

## Ethnic identity, leadership style on teacher efficacy, and student learning outcomes at the Huaulu indigenous inland school, North Seram Island

### *Identitas etnik, gaya kepemimpinan dalam efikasi guru dan hasil belajar siswa di Sekolah Pedalaman Negeri Adat Huaulu, Pulau Seram Utara*

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#### **Abstract**

Personality and habits that exist in the group will shape ethnic identity, especially in shaping experiences and leadership roles in the group. Ethnic identity was used to investigate how behavior correlates in terms of leadership style and teacher efficacy when in organizations (schools). This study aims to determine the various influences that appear in all research variables. This study uses the Smart PLS 3 program. The data collection technique uses a questionnaire. Based on the findings of the ethnic identity variable at the Huaulu Interior Elementary School, it shows that only the relationship between ethnic identity and teacher efficacy has a positive and significant effect of 0.755. Ethnic identity has no significant effect on leadership style 0.669. Ethnic identity has no significant effect on student learning outcomes, which is 0.943. Leadership style has no significant effect on student learning outcomes, namely 0.83. Teacher efficacy has no significant effect on student learning outcomes, namely 0.560. This study concludes that ethnic identity has the most significant effect on improving teacher self-efficacy. In the future, this study can become a reference for the development of effective cross-ethnic leadership by adding diversity to develop leader-follower relationships.

**Keywords:** ethnic identity; leadership style; teacher efficacy; student learning

#### **Abstrak**

*Kepribadian dan kebiasaan yang ada dalam kelompok akan membentuk identitas etnik, terutama dalam membentuk pengalaman dan peran kepemimpinan dalam kelompok. Identitas etnik digunakan untuk menyelidiki bagaimana perilaku berkorelasi dalam hal gaya kepemimpinan dan efikasi guru ketika di organisasi (sekolah). Studi ini bertujuan untuk mengetahui berbagai pengaruh yang muncul pada seluruh variabel penelitian. Penelitian ini menggunakan program Smart PLS 3. Teknik pengumpulan data menggunakan kuesioner. Berdasarkan temuan variabel identitas etnik di SD Negeri Huaulu menunjukkan bahwa hanya hubungan antara identitas etnik dengan efikasi guru yang berpengaruh positif dan signifikan sebesar 0,755. Identitas etnik tidak berpengaruh signifikan terhadap gaya kepemimpinan 0,669. Identitas etnik tidak berpengaruh signifikan terhadap hasil belajar siswa (0,943). Gaya kepemimpinan tidak berpengaruh signifikan terhadap hasil belajar siswa (0,83). Efikasi guru tidak berpengaruh signifikan terhadap hasil belajar siswa (0,560). Studi ini menyimpulkan bahwa identitas etnik memiliki pengaruh yang paling berarti dalam meningkatkan efikasi diri guru. Kedepannya studi ini dapat menjadi rujukan pengembangan kepemimpinan yang efektif lintas etnis dengan menambah keragaman untuk mengembangkan hubungan pemimpin-pengikut.*

**Kata kunci:** identitas etnik; gaya kepemimpinan; efikasi guru; pembelajaran siswa

## **Introduction**

The people of Maluku province are known for the variety of indigenous ethnicities that are still indigenous in the interior. They hold ethnic customary laws and the lives of the most vulnerable groups. It can even be said that people in the land of customary law make customary law the number one view of life among others. Maluku Province has a small landmass and is surrounded by the sea, so geographically the distribution of population and ethnicity in this province is in the interior of Indonesia which is difficult to reach and very difficult to access. Huaulu Customary Land is one of the inland customary lands located on North Seram Island, Maluku Province.

According to Indonesian history, the Huaulu tribe is one of the oldest ethnic groups that inhabit the northern Seram island area, Maluku province. In addition, the Maluku province is also known for the ethnic Alifuru, Ambon, Buru, and Kei ethnicity. It should also be noted, that each of these ethnicities is divided and divided into several mixed ethnicities that add to the cultural characteristics and ethnicity in the Maluku province. The ethnicity is known to be not open to modernization but the tribe loves peace, is friendly, and loves nature very much.

The years 1999 to 2002 became the biggest tragedy of interfaith unrest in Maluku province, which not only became a national conversation but involved the international media. Unfortunately, this did not subside, there was a resumption of tensions and infighting in 2011 although not as large as the infighting or unrest from the previous year. Disputes and conflicts between communities are sensitive things to happen. This dispute or conflict is believed to be deeply rooted which when viewed from the history of Maluku Province is socio-religion divided into Islamic influences and Dutch influences.

