

# Principal's Leadership Style, Library Services Against Student Reading Motivation

Agusalim

Lecturer of Primary School Education Faculty of Teacher Training and Education  
Universitas Muhammadiyah Buton, Indonesia

\* Corresponding author:

Email : [agusumb@gmail.com](mailto:agusumb@gmail.com)

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## Abstract.

*Motivation to read is a process of driving behavior or the urge to read. Therefore, this article attempts to measure the role of school principals and library services in increasing reading motivation in elementary schools in Baubau city. This study involved teachers and elementary school students in the Lea-lea sub-district, Baubau City. The questionnaire instrument was used to obtain answers to the relationship between the leadership style of the principal, library services and students' reading motivation. The results of the observation found that there was a deviation in the reading motivation score of elementary school students from the average value, the level of deviation of the Principal's leadership style score from its average value and the level of deviation of the Library Service score from its average value. The design of this research is a quantitative study based on the random sampling method using the normality test of the estimation error and the homogeneity of variance test. The results of the study showed that there was a positive and significant influence between the leadership style of the principal and the reading motivation of elementary school students, there was a positive and significant influence between library services (X2) and reading motivation of elementary school students (Y) and there was a positive and significant influence between the leadership style. Principal (X1) and Library Services (X2) together with Elementary School students' reading motivation (Y).*

**Keywords:** Leadership Style, Principal, Library Service, Student Reading Motivation

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## I. INTRODUCTION

One of the demands of modern society today is reading. In line with that, Griffin in (Sojanah et al., 2021) stated that The 21st century is a time full of challenges in every dimension of human life, including education. The four skills that must be mastered by students in the 21st century include: 1) core subject and 21st century themes; 2) learning and innovative skills; 3) information, media, and technological skills; and 4) life and career skills.[1]Reading is an activity that is familiar to society, even reading has become mandatory to be introduced from an early age. This context has been put forward Mohamad & Zurid, that the ability to read is part of literacy which refers to a certain level that allows a person to understand and communicate with a literate society (Nayan et al., 2020).[2]Slamet (2008: 58) explaining about reading the beginning of money has a fairly important position, beginning reading skills will affect subsequent reading skills (Hasanudin & Puspita, 2017). By reading, human thinking ability will be felt and developed. Science will increase and improve quality. Human Resources is especially globalized. Therefore, reading is a human need in order to survive in competition with other nations. [3]Reading activities that look easy, it turns out that not everyone feels comfortable with these activities, especially among the younger generation. Reading can help increase someone's knowledge, especially in identifying certain interests, exploring self-understanding more deeply and learning the process about humans themselves. Reading is also an understanding of words that involve an individual's thought process.(Karadeniz & Can, 2015).[4]United Nations Educational Scientific and Cultural Organization (UNESCO) said that on average every year in the United States it requires people to read 20-30 titles of books. In Japan, they read 10 to 15 book titles, and in Asean countries other than Indonesia people read 2-3 book titles. Meanwhile in Indonesia, according to UNESCO data, people read 0 to 1 books per year.

The low reading interest of Indonesian society, assuming that in every 1000 people only one person reads, this condition is of course very concerning. Taufiq Ismail compared the reading culture among students today, the average high school graduate in Germany read 32 books, 30 books in the Netherlands, 12 books in Russia, 6 books in Singapore, 6 books in Malaysia, 7 books in Brunei, and Indonesia is still zero books. This condition is referred to as the "zero books tragedy", namely the generation who does not read a single book in a year, the generation who is myopic reading.(Wahyu Bagja Sulfemi & Teti Luthfianti,

2019).[5]Motivation is a psychological process that drives behavior or encouragement to achieve an expected goal. With the achievement of this goal, satisfaction will be fulfilled in him. Factors that influence it include the very rapid development of the times, namely the internet service that should be used to read information. Service-learning and other experiential pedagogies are often emphasized in family service to help students develop academic, social, and interpersonal skills, including cultural competences. (Kennedy & Gruber, 2020).[6] According to Kern (2000), literacy is the use of social, historical and cultural situations in creating and interpreting meaning through texts. (Wandasari et al., 2019).[7]School, which is a formal education, aims to produce human beings with personalities, in developing intellectual students in order to educate the nation's life. In the formation of human personality (students), the intellectual development of students and the intellectual life of the nation cannot be separated from the management of the school principal. The principal of the school as an education leader has a very important role in helping teachers and students achieve education and development goals. Transformational leaders support the intellectual development of teachers and also instill a passion and spirit of transformation. (Aydin et al., 2013).[8]In his leadership, the principal must be able to understand, overcome and improve the deficiencies that occur in the school environment and maintain the strengths and progress of the school.

