

ABSTRACT

The study achievement of Bima Health Polytechnic students was low. They were students of Nursing Department. Only 32,5% students of the first semester in the first grade of academic year 2001/2002 passed the subject of Structure and Body Function, the rest 67,5% students failed giving much concern to the institution.

The aim of this study was to analyze the influence of teacher's leadership style, learning method and mastery of study materials on student's motivation and achievement.

This was an observational study applying cross sectional method. The population was all lecturers/teachers of Nursing Department from the first semester in the first grade. Data collecting using questionnaires was carried out starting May until June 2003 from 13 respondents of Bima Health Polytechnic Institute. Descriptive analysis was presented in a frequency distribution table, concluded by regression method. Its significant stage (α) was 0,05.

The result showed that: 1) teacher's leadership style and learning method had no significant influence on student's motivation; 2) teacher's leadership style and learning method had no significant influence on student's achievement; 3) teacher's mastery of study materials had a significant influence on student's motivation ($p = 0,000$) teachers mastery of study materials had a significant influence on student's achievement ($p = 0,003$) study motivation had a significant influence on student's achievement ($p = 0,002$).

The conclusion of this study was teacher's leadership style and learning method must be improved to enhance student's motivation and achievement. The mastery of study materials is compulsory to all teachers. Study motivation has a significant influence on student's achievement.

Key words: leadership style, learning method, mastery of study material, motivation, study achievement.