Education is the hope of the government and one of the efforts to improve human resources. Schools should be a forum that can improve and educate the nation's life following the ideals and goals of the Indonesian nation. The life of the ethnic people of the indigenous lands of Huaulu is a reference that shapes the personality and orientation of the group in the context of the cultural experience.

Conceptualization of leadership must include understanding the social identity and life experiences of leaders and followers (Chin 2013). The leader-follower and group relationship will eventually form social exchanges between individuals/groups and form a certain identity (Pittinsky 2010). School leadership affects the effectiveness of the relationship between superiors and subordinates. The important value of the existence of the leader is that it is able to influence the individual's ability to perform his orders. It is assumed that the leadership style used in schools is related to ethnic life experiences and the outlook on life that is the goal. A search of the literature on issues of leadership and ethnic identity resulted in little empirical study focusing on the experiences of the Moluccans.

The theory of social identity put forward by Tajfel (2010), society behaves, associates, connects, leads, and thinks as members of collective groups and cultures. Social structures both inside and outside are formed due to the existence of a framework of social identity. It is the feeling of belonging that the individual has as a social being that then unites everything. The next mechanism after the similarity of feelings is the existence of cultures, organizations, social groups and other units that can connect with others (Tajfel 2010). Furthermore, group affiliations and group members are connected in a common ethnic identity.

Many scholars have revealed complex historical accounts of assimilation, identification, ethnicity, and the development of ethnic consciousness (Verkuyten & Thijs 2013, Svensson et al. 2018). So that in modern conditions it now has an impact on the educational environment which has a diverse tendency in terms of ethnicity and race of students (Fischer et al. 2015, Forrest-Bank 2018) And now the process of interaction and mixing is still ongoing (Johnston-Guerrero 2016). Other researcher found that in educational environments, especially multiethnic ones, indirectly continues to erode ethnic identity and contribute to a neutral ethnic consciousness (Svensson et al. 2018, Geerlings et al. 2019, Rath & Schutjens 2019). Leadership ultimately plays a role in providing space for interaction between groups that have ethnic diversity, including the existence of inland ethnicities. Leadership is hypothesized to play a role in cultivating local traditions as a form of tradition representation and ultimately creating a harmonious space for the correlation between followers and leaders (Kusumaningtyas et al. 2019).

Learning achievement is characterized by a change in attitude and behavior after learning something". During the learning period in an educational environment, students are one of the indicators of the success of providing education at school. Students bring family values that represent their ethnic experiences and directly their existence engenders interaction with new values and experiences, so it is assumed that this process of interaction gives rise to the most dynamic and sensitive changes for students in the interior (Gasanova 2021). Leadership in school performance is assumed to have an influence on student achievement in interior ethnic environments.

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Learning achievement can be seen through behavior change, namely, three cognitive domains consisting: of knowledge, understanding, application, analysis, synthesis, and evaluation. Learning achievement can be operationalized in the form of indicators of class report cards, study achievement indexes, graduation rates, and success predicates (Hamalik 2013). The definition above can be concluded that the definition of learning achievement is the result of work or learning efforts that show a measure of the skills achieved in the form of values. Learning achievements are shown by the number of report cards or summative value tests. Meanwhile, when referring to the state of the field, indigenous students, in the course of their studies, have very dramatic differences in terms of behavior and thinking skills like students in urban areas (Gummadam et al. 2016). In many cases, the existence of education is a negative preventive measure, with the learning process in schools when associated with ethnicity or socioeconomic limitations around (Riaño 2016).

Self-efficacy is the self-confidence that an individual has in carrying out tasks to achieve and fulfill certain things (Ghufron & Risnawita 2010). In the study of literature, the ability to understand social identity in this case the ethnicity to which it belongs, is able to increase the ability to participate with certain groups to claim certain preferences (Forrest-Bank 2018, Blake 2019). Referring to this, this can be a capital for both educators and education staff in implementing competencies through understanding diverse ethnic cultures (Ahmad 2017). A multiethnic learning environment is a place and means that helps in acquiring local multicultural competencies, training platforms to develop one’s own skills, and the ability to solve real social problems in a unique and diverse ethnic environment (Gasanova 2021). In difficult situations, people with low self-efficacy are likely to give up easily. Ghufron & Risnawita (2010) said that feeling of efficacy plays an important role in completing challenging work to achieve certain awards. This can only be supported through all elements within state institutions as well as the state as a whole (Nikolaeva 2016).