According to Dunklee (2000), principals or leaders influence student behavior and academic outcomes.(Munir & Iqbal, 2018).[9] Leadership and motivation cannot be separated. (Le Tellier & Hébert, 2006)[10]. In realizing the vision, mission and goals of the school, the principal in carrying out his duties must be full of quality improvement strategies, so as to produce quality outputs and outcomes, then the professionalism of the principal will show the quality of school performance (Edwards et al., 2013).[11] Today's modern world, very many things change rapidly in all areas of life including education, it is important to review the influence of leadership styles on teacher work motivation and job satisfaction and its effect on student achievement. (Kheir-Faddul & Dănăiață, 2019).[12]The library as a non-profit organization is a unit that provides information services. According to Rusina Sjahrial, a library is a service that is contained in the educational environment of both SD, SMP, SMK and SMA. (Agusalim et al., 2019).[13] Since the introduction of the Patriot Act, libraries stopped collecting patrons' reading habits, but so many library integrated library systems (ILS) snag massive amounts of patron information we are unaware of. (Lamanna, 2019),[14] So in library information services activities not only focus on information services but also must pay attention to the reactions of users who use the services. Libraries apply strategic management and effective policies. The school has a library facility with reference materials in fiction, non-fiction, physics, mathematics, chemistry, social studies, English language, biology, ICT, music, technical/ vocational, education, general science, and miscellaneous. (Yebowaah & Owusu-Ansah, 2020).[15]The role of the librarian or the role of the teacher in a broad reading program to develop students a lifelong interest in reading and its interpretation in their daily lives (Agustin & Wirza, 2020).

[16] The leading library is an institution that is able to identify needs and satisfy its customers. For this reason, libraries are always required to improve the quality of service to users and always develop better added value, in this way the library can attract visitors and retain existing users. Users will feel satisfied if they can find information that is relevant to their needs. Users will also feel satisfied when serving librarians to be friendly, polite, full of partnerships and the available facilities must also support, so that in using the library the user will feel comfortable with the available facilities. Research conducted by Lance states that the need for school libraries to make a difference by meeting standards to improve the quality of education as a form of improving the quality of staffing, technology and information, the integration of literacy into the curriculum (Lance et al., 2000).[17] The goal accepted by school librarians is to help students become lifelong learners (Crow, 2011).[18]Library services are still not a concern of library managers. As stated in Aubrey's research at the Malawian library, library managers do not pay attention to increasing service delivery to its users (Chaputula & Mapulanga, 2017)[19] Some types of motivation that encourage students to read are intrinsic motivation. (Djaali, 2008) states that intrinsic motivation is a form of motivation in which learning activities are started and continued based on an impulse that is absolutely related to the personal desire to do the job, while extrinsic motivation is active and functioning motives due to stimulants. from the outside. Thus the existence of teachers is very important, both as a driving medium, moderator,

communicator, and as a facilitator of students' reading activities. (Sardiman, 2017).[20] Teachers can also provide books and other media to encourage student reading activities (Agyemang Adarkwah & Zeyuan, 2020).[21] This is different from this opinion in SD in the Lea-lea sub-district, Bau-Bau city, where there is no deviation in the teacher's score, but the observation results show that there is a level of deviation in the Principal's leadership style score from the average value which is in line with the level of deviation in the Library Service score. and it was found that there was a deviation in the reading motivation score of elementary school students from the average grade point average so that the authors were interested in conducting research in the subdistrict's public elementary school.

## II. METHODS

This research is a quantitative study with a cross-sectional approach that observes the prevalence, distribution, and relationship of subjects to other subjects. In testing the research hypothesis, correlation and regression analysis techniques were used. The requirements needed for the use of this analysis are: (1) samples taken randomly and the minimum sample size is met, (2) Y independent and normally distributed, (3) homogeneous data group variance. Of these requirements, the first requirement has been met, because the sample was taken at random (SimpleRandom Sampling) with a sample size of 178 people. For other requirements, it still needs to be tested.

