is about influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organization of which they are members (House, Javidan, Dorfman, 2001,p489-p505). Leaders apply various forms of influence – particularly persuasion and related tactics that build commitment – to ensure that followers have the motivation and role clarity to achieve specified goals. Leaders also arrange the work environment – such as allocating resources and altering communication patterns – so that employees can achieve organizational objectives more easily (McShane and Von Glinow, 2010. p360). Leadership is the ability of individuals to influence, motivate and make others able to contribute to the effectiveness and organizational success, leadership is the process of

making sense of what people are doing together so that people will understand and be committed. (Yukl,2009.p21).

Path-Goal Theory of Leadership
Path-goal theory states that effective leader ensure that employees who perform their job well receive more valued rewards than those who perform poorly. Effective leaders also provide the information, support, and other resources necessary to help employees complete their tasks (Evans, 2002.p115-138).

Path-Goal Leadership Style
The four leadership styles are (House., 1996. p323-p352) :
- **Directive**. This leadership style consists of clarifying behavior that provides a psychological structure for subordinates. Leader with a directive style shows the way to achieve work objectives to its employees by emphasizing discipline and emphasizes standards for the achievement of these goals.
- **Supportive**. In this style, the leader's behavior provides psychological support for subordinate. The leader has very close relationships with its employees and approachable, making the job more enjoyable, treat employees with equal and very concerned about the status, needs and welfare of its employees. Supportive leadership is the same with people-oriented leadership and demonstrates the benefits of social support to help employees cope with stressful situation.
- **Participative**. Participative leadership behaviors encourage and facilitate subordinate involvement in decisions beyond their normal work activities. Leaders do consultation with employees, asking their opinions, and take ideas very seriously before taking a very important decision.
- **Achievement-oriented**. This leadership style emphasizes behaviors that encourage employees to reach their peak performance. Achievement-oriented leadership applies goal-setting theory as well as positive expectation in self-fulfilling prophecy. Leaders set challenging goals, expecting employees to do their work with maximum performance, continually seeking improvements in employee performance, and demonstrate a high

level of confidence which the employee would be responsible and complete the challenging goals.

Traits Theory of Leadership
This theory assumed that a finite number of individual traits of effective leaders could be found. The traits of leader have been examined by observation in group situation, by choice of associates (voting), by nominating or rating by observers, and by analysis of biographical data. Traits theory of leadership is an attempt to identify specific characteristic (physical, mental, personality) associated with leadership success (Ivancevich. Konopaske. Matteson, 2005. p494).
In 1940s, researchers began to explore the notion that how a person acts determines that person's leadership effectiveness. These researchers examined leader behaviors and their impact on the performance and satisfaction of followers. In 1947, Rensis Likert began studying how best manage the efforts of individuals to achieve desired performance and satisfaction objectives.

Employee Development
Employee development is a key contributor to a business strategy based on developing intellectual capital, helps develop managerial talent, and allows employee to take responsibility for their careers. Employee development is a necessary component of company efforts to compete in a new economy, to meet the challenges of global competition and social change, and to incorporate technological advances and changes in work design. Employee development is also important to ensure that companies have the managerial talent needed to successfully execute a growth strategy. Regardless of the business strategy, development is important for retaining talented employees. (Noe, Hollenbeck, Gerhart, Wright, 2006. p383-p404). To realize the employee development program is required of leadership that strongly supports its employees in professional and personal development. In accordance with the Path-goal theory, leaders with leadership styles take an important role in employee development. Directive leadership shows the way to achieve work objectives to its employees by emphasizing discipline and emphasizes standards for the achievement of these goals. Supportive leader has very close relationships with its employees and approachable, making the job more enjoyable, treats employees with equal and very concerned about the status, needs and welfare of its employees. Participative leadership behaviors encourage

and facilitate subordinates involvement in decisions beyond their normal work activities. Achievement-oriented leadership style emphasizes behavior that encourage employee to reach their peak performance. Leaders set challenging goal, expecting employees to do their work with maximum performance, continually seeking improvements in employee performance, and demonstrate a high level of confidence which the employee would be responsible and complete the challenging goals. Based on this theory, it shows that leader determines employee development, how leader acts, leads and behaves brings its employee to the development and it could determine company's future.