Research conducted by Geerlings et al. (2019) and Rath & Schutjens (2019) shows that in some cases, leadership style leads to a rigid understanding of ethnic identity that leads to effective academic implementation.” This is a gap in this study, where at the same time, the associated experiences of leaders and followers may not match their real experiences in dealing with ethnicity in the interior (Mustafaev 2016, Clark et al. 2017, Chikaeva et al. 2019). In addition, the relationship between leadership style in rural ethnicity and several factors that can influence it in the environment of rural ethnic identity is handled less frequently in the aspect of educational institutions more in the scope of sociology, anthropology, with minimal area in educational institutions. In addition to the first research work, the article critically looks at the diversity of ethnic identities, and leadership styles in the perception of teachers and student learning outcomes.

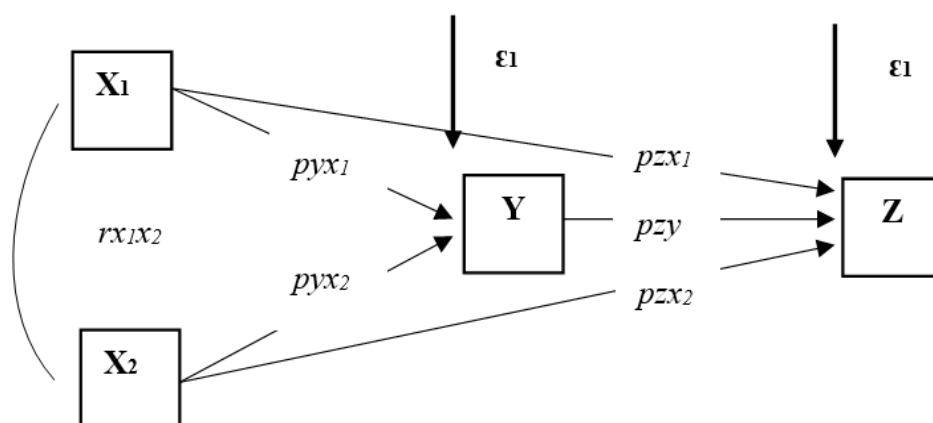
This study aims to fill in the gaps left by other investigations by examining there a positive relationship between ethnic identity and leadership style on teacher efficacy and student learning outcomes. This research becomes more interesting because researchers use the quantitative critical approach provides an overview of ethnic identity and leadership styles for researchers and contribute to the research literature on the Huaualu Indigenous Land. Research findings and results serve as a source of information in developing leadership and inclusiveness of an ethnicity in building effective leader and follower relationships.

## **Research Method**

The research approach is quantitative. The quantitative approach is carried out by correlational surveys. The variables and indicators in this study are (a) Ethnic identity; (X1\_1) assimilation, (X1\_2) miseducation, (X1\_3) self-loathing, (X1\_4) anti-ethnic outside the group, (X1\_5) Afrocentric, (X1\_6) multicultural inclusive; (b) leadership style; (X2\_1) transformational which includes ideal attributes, ideal behavior, inspirational motivation, intellectual stimulation, and individual considerations. (X2\_2) Transactional leadership styles include extra effort, effectiveness, and satisfaction; (c) Teacher efficacy; (Y\_1) Efficacy in instructional strategies, (Y\_2) Efficacy in classroom management, (Y\_3) Efficacy in student engagement; (d) Student learning outcomes; (Z\_1) National Exam Scores.

The population in this study is the Huaulu traditional public inland school which amounts to 4 (four) elementary schools, junior high schools, and high schools with a total distribution of 37 teachers. In determining the sample, researchers use a type of non-probability sampling, namely saturated samples. This is done because the population is relatively small. Meanwhile, in collecting data, researchers use research instruments in the form of questionnaires and documentation studies. The instruments are prepared based on theoretical studies and each variable of this study collects data related to teacher efficacy variables (Y), student learning outcomes (Z), ethnic identity (X1), and leadership style (X2). All statements used to measure exogenous variables and endogenous variables were measured using the Likert 5-level scale.