### Estimated Error Normality Testing

The data required for regression analysis must be normally distributed. Therefore, it is necessary to test the normality requirements for regression analysis. The normality test for each research variable was carried out using the Lilliefors test. The results of the L-count calculations were consulted with  $L_{table}$  at the significance level  $\alpha = 0.05$ . The research data is said to be normally distributed if the price of L-count  $< L_{table}$ . (Sudjana, 2016)[22] The calculation of the research data's normality was carried out for Y on  $X_1$ , and Y on  $X_2$ . The test results are presented as follows:

#### Normality Test for Estimated Y Regression Error on $X_1$

The steps for conducting a normality test analysis are as follows: (1) looking for the form of regression Y on  $X_1$  then looking for the estimated error ( $Y - \hat{Y}$ ), (2) looking for L-count (maximum) then testing it with  $L_{table}$ . The results of the calculation of the normality test of Y on  $X_1$  obtained L-count = 0.063, with  $n = 178$  and a significance level of  $\alpha = 0.05$ , it was obtained  $L_{table} = 0.067$ . Because L-count = 0.063  $< L_{table} = 0.067$ , it can be concluded that the sample comes from a normally distributed population.

#### Normality Test for Estimated Y Regression Error on $X_2$

The results of the calculation of the normality test Y on  $X_2$  obtained L-count = 0.059 with  $n = 178$  and a significance level of  $\alpha = 0.05$  obtained  $L_{table} = 0.067$ . Because L-count = 0.059  $< L_{table} = 0.067$ , it can be concluded that the sample comes from a normally distributed population.

Thus, as a whole, it can be seen in the summary of the error normality test results in Table 1.

**Table 1.** Error Normality Test Summary

No	Estimated Error	Regression	N	L count	$L_{table} \alpha = 0,05$	Decision
1.	Y over $X_1$		178	0,063	0,067	Normal
2.	Y over $X_2$		178	0,059	0,067	Normal

### Homogeneity Test of Variance

The homogeneity test of Y variance (reading motivation of elementary school students) based on the data grouping of the Principal's leadership style ( $X_1$ ), and Library Services ( $X_2$ ), was carried out using the MS Excel 2007 program. The test was carried out by using the Bartlett test using chi-square statistics. The test criterion is  $H_0$  is accepted if  $\chi^2_{count} < \chi^2_{table}$  at  $\alpha = 0.05$ .

### Homogeneity Test of Y Variance on $X_1$

Based on the results of the calculation of the variance homogeneity test obtained  $\chi^2_{count} = 61,097$ . If  $\alpha = 0.05$  from the list of chi-squared distribution with  $dk = 123$  is obtained  $\chi^2_{0,95(123)} = 162,398$ . It means  $\chi^2_{count} (61,097) < \chi^2_{table}(162,398)$ , so that the null hypothesis is accepted at the significance level  $\alpha = 0.05$ .

Thus it is concluded that the data for variable Y seen from variable X1 has a homogeneous variant.

**Homogeneity Test of Y Variance on X<sub>2</sub>**

Based on the results of the calculation of the variance homogeneity test obtained  $\chi^2_{count} = 139,684$ . If  $\alpha = 0.05$  from the list of chi-squared distribution with  $dk = 128$  is obtained  $\chi^2_{0,95(128)} = 168,133$ . It means  $\chi^2_{count} (139,684) < \chi^2_{table}(168,133)$ , so that the null hypothesis is accepted at the significance level  $\alpha = 0.05$ .

Thus it is concluded that the data for variable Y seen from variable X2 has a homogeneous variant.

**III. RESULT AND DISCUSSION**

In this section, a description of the data that is influential with the variables studied, namely: the dependent variable of elementary school students' reading motivation (Y), the independent variable consisting of the principal's leadership style (X1), and library services (X2). The descriptions of the research data for the three variables will be expressed in the average score (M), standard deviation (SD), mode (Mo), and median (Me) as in table 2 below:

**Table 2.** Summary of Research Data Description

Statistics	Motivation to read elementary students	Principal's leadership style	Library Services
N Valid	178	178	178
Missing	0	0	0
Mean	110.04	86.95	93.11
Median	112.00	87.00	93.00
Mode	113	96	92
Std. Deviation	15.241	14.187	12.651
Variance	232.287	201.269	160.051
Skewness	.014	.012	-.111
Kurtosis	-.285	-.430	-.382
Range	70	68	62
Minimum	75	50	62
Maximum	145	118	124
Sum	19587	15477	16573

*Score Motivation to Read Elementary School Students (Y)*

Data regarding the reading motivation variable of elementary school students obtained from the results of research conducted in SD Negeri in Lealea District, Baubau City, can be seen in the form of distribution in table 3 below:

**Table 3.** Frequency Distribution of Primary School Students' Reading Motivation Score

Class Intervals	Frequency		
	Absolute	Relative (%)	Cumulative (%)
75 - 82	7	3.93	3.93
83 - 90	11	6.18	10.11
91 - 98	18	10.11	20.22
99- 106	35	19.66	39.89
107 - 114	42	23.60	63.48
115 - 122	29	16.29	79.78
123 - 130	17	9.55	89.33
131 - 138	11	6.18	95.51
139 - 146	8	4.49	100.00
<b>Amount</b>	<b>178</b>	<b>100.00</b>	