Practice of Employee Development and Leadership
In the article in Harvard Business Review by Robert Morison, Tamara Erickson, and Ken Dychtwald, *Managing Middlescence* ,(March 2006), it told about how leadership gave a huge impact of their midcareer employees and managers in their professional development, who should be at their peak of productivity, are the most disaffected segment of the workforce. Companies need to find ways to rekindle the fires of this vast, neglected group of people or risk losing them altogether. They found the sources of frustration of the midcareer employees, those are career bottleneck, work/life tension, lengthening horizon, skills obsolescence, disillusionment with employer, burnout and career disappointment. After analyzed the problems, they came up with six strategies for revitalizing careers. Fresh assignment, career changes, mentoring colleagues, fresh training, sabbaticals and expanding leadership development are the strategies to solve the midcareer employees' frustrations. Leadership plays an important role in retaining and enhancing employees' professionalism.

Michael Dell and Kevin Rollins in the article that interviewed by Thomas A.Steward and Louise O'Brien, *Execution without Excuses*, in Harvard Business Review (March 2005) said about Dell's leadership development. They like be a graduated program that tracks their potential employees throughout their Dell careers. Their own executives taught, and they used their own material and facilities. Rather than brought employees to a central location, they traveled to them. Either Michael Dell or Kevin Rollins met with the top 10% of

Dell managers around the world every quarter and give them a short training dose. They also had an intense ten-day leadership training program, which Dell people told them in the best session they have ever attended. It was been a huge retention tool among their high potential employees. They were surprised at how well they responded to the time and attention from them and other senior executives. Their future leaders got lots of benefits from participating in the program, but knowing they valued them as their next generation is the most important. They each spend three full days teaching. They reviewed individual development plans, compensation, and career path for all these people. They considered them the corporate talent, and they are "owned" by the office of the CEO, not by their immediate supervisors. Developing people is now part of the GM job at Dell. Their senior managers are measured and compensate on it.

Article in Harvard Business Review by Sylvia Ann Hewlett, Carolyn Buck Luce and Cornel West, *Leadership in Your Midst* (November 2005) tells about minority professionals often hold leadership roles outside work, serving as pillars of their communities and churches and doing more than their share of mentoring. It's time their employers took notice of these invisible lives and saw them as source of strength. Companies stand to benefit enormously if they can learn to nurture and support the cultural capital that minority professionals routinely develop outside work. Their research reveals four ways companies can discover and leverage these hidden skills : Companies need to build a greater of the invisible lives of their minority professionals; they need to appreciate and try to lighten the outside burdens these professionals carry; they must build trust in their ranks by putting teeth into diversity goals and encouraging more latitude in leadership style; and they should finish the job of leadership development begun in minorities' off-hours activities so that those nascent skills can make a difference to workplace and competitive strength.

Based on European Journal of Work and Organizational Psychology, 1999, *Two Decades of Research and Development in Transformational Leadership* by Bernard M. Bass, leaders were encouraged to empower their followers by developing them into high involvement individuals and teams focused on quality and service. Idealized influence and inspirational leadership are displayed when the leader envision a desirable future, articulates how it can be

reached, sets an example to be followed, sets high standard of performance, and show determination and confidence. Intellectual stimulation is displayed when leader helps followers to become more innovative and creative. Individualized consideration is displayed when leaders pay attention to the developmental needs of followers or employees and support and coach the development of their followers. The leaders delegate assignment as opportunities for growth. According to this research that also stated the importance of training and education, leadership is affecting employee or followers development where self-interests are sacrificed because of: leader-inspired devotion to values and ideals embodied the group; leader inspired moral commitment to the group; leader inspired identification with the group; leader inspired calculation of the greater benefits to be gained from the group's success and the leader inspired sense of obligation to serve the group ahead of oneself and a sense of loyalty to the group to defend its well-being and survival. From this journal, it shows that leader took a crucial role in developing its employee through its behavior or value. Even though this journal is not specifically mention about leadership factors and employee development, but it could be concluded that leadership factors such as respect, encouraging, responsible, discipline, supportive and communicative do exist and effect employee development.