The verifiability analysis technique was carried out in this study using path analysis with the Structural Equation Modeling (SEM) model. The data in this study will be processed using the Smart PLS 3 program with the following stages: (a) Outer model testing through testing the validity and reliability of construct. To see the size of the validity coefficient, you can see the size of the factor load ( $\lambda$ ). The greater the value of  $\lambda$ , the more valid the indicator is said to be. The measure to find out the value of  $\lambda$  is said to be valid can use the t-value test. A good construct is if it has a loading factor ( $\lambda$ )  $\geq 0.30$  (Sugiyono 2017). To see the magnitude of the indicator reliability coefficient, you can see the value  $(1-\delta)$  for exogenous variables and the value  $(1-\epsilon)$  for endogenous variables. The greater the value of  $(1-\delta)$  and  $(1-\epsilon)$ , the more reliable the indicator is. (b) Measurement of structural models through path coefficient testing and bootstrapping reports. In the path analysis before the researcher analyzes a study, the researcher first makes a path diagram used, which is as follows (see Figure 1).



**Figure 1.**  
Path diagram  
Source: Ghozali (2014)

**Description:**

- X1 = Ethnic Identity
- X2 = Leadership Style
- Y = Teacher Efficacy
- Z = Student Learning Outcomes
- $rx1x2$  = Correlation coefficient of Ethnic Identity and Leadership Style
- $pyx1$  = Coefficient of ethnic identity path to teacher efficacy
- $pyx2$  = Coefficient of leadership style path to teacher efficacy
- $pzx1$  = Coefficient of ethnic identity path to student learning outcomes
- $pzy$  = Coefficient of teacher efficacy pathways on student learning outcomes
- $pzx2$  = Coefficient of leadership style path to student learning outcomes

Broadly speaking, the analysis of program output is: (1) Checking for the existence of an offending estimate, such as the negative error variance and standardized loading factor which most often occurs is greater than 1.0, and the standard error value is very large. (2) Checking the validity of the observed

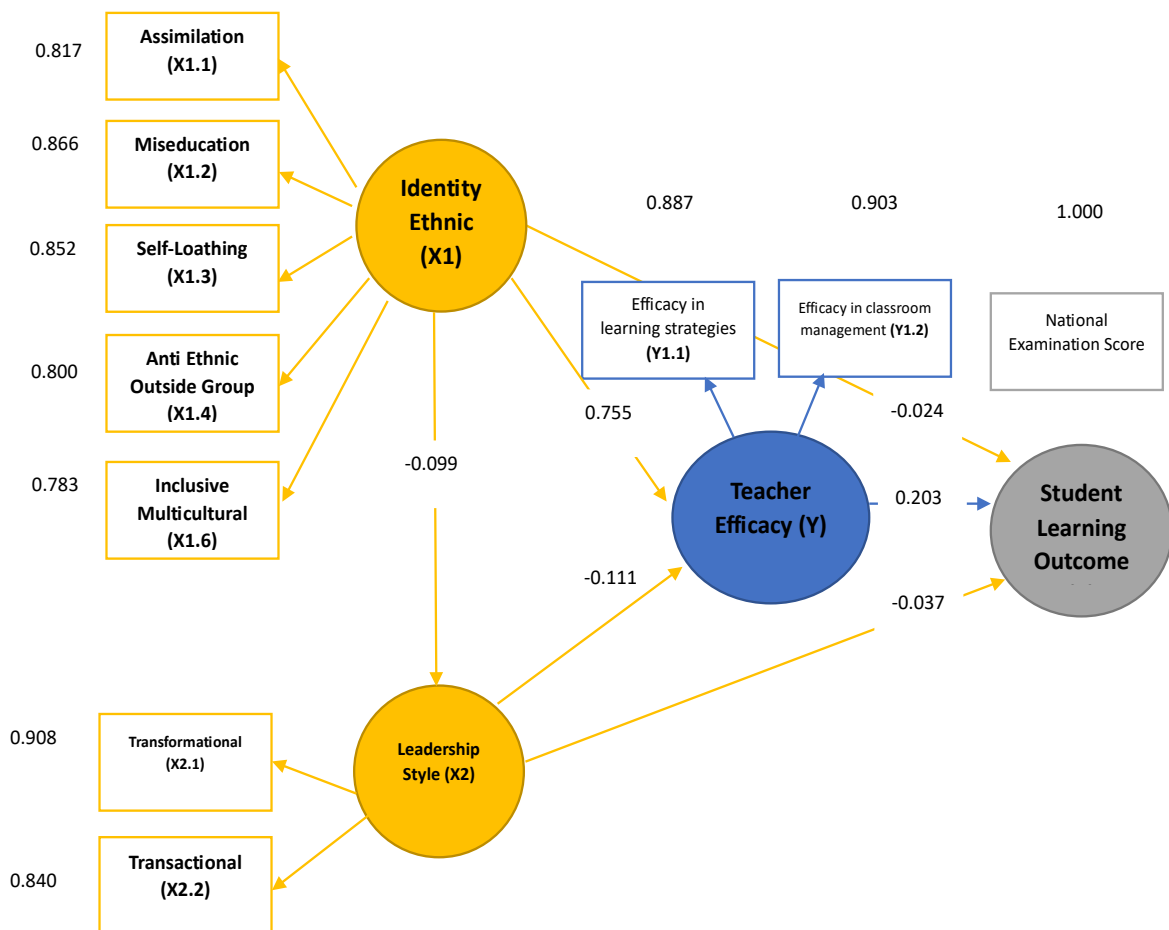
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variables, good validity criteria, namely if the value of standardized factor loadings (standard factor loading)  $\geq 0.30$ . (3) Analyzing the reliability of the measurement model, looking at the values  $(1-\delta)$  for exogenous variables and values  $(1-\epsilon)$  for endogenous variables. The greater the value of  $(1-\delta)$  and  $(1-\epsilon)$ , the more reliable the indicator is. (4) Test the fit or Goodness of Fit Statistics (GOF).

