

ABSTRACT

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“THE EFFECT OF OPENNESS TO EXPERIENCE, SELF-REGULATION, AND GROWTH MINDSET ON LECTURER’S TRANSFORMATIONAL LEADERSHIP REVIEWED FROM ACADEMIC MODEL”

(xvi + 138 pages; 7 images; 15 tables; 16 attachments)

Teachers use transformational leadership on their students raises the degree of value, maturity, and the well-being of the students. Teachers as transformational leaders approach their students without using force, they approach their students using morale. The aim of this study was to find out the effect of openness to experience, self-regulation, and growth mindset on transformational leadership reviewed from academic model. The analysis in this study employs a quantitative methodology. Response rate is 33% out of 109 total population, so 36 samples are analysed in this study. The data will be analysed using correlational analysis using Smart PLS software. Result of the study shows that (1) openness to experience has positive effect on transformational leadership; (2) self-regulation has positive effect on transformational leadership; (3) growth mindset has positive effect on transformational leadership; (4) there is no sufficient evidence to support the claim that academic model moderates the positive effect of openness to experience on transformational leadership; (5) academic model moderates the positive effect of self-regulation on transformational leadership; (6) academic model moderates the positive effect of openness to experience on transformational leadership

Keyword: transformational leadership, openness to experience, self-regulation, growth mindset, academic model.

References: 63 (1990-2020)

ABSTRAK

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“PENGARUH *OPENNESS TO EXPERIENCE*, REGULASI DIRI, DAN *GROWTH MINDSET* TERHADAP *TRANSFORMATIONAL LEADERSHIP* PENGAJAR DITINJAU DARI MODEL AKADEMIK”

(xvi + 138 halaman: 7 gambar; 15 tabel; 16 lampiran)

Pengajar yang memimpin murid dengan *transformational leadership* akan menggunakan pendekatan moral. Pendekatan moral akan menumbuhkan kedewasaan dan keinginan untuk terus belajar dan mengembangkan potensi. Penelitian ini meneliti pengaruh *openness to experience*, regulasi diri, dan *growth mindset* terhadap *transformational leadership* dengan moderasi model akademik. Penelitian ini menggunakan metode kuantitatif. Dari total 109 populasi tingkat pengembalian kuesioner adalah 33%, sehingga jumlah subjek penelitian yang digunakan dalam penelitian ini adalah 36 responden. Pengolahan data menggunakan metode analisis jalur dengan menggunakan perangkat lunak *SmartPLS*. Kesimpulan dari penelitian ini adalah (1) terdapat pengaruh positif *openness to experience* terhadap *transformational leadership*; (2) terdapat pengaruh positif regulasi diri terhadap *transformational leadership*; (3) terdapat pengaruh positif *growth mindset* terhadap *transformational leadership*; (4) tidak terdapat cukup bukti yang menunjukkan model akademik memoderasi pengaruh positif *openness to experience* terhadap *transformational leadership*; (5) model akademik memoderasi pengaruh positif regulasi diri terhadap *transformational leadership*; (6) model akademik memoderasi pengaruh positif *growth mindset* terhadap *transformational leadership*.

Kata kunci: *transformational leadership*, *openness to experience*, regulasi diri, *growth mindset*, model akademik.

Referensi: 63 (1990-2020)