Based on the Journal of Management Development, *Integrating Leadership Development and Succession Planning Best Practices*, it could be concluded in this research that the specific practices that organizations and management development professionals must execute to effectively build their leadership pipeline are:
1. Develop the organization's mentor network by fully engaging all managers in mentoring relationship with direct reports and high potential employees in other work units.
2. Ensure active manager participation in the organization's method of identifying and codifying high potential employees.
3. Fully engage managers at all levels in leadership development activities, including teaching courses and creating projected-based learning experiences for high potentials.

RESEARCH METHODOLOGY

Variable Analysis
After the interview, researcher got some leadership factors in LBPP LIA Mercu Buana coordinator, namely:

1. Respect
2. Encouraging
3. Responsible
4. Discipline
5. Supportive
6. Communicative

These factors are based on LIA teachers' interview which is related to Path-Goal theory.

Employee Development Variable
1).   Conceptual Definition

Employee development is activities that carried out by the company's activities through the leaders in each division to continue learning and personal growth to contribute to achieving organizational goals. Employee development is a process of business strategy based on developing intellectual capital, helps develop managerial talent, and allows employee to take responsibility for their careers. (Based on Noe and Dubois)

2).   Operational Definition

Employee development is a program created by the institution to enhance employees' potential to improve the professionalism of employees in the work. .Employee development activity aims to deepen understanding of an employee's their skills, aptitudes, values, competencies and the strength. The dimensions of the employee development variable are:

Questionnaire
Questionnaire is distributed with the list of question about leadership factors and employee development to teachers in LBPP LIA Mercu Buana. The population in this research is 30 people and all of 30 questionnaires are returned and had been proceded. After collecting questionnaires from all teachers, researcher will do factor analysis with SPSS.

Validity testing

To test questionnaire validity will be used correlation procedure. The question item can be seen valid or not from the correlation with total score. Criteria of variable test can be valid if the correlation of variable with total score has a relatively high or the significance value (p-value) low (lower than 0.05).

The validity measurement can be seen at corrected item total correlation, it is mean the correlation between relevant item to other items left that will show in SPSS validity test, in general if the corrected item total correlation > 0.3 then the question is valid (Purwanto, 2007. p129).

Reliability Testing

Reliability is an assessment of the degree of consistency between multiple measurements of a variable. To test questionnaire reliability used coefficient reliability Alpha Cronbach where the calculation using reliability procedure in SPSS version 15 program, should exceed > 0.6. (Hair. Black. Babin. Anderson. Tatham, 2006. p137) The rating criteria if coefficient range between 0 – 1, so with greater coefficient than the measurement instrument more reliable. (Marija in Lupiyoadi, 2006, p241). The value close to 1 indicates higher level of consistency.

Factor Analysis

Factor analysis is test equipment that is used to determine whether particular items to support factors and factors supporting the variable. This can also be used to determine which independent variables that support a particular explanation for the variable bound. This test produces a number of factors that can explain or be a indicator of a variable. The purpose factor analysis is to determine whether one device can be described by a variable number of "dimensions" or "factor" which is much less than the number of variables (Purwanto, 2007. p141 and p144).

Multiple Regression Analysis

To determine the effect or relationship of independent variable (Leadership) and the dependent variable (Employee development) will

be used multiple regression analysis method. In this analysis will be testing as follows:

The normal equations of Leadership factors to employee development are assumed as follows:

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6.$$

Hypothesis

This research will test the hypothesis of leadership factors and employee development by using F- test and T-test. The factors are respect, encouraging, responsible, discipline, supportive, communicative. Therefore, there are six factors that will be tested.

1. Respect is an important factor of leadership in an employment relationship in order to create a conducive working atmosphere. According to the Path-Goal Theory and Traits theory in the four leadership style, respect is the factor in supportive style which the leader treats employees with equal respect. Based on the theory above, the first hypothesis which will be tested is:

   $H_0 1$: Respect has no significant impact to employee development.

