

LITERATURE REVIEW ; THE INFLUENCE DIRECTIVE LEADERSHIP AND HARDINESS PERSONALITY ON WORK DISCIPLINE

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Abstract

Work discipline is a concept in the workplace or management to require employees to behave regularly. Discipline is a condition that causes or gives encouragement to employees to act and carry out all activities in accordance with the rules that have been established. This research is to see whether there is an influence of directive leadership and hardiness personality on work discipline. This research uses a literature review method by reviewing research articles that are relevant to this research. From the research carried out, there is the influence of directive leadership and hardiness personality on work discipline.

Keywords: Directive leadership, Hardiness personality, Work Discipline

INTRODUCTION

Discipline is very necessary in life, whether personal or group or organizational. Discipline, which has its essence in strictness and compliance with applicable provisions, rules or customs, is one of the factors in achieving certain goals. Work discipline is essentially the awareness of workers in carrying out their duties which is grown through formal and non-formal education.

Helmi (1996) states that there are 2 factors that influence work discipline, namely internal factors and external factors. Internal factors are factors that originate from within an individual, this includes a person's personality. One personality is a tough personality. Kreitner and Kinicki (2005) said that Hardiness involves the ability from perspective or behavior to change negative stressors into positive challenges. The personality trait of hardiness has a positive influence on various individual statuses and functions as a source of resistance when individuals encounter stressful events. Kobasa, et al. (1982) explained that personality hardiness is a series of traits that function as a source of resistance when an individual encounters a problem. Individuals with a hardiness personality believe that all the problems they face, including all existing problems and workloads, are something that cannot be avoided, so they can do what they think is right to solve the problem.

Another factor that can influence discipline is directive leadership (Kong et al., 2018). Directive leadership is a form of traditional leadership in which a person has and exercises the authority to provide direction to subordinates through legitimate authority that comes from a formal position in an organization (French, Raven, & Cartwright, 1959). This directive leadership has a structure that sets specific goals and directions for members in a topdown format and influences member behavior through instructions and commands (Pearce et al, 2003; Sims Jr et al., 2009). In addition, directive leadership has characteristics such as emphasizing goal achievement, allocating tasks and suggesting certain methods for the performance expected by the leader, as well as closely monitoring organizational members and providing feedback on tasks (Bass & Stogdill, 1990; Pearce et al, 2003) . Because of these characteristics, the Ohio State leadership study identified directive leadership as an initiating structure.

Directive leader behavior focuses on achieving goals, he controls the behavior of organizational members for efficient work performance. In addition, leaders monitor members' behavior and play a determining role in discussion styles and decision-making processes among members (Burke et al, 2006). Directive leader behavior can be seen that communication occurs only through formally determined channels between the leader and subordinates and prevents free communication. In fact, in an experimental study of the influence of group decision making on leadership, directive leader behavior exerted a strong influence on group decision making, and it was found that it had a negative effect on communication among team members (Cruz, Henningsen, & Smith, 1999). In a study of communication methods by leadership type, it was found that task-oriented leadership similar to directive leadership communicated significantly less than people-oriented and charismatic leadership (De Vries, Bakker-Pieper, & Oostenveld, 2010).

METHOD

This research uses a literature review method from the data obtained. The research presents the results of searches for research on the internet according to the variables of this research. Literature reviews are carried out with a focus on original articles containing abstracts, introductions, methods and results. Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been produced by researchers and practitioners. The aim of a literature review is to make an analysis and synthesis of existing knowledge related to the topic to be researched to find free space for the research to be carried out.

RESULTS AND DISCUSSION

The directive leadership style is a leadership style that has a positive relationship with subordinate satisfaction and expectations. Superiors often give specific orders or orders (autocracy). This type is an authoritarian leadership practice, members or subordinates never have the opportunity to participate in expressing opinions, especially in decision making this style is based on the use of force, power and authority to provide specific instructions for the performance of their subordinates. The leader of this type of directive leadership considers his leadership to be his personal right and believes that he can determine anything in the organization, without consulting with his subordinates. The implementation of tasks tends to be tense, so it is more appropriate if this type of leadership or leader is used in emergency situations, where consultation with subordinates is no longer possible (House, 1996). Directive Leadership is divided into 3 dimensions, namely (House, 1996):

- a. clear guidelines,
- b. Ask subordinates to follow guidelines,
- c. Sanctions to subordinates who violate.

Paul Hersey and Ken Blanchard first developed their 'Life cycle theory of leadership' in 1969. They later renamed the theory 'situational leadership' and continued to develop it both together and individually. This theory describes four different leadership styles and four levels of individual or team maturity or readiness. It then combines these to suggest which leadership style best suits which maturity level.

1. The leadership style is:

S1: Saying. This style is characterized by one-way communication in which managers define roles and are very directive about how work will be done.

S2: Selling. Managers still provide direction but use two-way communication. Teams or individuals are now encouraged to buy into the decisions made by managers.

S3: Participate.