Re-specification of the research model and changes the program. Re-specification is carried out when there are offending estimates, the validity of the model is not yet good, the suitability of the overall model is not good enough and the reliability of the model is not good. To carry out model re-specification, we make changes the program according to the re-specification requirements

**Results and Discussion**

In the initial stage, descriptive statistical measurements were carried out using SPSS, the ethnic identity variable obtained a mean of 24.30 with a standard deviation of 2,827. The leadership style variable has a mean of 16.70 with a standard deviation of 1.984. The Teacher efficacy variable has a mean of 12.22 with a standard deviation of 1.417. The variable student learning outcomes mean value is 81.65 with a standard deviation of 6,010. The second stage is to evaluate the research model in the SEM equation model. This analysis requires normally distributed data to avoid biases in the interpretation of data that end up affecting other data. Data normality measurement and model conformity test outputs at the same time (see Figure 2).



**Figure 2.**  
Outer models  
Source: Ghozali (2014)

**Evaluation of outer model: Construct validity test**

In the process of evaluating the outer model through convergent validity testing. Look at the value of the outer loading/loading factor. The indicator is declared to meet convergent validity when the outer loading value > 0.7 (Ghozali 2014).

**Table 1.**  
Outer Loadings

	Identity Ethnic	Leadership style	Student L.O	Teacher Efficacy
X1_1	0.815			
X1_2	0.833			
X1_3	0.813			
X1_4	0.794			
X1_5	0.615			
X1_6	0.793			
X2_1		0.854		
X2_2		0.896		
Y1_1				0.837
Y1_2				0.860
Y1_3				0.680
Z			1.000	

Source: Result SmartPLS in 2022

Based on Table 1 there are indicators of Afrocentric X1\_5 and Y1\_3 Efficacy in student engagement that do not meet the convergent validity requirement so they need adjustments to meet the required values. While in Table 2 each indicator has fulfilled the requirements.

**Table 2.**  
Outer Loadings Adjustments

	Identity Ethnic	Leadership style	Student L.O	Teacher Efficacy
X1_1	0.817			
X1_2	0.866			
X1_3	0.852			
X1_4	0.800			
X1_6	0.783			
X2_1		0.908		
X2_2		0.840		
Y1_1				0.887
Y1_2				0.903
Z			1.000	