   $H_1 1$: Respect has significant impact to employee development

2. Encouraging is the factor in participative leadership style based on Path-Goal theory. Participative leadership behaviors encourage and facilitate subordinate involvement in decisions beyond their normal work activities. The second hypothesis which will be tested is:

   $H_0 2$: Encouraging has no significant impact to employee development.

   $H_1 2$: Encouraging has significant impact to employee development.

3. Responsible is the factor in achievement-oriented leadership style based on Path-Goal theory. The leader expect employees to perform at their highest level and shows a high degree of confidence that employee will assume responsibility and accomplish challenging goals. The third hypothesis which will be tested is:

   $H_0 3$: Responsibility has no significant impact to employee development.

$H_1 3$: Responsibility has significant impact to employee development.

4. Discipline is the factor in directive leadership style based on Path-Goal theory. The leader clarifies performance goals, the mean to reach those goals and it also includes judicious use of rewards and disciplinary actions. The fourth hypothesis which will be tested is:

    $H_0 4$: Discipline has no significant impact to employee development.

    $H_1 4$: Discipline has significant impact to employee development.

5. Supportive is one of the Path-Goal theory leadership style and stated in Traits theory. The leader's behaviors provide psychological support for employees. The leader is friendly and approachable, makes the work more pleasant and shows concern for the status, needs, and well-being of employees. The fifth hypothesis which will be tested is:

    $H_0 5$: Supportive has no significant impact to employee development.

    $H_1 5$: Supportive has significant impact to employee development.

6. Communicative is the factor of participative leadership style based on Path-Goal theory and mentioned in Traits Theory. The leader consults with employee, asks for their suggestion and creates two ways communications with all employees to know their wants and ideas.   The sixth hypothesis which will be tested is:

    $H_0 6$: Communicative has no significant impact to employee development.

    $H_1 6$: Communicative has significant impact to employee development

F- Test

F- Test is used to examine simultaneously all independent variables has a significant impact to dependent variables.

The basis of decision making is (Hair. Black. Babin. Anderson. Tatham, 2006. p215):

- If Sig. F statistic < 0.1, statistically significant, therefore H_0 is rejected.

- If Sig. F statistic > 0.1, statistically insignificant, therefore H_0 is accepted.

T- Test

T- Test is used to examine each of independent variable to dependent variable.

T- Test is a test of regression coefficient of each independent variable to dependent variable to find out how is the impact of independent variables to dependent variable.

The basis of decision making is (Hair. Black. Babin. Anderson. Tatham, 2006. p219):
- If Sig. T statistic < 0.1, statistically significant, therefore H_0 is rejected.
- If Sig. T statistic > 0.1, statistically insignificant, therefore H_0 is accepted.

RESULT AND ANALYSIS

Research Result

This research used 30 respondents who are LIA's teachers in LBPP LIA Mercu Buana. The result is in the form of questionnaire that have been filled out by the respondents and then processed by researcher to obtain the data that will be used in the statistical calculation.

Factor Analysis

Researcher did the factor analysis to test each of the factors and aimed to omit or group the factor, therefore the factors will be simplified and reduced from 6 factors (respect, encouraging, responsible, discipline, supportive, communicative) to less than 6.

The result of factor analysis shows the KMO is 0.867 while the standard KMO is 0.8, therefore the sample is considered sufficient to be examined by factor analysis. The basis of this statement is obtained based on sampling adequacy. Sampling is considered enough if variables are responded by the respondent at least 5 times the amount of variables. Sampling adequacy will be seen in KMO coefficient. The analysis has met the requirement as the sampling is shown by coefficient of KMO with 0.867. If using the criteria that had been defined by Guilford (1982) which KMO 0.80 is considered well, therefore KMO 0.867 shows that sampling is sufficient to be analyzed

by factor analysis (Purwanto, 2007. p153) Measure of Sampling Adequency (MSA) values must exceed .50 for both the overall test and each individual variable; variable with values less than .50 should be omitted from the factor analysis one at a time. In the table 1 the value of each MSA of leadership factors are above .50, therefore the six leadership factors could not be omitted. It could not be grouped or remain 6 factors of leadership. It indicates that all of 6 factors have a strong explanation to employee development.