Managers and teams (or individuals) share decision making about some aspects of how work will be done. Managers focus less on directive behavior and more on supportive behavior.

S4: Delegating.

While still involved in decisions, managers have delegated much of the responsibility for job performance to teams or individuals but still have responsibility for monitoring progress.

2. A P3 manager must be competent in all four styles. While 'S1' may be appropriate when a project manager has requested assistance from a short-term contractor, 'S4' is very much the relationship to be seen between, for example, a program manager and a project manager.
3. These styles correlate with points on Tannenbaum and Schmidt's leadership continuum and can also be easily aligned with the stages in Tuckman's team development model.
4. Next to leadership style are team or individual characteristics. In earlier versions of the model this was called 'maturity level' but in newer versions it has become 'follower readiness'. The four levels of readiness are:
 - R1: Can't and don't want to or it's not safe.
 - R2: Can't but willing or confident
 - R3: Can but doesn't want to or isn't safe
 - R4: Can and willing or confident
5. Putting leadership styles together with the following levels of readiness:
 - a. Telling
When team members first arrive there may be anxiety, tension or confusion. Managers must adopt a task-oriented approach, giving specific instructions and monitoring performance closely.
 - b. Selling
As individuals begin to understand what is required, managers will spend more time building relationships of mutual trust and understanding. Because the individual has not yet developed sufficient competence to assume full responsibility for the task, it is still necessary to explain decisions and provide opportunities for clarification.
 - c. Participate.
When individuals develop high levels of competence and motivation, greater delegation and group decision making are possible. Leaders concentrate on developing relationships with individuals.
 - d. Delegate.
Eventually, a point is reached when team members are confident in their abilities, trusted to carry on with the task and have a good relationship with the manager.

Both task and relationship behavior dropped to low levels. Complacency on the part of administrators is now, perhaps, the greatest danger.

According to Kobasa (1979), hardiness is a personality characteristic that involves the ability to control unpleasant events and give positive meaning to these events so that they do not cause stress to the individual concerned. Psychologically, people with high psychological resilience tend to be more effective in dealing with stress by using a coping approach that focuses on problems actively. Kobasa (1979) showed that people with high psychological resilience are better at handling stress because they see themselves as people who choose the stressful situation themselves. They consider the stressors they face to make life more interesting and challenging, rather than simply burdening them with additional pressures. The dimensions of hardiness according to Kobasa (1979) are as follows:

- a. Controls. It is a tendency to accept and believe that individuals can control and influence events with their experiences when faced with unexpected things. People who have strong control will always be more optimistic in facing problems than individuals who have low control. Apart from that, they also have the ability to take real action in solving a problem. Individuals with hardiness have the ability to control what happens to them.
- b. Commitment. Individuals who have high commitment believe in their own abilities and what they are doing. Individuals who have whatever activity they are doing and normal feelings will lead them to identify or give meaning to every event and everything in their environment. Individuals who have strong commitment will not give up easily when faced with difficult situations. They will use coping strategies that suit their values, goals and abilities when facing stress. On the other hand, individuals who have low commitment will easily feel bored, give up, withdraw from the tasks they have to do, and be passive from various activities. Individuals who have low commitment will assess events that cause stress as something that can only be complained about, not faced.
- c. Challenges. Challenge refers to the tendency to view change as an incentive or opportunity for growth rather than a threat to security. Individuals with hardiness who are high in challenge expect change and see stressful conditions as a challenge that offers an opportunity for growth. They always move dynamically, have a strong desire to progress, and find easier ways to eliminate or reduce stressful situations and do not consider stress as an obstacle. When they are faced with something difficult, they view it as a challenge, not an obstacle.

According to Lateiner (2002), "Discipline is a person's awareness and willingness to comply with existing regulations within the organization and applicable social norms." Work discipline is a form of self-control and is also carried out regularly as an indicator of the level of work seriousness. The dimensions of work discipline according to Lateiner (2002) are;

- a. Punctuality. Such as coming to the office on time, leaving the office on time, and employees being able to behave in an orderly manner, it can be said that members of the organization have good work discipline.
- b. Utilization of facilities. Organization members who are careful in using office equipment to avoid damage to office equipment are a reflection of organizational members who have good work discipline.
- c. High responsibility. Members of an organization who always complete the tasks assigned to them according to procedures and are responsible for the results of their work can also be said to have high work discipline.
- d. Compliance with organizational rules. Organization members who wear uniforms according to the rules, wear identity cards, and have permission when they are absent from work, are also a reflection of high discipline.

CONCLUSION

Based on the literature review that has been carried out using relevant research articles, there is an influence on directive leadership and personality hardiness on work discipline. There are 2 factors that influence work discipline, namely internal factors and external factors. Internal factors are factors that originate from within an individual, this includes a person's personality. One personality is a tough personality. Another factor that can influence discipline is directive leadership (Kong et al., 2018). Directive leadership is a form of traditional leadership in which a person has and exercises the authority to provide direction to subordinates through legitimate authority that comes from a formal position in an organization.

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Biodata

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