Source: Result SmartPLS in 2022

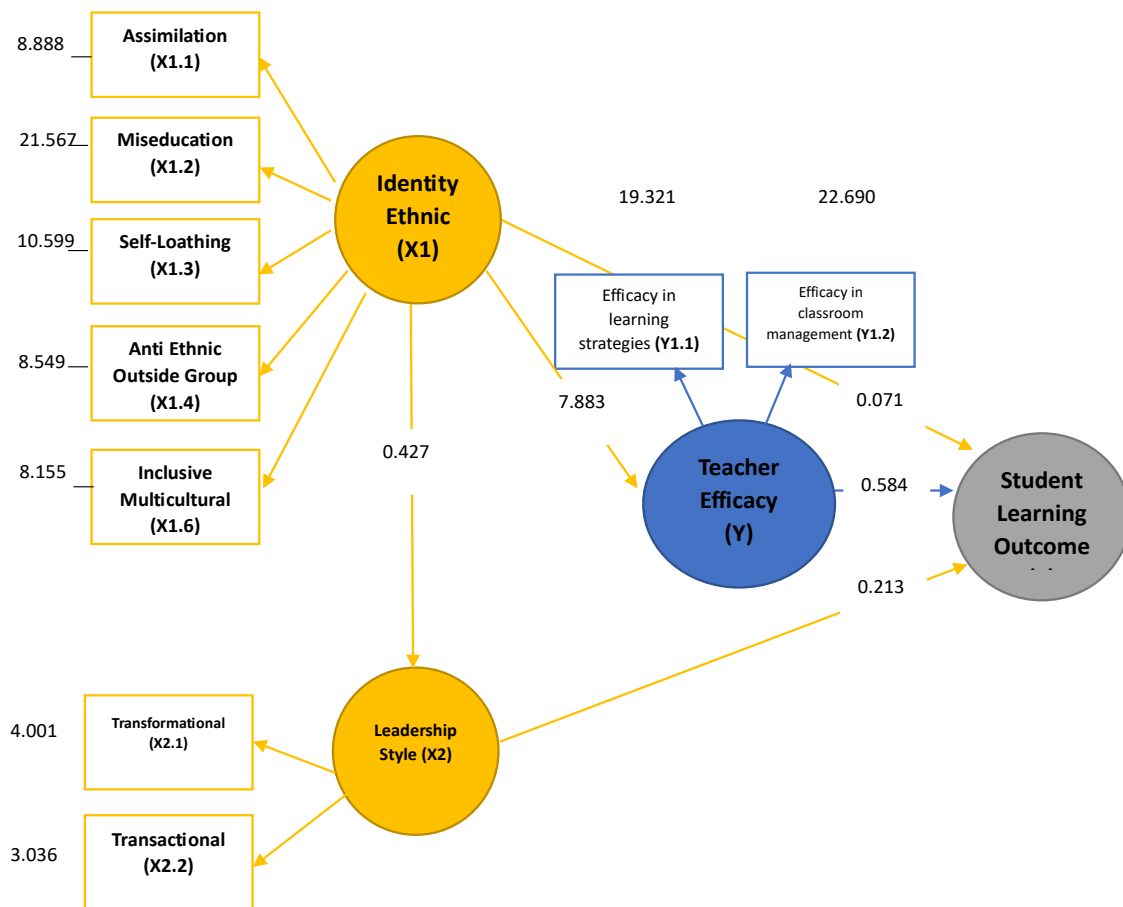
**Construct reliability**

Test The variables in this study can be declared to meet composite reliability if it has a value of > 0.6, it is declared reliable when it meets Cronbach alpha > 0.7, and the average variance extracted (AVE) > 0.5. Based on Table 3. Then the variable is declared reliable.

**Table 3.**  
Output construct reliability and validity

	Composite reliability	Cronbach alpha	AVE
Identity ethnic (X1)	0.914	0.882	0.680
Leadership style (X2)	0.867	0.697	0.765
Student learning outcome (Z)	1.000	1.000	1.000
Teacher efficacy (Y)	0.889	0.752	0.801

Source: Result SmartPLS in 2022



**Figure 3.**  
Output bootstrapping smartPLS  
Source: Result SmartPLS in 2022

**Structural model measurement**

Evaluation in structural models uses R2 for dependents and path coefficients for independents. Significance values are viewed based on the t-statistical value of each path.

**Path coefficient**

Test Based on the inner model scheme in Figure 3. It is shown that the largest path coefficient value is indicated by the influence of identity ethnic on teacher efficacy of 7,883. Then the influence of leadership style on teacher efficacy was 0.956, the third largest influence on teacher learning outcomes was 0.584, the fourth influence on identity ethnicity on leadership style was 0.427, and the

fifth influence on leadership style on student learning outcomes was 0.213, and the smallest influence on identity ethnic on student learning outcomes was 0.071. So in this model, the entire variable has a path coefficient value with a positive number. This shows that if the greater the path coefficient value of one independent variable against the dependent variable, then the stronger the influence between the independent variables on the dependent variable, and vice versa.

**Model goodness test (Goodness of fit)**

Based on the data processing that has been carried out, an R-Square value of 0.600 was obtained. The acquisition of this value explains that the amount of teacher efficacy can be explained by identity ethnicity and leadership style by 60%. This also shows the magnitude of the diversity of research data by 60%, and the remaining 40% is explained by other factors that are outside this study.