Table 1. Measure of Sampling Adequency

Anti-image Matrics

		Respect	Encouraging	Responsible	Discipline	Supportive	Communicative
Anti-image	Respect	.285	-.082	0.29	-.029	.012	-.109
Covariance	Encouraging	-.082	.248	-.098	.059	-.087	.008
	Responsible	.029	-.098	.255	-.024	-.040	-.039
	Discipline	-.029	.059	-.024	.171	-.084	-.069
	Supportive	.012	-0.87	-.040	-.084	.142	-.012
	Communicative	.109	.008	.039	-0.69	-.012	.181
Anti-image	Respect	**.882(a)**	-.310	.106	-.130	.061	-0480
Correlation	Encouraging	-.310	**.830(a)**	-.389	.286	-465	.036
	Responsible	.106	-.389	**.919(a)**	-.117	-.209	-.180
	Discipline	-.130	.286	-.117	**.843(a)**	-.540	-.393
	Supportive	.061	-.465	-.209	-540	**.853(a)**	-.074
	Communicative	-.480	.036	-.180	-.393	-.074	**.879(a)**

a Measures of Sampling Adequacy(MSA)

F- test for Leadership Factors to Employee Development
The F-Test shows in Anova table 2 and the F value 8.630 with the degree of significant 0.000 (Sig. F Stat < 0.1). Therefore H_0 is rejected and H_1 is accepted. It is proven simultaneously respect, encouraging, responsible, discipline, supportive and communicative at LIA UMB have significant impact to employee development. The F value of all independent variables is 8.630. It indicates that 8.630 is the accumulative value for all the six variables which is respect, encouraging, discipline, supportive and communicative. When all of these variables are tested collectively the result showed that leadership

factors in LIA UMB have significant relationship to employee development.

Table 2. Anova Multiple Regression of Leadership Factor to Employee Development

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.299	6	1.883	8.630	.000(a)
	Residual	5.019	23	.218		
	Total	16.318	29			

a Predictors: (Constant), Communicative, Supportive, encauraging, Respect, Responsible, Discipline

b Dependent Variable: Y

T- test for Leadership Factors to Employee Development

From the table 3 of T-Test, the results of all variables are above 0.05 or Sig. T Stat > 0.1. It considered insignificant, therefore H_0 is accepted which means H_1 is rejected. It showed that respect, encouraging, responsible, discipline, supportive and communicative do not have significant impact to employee development if each of factors is tested individually. This result can be analyzed that the leadership factors in LIA UMB could not be separated from each other. In the other word leadership factors as a whole package in this research is considerable.

Table 3. T-Test for Leadership Factor to Employee Development

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.169	.732		-.231	.820
	Respect	.306	.216	.304	1.414	.171
	Encouraging	.332	.239	.331	1.387	.179
	Responsible	.233	.324	.204	.719	.479
	Discipline	-.122	.390	-.087	-.312	.758
	Supportive	-.133	.424	-.097	-.313	.757
	Communicative	.334	.383	.246	.872	.392

a Dependent Variable: Y

Multiple Regression Analysis

From the table 4 of model summary, it shows that the value of Adjusted R Square is 61,2%. It indicates that leadership factor (respect, encouraging, responsible, discipline, supportive and communicative) influenced employee development in LIA UMB for 61,2%, while the rest is affected by other factor outside of this research. The significant result means that the value of coefficient determination of 61,2% could be interpreted that model of multiple regression which earned from the research is deemed suitable because they are able to explain the influence or relationship of independent variables (respect, encouraging, responsible, discipline, supportive and communicative) to employee development is 61,2%.