Data penelitian tentang Motivasi membaca siswa SD sebagaimana tabel di atas, diperoleh rentang teoretik 29-145. Sedangkan skor empirik terendah 75 dan tertinggi 145. Dengan demikian diperoleh rentang skor 70. Perhitungan statistik deskriptif diperoleh skor rata-rata (M) sebesar 110,04, simpangan baku (SD) sebesar 15,241, modus (Mo) = 113,00, dan median (Me) = 112,00. Pada tabel 4.1 terlihat bahwa skor simpangan baku sebesar 15,241 yang menunjukkan tingkat penyimpangan skor Motivasi membaca siswa SD dari nilai rata-rata.

## 2. The Principal's Leadership Style Score

The data regarding the Principal's leadership style variables obtained from the research results can be arranged in the form of a frequency distribution as shown in table 4 below:

Class Intervals	Frequency		
	Absolute	Relative (%)	Cumulative (%)
50 - 57	3	1.69	1.69
58 - 65	10	5.62	7.30
66 - 73	19	10.67	17.98
74 - 81	31	17.42	35.39
82 - 89	42	23.60	58.99
90 - 97	35	19.66	78.65
98 - 105	20	11.24	89.89
106 - 113	13	7.30	97.19
114 - 212	5	2.81	100.00
<b>amount</b>	<b>178</b>	<b>100.00</b>	

The scores collected about the principal's leadership style obtained a theoretical range of 24 - 120. While the empirical score with the lowest score is 50 and the highest is 118, thus the score range is 68. The distribution of these scores is obtained by an average score (M) of 86.95, standard deviation (SD) = 14,187, mode (Mo) = 96.00, and median (Me) = 87.00. Table 4.1 shows the standard deviation (SD) score of 14,187 shows the degree of deviation of the Principal's leadership style score from its average value.

## 3. Library Service Score

Date regarding library service variables obtained from research results can be arranged in the form of a frequency distribution as in table 5 below:

**Table 5.** Data Score Frequency Distribution Library Services

Class Intervals	Frequency		
	Absolute	Relative (%)	Cumulative (%)
62 - 68	5	2.81	2.81

69 - 75	9	5.06	7.87
76 - 82	20	11.24	19.10
83 - 89	30	16.85	35.96
90 - 96	44	24.72	60.67
97 - 103	32	17.98	78.65
104 - 110	25	14.04	92.70
111 - 117	10	5.62	98.31
118 - 124	3	1.69	100.00
<b>Jumlah</b>	178	100.00	

From the frequency distribution of library services, the theoretical range is 25-125, while the lowest score is 62 and the highest is 124. Thus, a score range of 62 is obtained. 93.11, standard deviation (SD) = 12,651, mode (Mo) = 92.00, and median (Me) =93.00. Table 4.1 shows that the standard deviation score is equal to12,651 indicates the degree to which the Library Services score is deviated from its average.

#### Hypothesis Testing

1. The Influence of the Principal's Leadership Style (X1) with the Reading Motivation of Elementary School Students

The first hypothesis proposed in this study is that there is a positive influence on the principal's leadership style (X1) with the reading motivation of elementary school students (Y). From the simple regression analysis results for the principal's leadership style variable (X1) with the elementary school student's reading motivation variable (Y), the regression coefficient  $b = 0.914$  and a constant  $a = 30.603$ . Thus, the shape of the two variables' influence can be described by an equation  $\hat{Y} = 30.603 + 0.914X1$ . Before the results of these calculations are used for prediction, the regression equation must meet the significance and linearity requirements. In finding out the meaning and linearity of the regression equation, an F-test was carried out and the results as follow in table 6 below:

**Table 6.** Analysis of Variants to Test the Significance and Linearness of Regression Equations  $\hat{Y} = 30.603 + 0.914X1$

Source Variance	of	Db	JK	RJK	F <sub>h</sub>	F <sub>table</sub>	
						0,05	0,01
<b>Total</b>		179	2196455				
<b>Reg a</b>	1		2155340,28		459,836**	3,92	
<b>Reg b/a</b>	1		29734,139	29734,139			6,85
<b>Sisa</b>		176	11380,586	64,662			
<b>Tuna Suitable</b>	53		9867,44	186,178	0.741 <sup>ns</sup>	1,43	1,66
<b>Tuna Error</b>		123	30913,15	251,326			