**Hypothesis test**

The hypothesis test is stated to be accepted when the p-value < 0.05. Based on Table 4. Judging from the original value of the Identity ethnic estimate sample of teacher efficacy of 0.755 with a p-value of < 5%, and t-statistics of 7,883 > 2,042. This indicates that ethnic identity has a significant positive effect on teacher efficacy. Meanwhile, the overall variables tested did not have a significant effect.

**Table 4.**  
Output path coefficient

	<b>Original sampel (O)</b>	<b>T statistic ( O/STDEV )</b>	<b>P value</b>	<b>Description</b>
Identity ethnic → leadership style	-0.099	0.427	<b>0.669</b>	<b>No Significance</b>
Identity ethnic → student learning outcome	-0.024	0.071	<b>0.943</b>	<b>No Significance</b>
Identity ethnic → Teacher Efficacy	0.755	7.883	<b>0.000</b>	<b>Significance</b>
Leadership style → student learning outcome	-0.037	0.213	<b>0.831</b>	<b>No Significance</b>
Leadership style → teacher efficacy	-0.111	0.956	<b>0.339</b>	<b>No Significance</b>
Teacher efficacy → student learning outcome	0.203	0.584	<b>0.560</b>	<b>No Significance</b>

Source: Result SmartPLS in 2022

In this analysis, it is prone to bias, so all requirements before the structural model need to be restructured to meet the goodness of fit variables. In this study, this has been done, so that the trustworthiness and validity of variables can be used as an academic basis for the development of ethnic identity and leadership in the future.

Based on the findings of the identity ethnic variable at Huaulu State Inland Elementary School, it showed no significant influence and showed a negative relationship with leadership style, which was 0.669. This is the researcher’s assumption, that the higher/stronger the ethnic identity of the inland principal of Huaulu, the lower/weaker the leadership style. Researchers believe that this has a good impact on the direction of the existing relationship even though it is not significant in the country. The power of ethnic identity is the experience and part of socio-cultural life as a form of life view of people living in the interior of the country. This ethnic identity does not become a difficult impact for the identity society to develop/blend in outside society. This, when traced, miseducation has a high tendency towards the formation of ethnic identity, namely 21,567, followed by assimilation with a tendency of 8,888, an anti-ethnic outside group of 8,549, inclusive multicultural of 8,155, and self-loathing forms the least



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tendency of 10.59. Miseducation has the highest tendency, when observed, the population of the interior of huauilu still has a lot of difficulties obtaining access to education so that the understanding of the renewal of the existence of more objective science is less known.

The experience that develops is more based on the beliefs of ancestors who have been believed for generations and kept sacred. The location of this inland country is very far away, making the mix and the outer environment of ethnicity also minimal interaction. However, anti-ethnic outside group attitudes have the third tendency compared to other indicators. The principal, who comes from this ethnicity, still opens up space and blends in with other ethnicities, although the qualitative analysis was not carried out in-depth in this study.

Assimilation becomes the second important point of concern. This experience ultimately shaped an attitude of novelty from this ethnic identity. The attitudes of life that endangered the group have begun to be abandoned. As the ancient peculiarity began to be abandoned, killing and preparing the beheaded human head as worship for example. Extremists like this have undergone cultural changes that later become more humanist attitudes/life experiences of individuals. Violent practices in the name of ethnic identity began to gradually be abandoned, although multicultural inclusivity has not yet fully become a way of looking at life among ethnic groups. Unfortunately, this multicultural inclusiveness is the smallest trend among the indicators that make up ethnic identity. Underdevelopment, and poverty of minority groups, namely huauilu, need to be further studied as aspects of inclusive multicultural ethnic studies beyond this study. The findings of the identity ethnic variable at Huauilu State Inland Elementary School showed no significant influence and showed a negative relationship with the student learning outcome of 0.943. This is good for the continuity of the school for the leadership of the indigenous peoples of the interior of huauilu. This relationship will help the success and sustainability of education in this country. Any changes and life experiences brought by identity ethnic do not have a significant influence on the success of students in school.

In this analysis, only the relationship between ethnic identity and teacher efficacy had a positive and significant influence of 0.755. This means that life experiences that become views while in the school environment can increase the efficacy of teachers. This mainly contributed to shaping teachers to organize and organize classes of 22,690 and efficacy in strategic learning of 19,321.