In β coefficient, the regression is :

$$Y= -0.169 + 0.306X_1 + 0.332X_2 + 0.233X_3 - 0.122X_4 - 0.133X_5 + 0.334X_6$$

The interpretation of above equation is:

a) The increment of 1 unit of employee development constantly decrease the working performance of LIA UMB teachers with 0.169 units

b) The increment of 1 unit of employee development increase respect with 0.306 units.

c) The increment of 1 unit of employee development increase encourage with 0.332 units.

d) The increment of 1 unit of employee development increase responsible with 0.233 units.

e) The increment of 1 unit of employee development decrease discipline with 0.122 units.

f) The increment of 1 unit of employee development decrease supportive with 0.133 units.

g) The increment of 1 unit of employee development increase employee communicative with 0.334 units.

Table 4. Model Summary Multiple Regression of Leadership Factor
to Employee Development

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832(a)	.692	.612	.46714

a Predictors: (Constant), Communicative, Supportive, encouraging, Respect, Responsible, Discipline

b Dependent Variable: Y

CONCLUSION AND SUGGESTION

Conclusion
From the research that had been done, therefore it could be concluded as follows:

1. Factors of leadership that found as teacher's development are respect, encouraging, responsible, discipline, supportive and communicative. Researcher got these factors from deep interview with LIA UMB teachers. First step to analyze these factors to finding the result is factor analysis test. There are 6 factors could not be grouped or omitted. It indicates that the 6 factors are remaining the same as factor of leadership behavior in LIA UMB

2. Based on F-Test, it can be concluded that simultaneously, respect, encouraging, responsible, discipline, supportive and communicative have a significant relationship to employee development in LIA UMB. But based on T-Test, the result is contrary to F-Test. It can be concluded that leadership factors which consists of respect, encouraging, responsible, discipline, supportive and communicative cannot be separated from each other. In other word, leadership factors as a whole package in this research is considerable. Teachers in LIA UMB are confirmed how important is leadership factors as a whole.

3. Factors of leadership that predict teacher's development are concluded based on the result of multiple regression test which is $Y = -0.169 + 0.306X_1 + 0.332X_2 + 0.233X_3 - 0.122X_4 - 0.133X_5 + 0.334X_6$, where X1 is respect, X2 is encouraging, X3 is

responsible, X4 is discipline, X5 is supportive, and X6 is communicative. It happened that LIA UMB teachers do not experience the strong effect of discipline and supportive behavior leader for teacher's development.

Factors of leadership that predict teacher's development are communicative and encouraging leadership behavior. Communication got the highest value among the 6 factors and it showed that communication leadership behavior is the main key to improve teacher's development in LIA UMB. Teachers are willing to involve in development programs because of the good way of leader is communicating to teachers. Encouraging leadership behavior got high value. It shows in LIA UMB teachers interview that teachers like to teach in LIA UMB because of the leader is always encourage them to involve in employee development in LIA UMB.

Suggestion for the Future Research
1. Leadership factors could enhance assessment in employee development. LIA's UMB leader could increase his capability in providing feedback to teachers about their behavior, communication style, or skill.
2. LIA UMB leader should pay more attention to recognition and reward for teachers in their dedicated career in LIA UMB. Supervisor could become the liaison between teachers and management to increase their income, bonuses, or other benefits. It could satisfy and enhance teacher's working productivity.
3. LIA UMB leader should pay more attention in his mentoring and coaching program. Giving the opportunity to other senior teacher to be a mentor or a coach to other new teacher is a good chance to prove their ability in teaching, therefore involving all teachers in this program is a necessity and could enhance employee development.
4. In job experiences, management through the leader could provide a career path to teacher who are dedicated their life to teach in LIA UMB. Career path is important to enlarge their development in work and enlarge teacher's horizon. The purpose of career path is to motivate teachers and avoiding a stagnant career.
5. Temporary assignment in other organization should be more enhanced in the purpose to increase teacher's capability not only

in teaching, but also in managerial talent. It could be the added-value to LIA UMB.

6. To researcher who wants to do research in this topic, it is hoped that researcher could examine the other factors beside leadership factors in this research to broaden the effect of leadership to employee development. Therefore, there will be other variables that could enrich the effectiveness of employee development through its leadership. It is also hoped that researcher could enlarge the amount of respondent in other branches of LIA, thus, the result of respondents could be tested in larger population.

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