Information:

dk = degrees of freedom

JK = Sum of squares

RJK = Average of the sum of squares

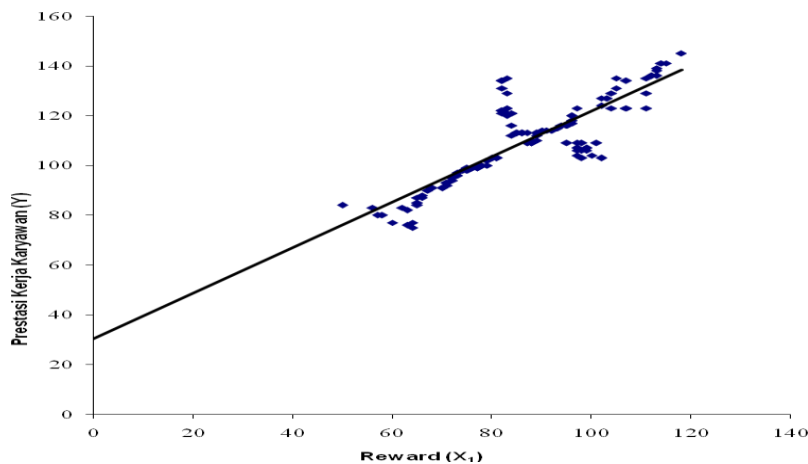
\*\* = Very Significant Regression, at  $\alpha = 0.01$  ( $F_{hit} = 459,836 > F_{table} = 6.85$ )

Ns = Linear Regression, at  $\alpha = 0.05$  ( $F_{hit} = 0.741 > F_{table} = 1,43$ )

The meaning of Y for X1 as in table 4.5 above, the value of F-count is obtained 459,836 whereas Ftable with dk numerator 1 and dk denominator 176 at the significant level  $\alpha = 0.05$  is 3.92. Because the price of F-count  $> F_{table}$  or  $F_h = 459,836 > F_t = 3.92$ , it can be concluded that the regression coefficient Y on X1 is very significant.

To test the regression equation's linearity, the value of F-count = 0.741 smaller than the Ftable price of 1.43 or ( $F_h < F_t$ ) at the significant level  $\alpha = 0.05$ , so it can be said that the regression is linear. Thus, the regression equation  $\hat{Y} = 30,603 + 0,914X1$  can predict the effect of the dependent variable Y by using the independent variable X1. This equation implies that every 1 unit increase in X1, will be followed by an

increase in Y of 0.914 at a constant equal to 30,603. the influence of the principal's leadership style with elementary students' reading motivation on the regression equation  $30.603 + 0.914X_1$



**Fig 1.** Linear Regression Line Diagram  $\hat{Y} = 30.603 + 0.914X_1$

The strength of the principal's leadership style with elementary school students' reading motivation is shown by the product-moment correlation coefficient of  $r_{y1} = 0.850$  and test the significance of the correlation coefficient with the test, the value of  $t = t = 21,444$ . The t table's price with  $dk = 178$  and a significant level of  $\alpha = 0.05$ , the value is obtained 1,984. Because  $T\text{-count} = 21,444 > t\text{ table} = 1.984$  it can be concluded that  $H_0$  is rejected, in other words  $H_1$  is accepted. These findings conclude that there is a positive influence between the principal's leadership style and elementary students' reading motivation. The coefficient of determination is the square of the correlation coefficient between  $X_1$  and  $Y$  of  $(0.850)^2 = 0.723$  or 72.3% of the variation in elementary school students' reading motivation can be explained by the principal's leadership style with a regression equation  $\hat{Y} = 30.603 + 0.914X_1$ . With the increase in influence shows the level of positive affect between the principal's leadership style and elementary school students' reading motivation. The magnitude of the correlation coefficient can be summarized in table 7 as follows:

**Table 7.** The influence of Y with  $X_1$

Correlation	Dk	R	r <sup>2</sup>	t-count	t <sub>table</sub>
					( $\alpha = 0,05$ )
					( $\alpha = 0,01$ )
$r_{y1}$	178	0,850	0,723	21,444*	1,984
					2,626

Information:

\*\* = significant correlation ( $T\text{-count} > T\text{-table}$ )

$\alpha$  = Significance level

r = correlation coefficient

r<sup>2</sup> = coefficient of determination

When controlling for Library Services ( $X_2$ ), a partial correlation coefficient of  $r_{y1.2} = 0.660$ . While the coefficient of determination ( $r_{y1.2}^2 = (0.660)^2 = 0.436$ ). Price  $T\text{-count} = 11.622 > T\text{-table} (\alpha = 0.05; 177) = 1.984$  at the significant level  $\alpha = 0.05$ , which indicates that the effect of the two variables is significant. The magnitude of the correlation coefficient by controlling for other independent variables can be summarized in table 8 below:

2. The influence of Library Services ( $X_2$ ) with Elementary School Students' Reading Motivation ( $Y$ )

The second hypothesis tested in this study is that there is a positive influence between library services ( $X_2$ ) and elementary students' reading motivation ( $Y$ ). From the calculation of simple regression analysis for elementary school students' reading motivation variable ( $Y$ ), the regression direction coefficient  $b = 0.912$  and the constant  $a = 25,142$ . Thus the shape of the influence of the two variables is  $\hat{Y} = 25.142 + 0.912X_2$ . To

find out the meaning and linearity of the regression equation, an F test is carried out which results can be shown in the following table:

**Table 9.** Analysis of Variants for Significance and Lineance Tests  
**Regression Equations  $\hat{Y} = 25.142 + 0.912X_2$**

Source of Variance	db	JK	RJK	F <sub>h</sub>	F <sub>table</sub>	
					0,05	0,01
Total	179	2196455				
Reg a	1	2155340,28		236,061**	3,92	
Reg b/a	1	23553,754	23553,754			6,85
The rest	176	17560,971	99,778			
Tuna Suitable	47	12665,58	269,48	1,125 <sup>ns</sup>	1,43	1,66
Tuna Error	129	30895,39	239,499			

Information:

dk = degrees of freedom

JK = Sum of squares

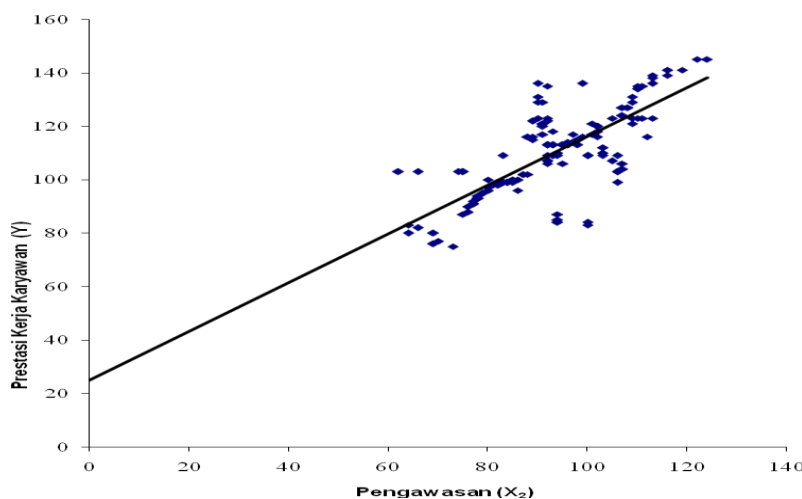
RJK = Average of the sum of squares

\*\* = Very Significant Regression, at  $\alpha = 0.01$  ( $F_{hit} = 236.061 > F_{table} = 6.85$ )

ns = Linear Regression, at  $\alpha = 0.05$  ( $F_{hit} = 1.125 > F_{table} = 1.66$ )

The meaning of Y for X<sub>2</sub>, as in the table shows that the F-count value is obtained 236,061 while F<sub>table</sub> with dk numerator 1 and dk denominator 78 at the significant level  $\alpha = 0.05$  of 3.92. Because the price F-count > F<sub>table</sub> price ( $F_h = 236,061 > F_t = 3.92$ ), it can be concluded that the regression coefficient Y on X<sub>2</sub> is very significant.

To test the linearity of the regression equation, in table 4.7, the value of F-count = 1,125 smaller than the price of F<sub>table</sub> = 1.43. (F-count < F<sub>table</sub>) at the significant level  $\alpha = 0.05$ , so it can be concluded that the regression model is linear. Thus the regression equation  $\hat{Y} = 25.142 + 0.912X_2$  can be used to predict the dependent variable Y with the independent variable X<sub>2</sub>. This equation implies that every increase of one unit of X<sub>2</sub> will increase Y of 0.912 units in the constant 25,142. the effect of library services on reading motivation of elementary school students with regression equations  $\hat{Y} = 25,142 + 0,912X_2$  this, can be made in the following diagram 4.5:



**Fig 2.** Linear Regression Line Diagram  $\hat{Y} = 25.142 + 0.912X_2$

The power of the influence of library services (X<sub>2</sub>) with the reading motivation of elementary school students (Y) is shown by the product-moment correlation coefficient of  $r_{y2} = 0.757$  and the significance test of the correlation coefficient with the t test, the price of T-count = 15.364. The price of t table with dk = 178 and a significance level of  $\alpha = 0.05$ , the t value is obtained 1,984. Because T-count = 15.364 > T-table = 1,984 it can be concluded that H<sub>0</sub> is rejected; in other words H<sub>1</sub> is accepted. These findings conclude that there is a positive influence between library services and elementary students' reading motivation.