The leadership style of the inhabitants of the country has a negative and insignificant influence on the student learning outcome of 0.831. Transformational leadership styles have the highest tendency of 4,001 compared to transactional leadership styles of 3,036. In this study transformational identification through ideal attributes, ideal behavior, inspirational motivation, intellectual stimulation, and individual consideration. Meanwhile, transactional through extra effort, effectiveness, and satisfaction.

The teacher efficacy variable has a positive but not significant influence on the student learning outcome, which is 0.560. This can be caused by the lack of educators in the interior. The efficacy of teachers is also when observed not supported by access to infrastructure. Learning strategies and classroom management skills although less impactful on student achievement. This, when examined, the characteristics of students and beyond the factors of this study have contributed to how students can successfully study and get out of the interior as their achievements. The implications of the results of this study contributed to the development of ethnic identity literature, leadership styles in teacher perceptions, and student learning outcomes in indigenous inlands. The ethnic identity and efficacy of the teacher have a positive and significant influence.

This means that life experiences that become views while in the school environment can increase the efficacy of teachers. If you look at it, only teachers who come from huauilu ethnicity (ethnic similarity) can survive and have good efficacy while the small efficacy in teachers is aimed at those who are not part of the same ethnic group. This needs to be brought to the attention of indigenous public school principals, which is an approach that can be used in the development of teacher efficacy for ethnic inlands of huauilu by taking into account the characteristics and attitudes of ethnic life, especially in huauilu country. The application of the right leadership style to subordinates will have an impact on improving performance

and servicing. This is in line with Haney-Brown (2017) findings, that understanding diverse leadership styles will help improve leader and follower relationships so as to create positive social change and inclusiveness in the workplace.

Leadership and a suitable style measure will give value to the teacher's self-efficacy if ethnic identity becomes an additional norm that can also be taken into consideration. An understanding of several factors of ethnic identity can be a contribution and solution for principal leaders in indigenous countries in improving the self-confidence of teachers and the success of students in their experiences. This supports what is presented by Haney-Brown (2017) that leadership is at all levels and has a role in serving all aspects of the workplace, so it is important for leaders and followers to address the various leadership styles that individuals have in their workplace.

This search for literature on issues of leadership and ethnic identity is expected to produce few empirical studies focused on the experiences of the Moluccans. In the research of Özdemir & Kemal (2013), leadership behavior contributes positively to teacher motivation, and teachers' self-evaluation skills both identify themselves and their students. Hallinger & Kovačević (2019) notes the importance of leadership style in order to develop learning. Berry (2010) in his research revealed that teachers have a greater sense of responsibility when guided and nurtured well by the principal and the needs of the organization are met. Sianturi et al. (2018) who researched in inland school areas in Papua, revealed that the use of cultural approaches allows for an increase in learning achievement for indigenous students in the interior. Teachers have skills with cultural awareness and have flexibility in developing curriculum based on the needs of indigenous students.

This is also a finding in the issue raised by Zaini (2010) that indigenous students continue to be underachieving students. Under these conditions, schools need to include content in addition to meeting the needs of students based on cultural values, but also include the content of ethnic awareness to teachers in developing learning and improving students' academic success through cultural understanding. Likewise, the failure of teacher self-efficacy can be reduced through ethnic understanding programs through modeling leadership styles and more holistic educational content according to place and local knowledge (O'Connor 2010). The results of this study also support the findings of Sianturi et al. (2018) that the role of indigenous teachers is more visible in schools because they have common customs and understand the conditions and culture in which they serve. So that it has the opportunity to increase the self-discovery of indigenous students.

## Conclusion

This study found that ethnic identity has the most meaningful influence in improving the self-efficacy of teachers. School leaders can apply and harness the potential of this perspective, especially when it comes to interpreting ethnic identity as a strategy to advance the confidence of teachers and the school environment. This study became the first in the interior of Huauilu country to contribute to education and provide some recommendations, but it should still be looked at carefully due to some limitations. The first limitation is in the analytical tools used, which are only in the form of questionnaires that can also cause social bias. This raises some shortcomings because it only measures the attitudes of respondents, not actual behavior in the field. This in turn later raises whether the respondent's choice is a translation of the actual attitude or not. This limitation also concerns the sample used. There needs to be an overall study that can underlie how the ethnic identity and demographics of the region affect the leadership preferences used. Further studies are needed to help understand the human resources of all the remaining huauilu sub-ethnicities in the inland indigenous lands of huauilu. So that it is possible to produce a study of leadership styles based on ethnicity that exists in the local environment.

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