The coefficient of determination is the square of the correlation coefficient Y with X2, which is equal to  $(0.757)^2 = 0.573$  which means that the Library Service can explain 57.3% of the variations that occur in elementary school students' reading motivation with a regression equation  $\hat{Y} = 25.142 + 0.912X_2$ . The magnitude of the correlation coefficient can be summarized in table 10 below:

**Table 10.** The influence of Y with X2

Correlation	Dk	R	r <sup>2</sup>	t-count	t <sub>table</sub>	
					(α = 0,05)	(α = 0,01)
r <sub>y2</sub>	178	0,757	0,573	15,364**	1,984	2,626

Information:

\*\* = Significant correlation (T-count > T-table)

α = Significant level

r = correlation coefficient, r<sup>2</sup> = coefficient of determination

When controlling for the Principal's leadership style (X1), a partial correlation coefficient of r<sub>y2.1</sub> = 0.359 is obtained. While the coefficient of determination (r<sub>y2.1</sub>)<sup>2</sup> = (0.359)<sup>2</sup> = 0.129. Price T-count = 5.093 > T-table (α = 0.05; 177) = 1.984 at the significant level α = 0.05, which indicates that the effect of the two variables is significant. From the results of these calculations, it turns out that it shows an increase in the level of influence when controlling for other independent variables, which tends to weaken. The magnitude of the correlation coefficient by controlling for other independent variables can be summarized in table 11 below:

**Table 11.** Partial Correlation of Y and X2 by controlling X1

Partial Correlation	Dk	r	r <sup>2</sup>	t count	t <sub>table</sub>	
					(α = 0,05)	(α = 0,01)
r <sub>y2 (controlled X1)</sub>	177	0,359	0,129	5,093**	1,984	2,626

### 3. The Influence of the Principal's Leadership Style (X1) and Library Services (X2) with the Reading Motivation of Elementary School Students (Y)

The results of the calculation of multiple regression analysis for the two variables of Principal leadership style (X1), and Library Services (X2), with the reading motivation of elementary school students (Y) obtained regression direction b = 0,690 for the leadership style of the principal (X1), and 0.339 for Library Service (X2) at constant 18,510. Thus their influence can be made in the regression equation  $\hat{Y} = 18,510 + 0,690X_1 + 0,339X_2$ . To determine the degree of significance of the regression equation, it was tested using the F test. From the calculation of F-count = 275.470 and Ftable (0.05; 2; 175) = 3.07. For more details, the results of the F test can be seen in table 12 below.

**Table 12.** Analysis of Multiple Linear Regression Variance

Source of Variance	dk	JK	RJK	F <sub>count</sub>	F <sub>table</sub>	
					α = 0,05	α = 0,01
Total Reduced	177	41114,725				
Regression	2	31203,336	15601,668	275,470**	3,07	4,79
The rest	175	9911,389	56,637			

Information:

dk = degrees of freedom

JK = Sum of squares

RJK = Average of the sum of squares

\*\* = Multiple Regression Very Significant, meaning that at  $\alpha = 0.01$  ( $F_{hit} = 275,470 > F_{table} = 4.79$ )

These calculations indicate that the F-count value obtained is 275.470, while the  $F_{table}$  with the dk numerator 2 and db denominator 175 at the significance level  $\alpha = 0.05$  is 3.07. From the calculation, it turns out that  $F_{count} = 275,470 > F_{table} = 3.07$ . Thus it can be concluded that the regression equation  $\hat{Y} = 18,510 + 0,690X_1 + 0,339X_2$  is significant. The results of multiple correlation calculations produce a correlation coefficient of  $r_{y.12} = 0.871$ . The test for the significance of the correlation coefficient with the F test gives the value of  $F_{count} = 275.470$ , while the  $F_{table}$  with the dk numerator 2 and dk denominator 175 at the significant level  $\alpha = 0.05$  is 3.07, it can be stated that the correlation that occurs between Y and  $X_1$ , and  $X_2$ , collectively "means". Thus, it can be concluded that  $H_0$  is rejected or  $H_1$  is accepted. In other words, the proposed research hypothesis that is "there is a positive influence between the leadership style of the principal and library services together with the reading motivation of elementary school students" has been verified. The coefficient of determination  $r^2$  obtained is  $r_{y.12}^2 = 0.8712 = 0.759$  which indicates that 75.9% of

the variation in elementary school students' reading motivation is determined by the leadership style of the principal and library services together through a regression equation  $\hat{Y} = 18,510 + 0,690X_1 + 0,339X_2$ . In other words, the score of the Principal's leadership style and library services together can predict the reading motivation score of elementary school students by 75.9%, while the remaining 24.1% cannot be explained, in the sense that it comes from other variables which are not also disclosed in this study.

### Discussion

Based on the description on the hypothesis test above, the research findings can be described as follows :

There is a positive and significant influence between the principal's leadership style and the reading motivation of elementary school students. The significant positive influence between the principal's leadership style and the reading motivation of elementary school students in this study shows that the better the leadership style of the principal in the school environment, the higher the reading motivation of elementary school students, on the contrary if the principal's leadership style in an educational institution is not conducive, then the motivation elementary students' reading will be low. The above is related to what researchers have done regarding the Principal's leadership style and job performance in Gibson which suggests that the Extrinsic and Intrinsic Principal leadership styles can be used to encourage job performance. The leadership style of the Principal also explains that good conditions must be formed to become an appropriate driver for the achievement of work results.

Achievement also requires a good support system as suggested by Kreiner and Kinicki: "First, people with the requisite abilities, skills, and job knowledge need to be hired. Next, training is required to correct any job knowledge shortfalls." (Nelson, 1991).[23] People with the necessary abilities, skills and job knowledge need to be employed. Furthermore, training is needed to correct any lack of knowledge in work. It can be explained that the reading motivation of elementary school students can be increased through training provided by the leadership, where this step is an appreciation. In other words, the higher or better the implementation of a principal's leadership style, the higher the reading motivation of elementary school students. This condition occurs because the principal's strong leadership style will help the existence of a campus in providing certainty for all employees to develop together and the growth and development of the educational institution.

There is a positive and significant influence between library services ( $X_2$ ) and elementary students' reading motivation (Y)

The significant positive influence between library service variables and reading motivation of elementary school students shows that the healthier library services are, the higher the reading motivation of elementary school students, conversely the unhealthy library services, the lower the reading motivation of elementary school students. In line with the opinion of Plunkett and colleagues regarding Library Services in the management function: "Controlling is the management function in which managers set and communicate performance standards for people, processes, and devices." (Levvey et al., 2010)[24] Library service is a management function where managers prepare and communicate a set of standards for people's work

performance, process, and equip them. Thus it is necessary for the principal to develop library service skills in effect with the achievement of the work of the employees. A healthy library service is characterized by openness, mutual respect, mutual trust, addressing differences of view wisely, and the existence of feedback, thus there will be confidence on the part of employees to work optimally. There is a positive and significant influence between the leadership style of the principal (X1) and library services (X2) together with the reading motivation of elementary school students (Y). The significant positive influence between the Principal's leadership style and library services variable with the elementary school student's reading motivation variable shows that the better the principal's leadership style in the campus environment and the more effective the library services are, the higher the reading motivation of elementary school students. On the other hand, if the leadership style of the principal on campus is increasingly unfavorable and the library services are increasingly ineffective, then the reading motivation of elementary school students will be low. The results of this study are in line with those stated by Merchant and Van der Stede :

The implementation of results controls requires four steps: (1) defining the dimension (s) on which results are desired (or not desired), such as profitability, customer satisfaction, or product defects; (2) measuring performance on these dimensions; (3) setting performance targets for employees to strive for; and (4) providing Gaya kepemimpinan Kepala Sekolahs to encourage the behaviors that will lead to the desired results. (Merchant & Van der Stede, 2017)[25] It was explained that the dimensions of good work are goal setting and measuring what important things employees have to do. Measuring work results is a library service system where the target interest is the work of a person or team in a certain period of time. The determination of work result targets or standards is a specific part for each dimension of the measured work results. Finally, the Library Service system can determine the Principal's leadership style which of course can provide benefits for library staff. Thus it is important for the leadership of the principal to combine the Principal leadership style and library services which are effective in motivating students in schools to read so as to achieve the best work results. The importance of these two variables can be seen from the magnitude of the contribution of the two variables to the increase in the reading motivation of elementary school students, which reached 75.9%. While independently, the leadership style of the principal only contributed 72.3% and library services contributed 57.3% to the reading motivation of elementary school students.

#### IV. CONCLUSION

The conclusions of this article are: (1) There is a positive and significant influence between the leadership style of the principal and the reading motivation of elementary school students. (2) There is a positive and significant influence between library services (X2) and students' reading motivation (Y). (3) There is a positive and significant influence between the leadership style of the principal (X1) and library services (X2) together with the reading motivation of elementary school students (Y).

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