

# The Effect of Principal Leadership and Work Discipline on Teacher Performance

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## ABSTRACT

This study aims to analyse the influence of school leadership and work discipline toward teachers' performance in the 3<sup>rd</sup> group of the state elementary school Banding Agung. The method used in this research was the quantitative research method. The research subjects were some teachers in the 3<sup>rd</sup> group of the state elementary school Banding Agung. The technique used in collecting the data was the questionnaire technique by using the data instrument in the form of scale. The stage of prerequisite analysis included the normality test, homogeneity test, linearity test, multicollinearity test, and autocorrelation test. The research of hypothesis testing is used double regression. After the research has done and the analysis of the data has collected, the results were obtained : (1) There was a significant influence between school leadership toward teachers performance in 3<sup>rd</sup> group of the state elementary school Banding Agung which was  $0.000 < 0.05$  and the t value was  $9.432 > t$  table 3.11, (2) There was a significant influence between work discipline toward teachers performance by obtaining the results of  $0.000 < 0.05$  and t value  $8.767 > t$  table 3.11, (3) The school leadership and work discipline have positive and significant effects toward teachers performance obtained is equal to  $0.000 < 0.005$  and the f value was  $45.223 > f$  table 2.48. In short, principle leadership and work discipline has an impact on teacher performance at school.

**Keywords:** Leadership, Work Discipline, Teachers performance

## 1. INTRODUCTION

Educational management or school management cannot be separated from the leadership adopted by the Principal in carrying out his role as a leader. The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and carrying out the educational process in the school. As said by [1] "There is a strong attachment between the leadership style used by the principal and the overall effectiveness of the education process in schools". This means that reliable human resources cannot be separated from the influence of the pattern or style of leadership that is applied in an organization, this will be reflected in the implementation of the organization. Good leadership will be seen in the running of the organization in an orderly, comfortable, conducive manner and in accordance with the objectives to be achieved. Leadership is a process that contains elements of influence, cooperation and leads to something and common goals in an organization.

Leadership has a central role in the dynamics of organizational life. In this case, the principal is an educational leader who depends on the skills and wisdom of the principal in leading a school or institution. A school principal must be able to provide a charismatic leadership effect, can be an example, can mobilize and direct all school stakeholders to be able to achieve the goals to be achieved. This is as expressed by [2] "leadership means someone's ability and readiness to influence, encourage, invite, guide, mobilize, direct and if necessary force people or groups to accept that influence and then do something that can shape the achievement of certain predetermined goals".

The success of the organization in achieving the goals that have been set will depend on its leadership role. Likewise, leadership in schools, the leadership patterns or styles applied by the principal will be very influential in determining the direction and educational policies that are built. For this purpose, the principal must be able to mobilize and empower all the potential that exists in the organization, related to running various programs, processes, evaluation,

curriculum development, school learning, extracurricular activities, processing of teaching staff, facilities and infrastructure, services to students and parents, relationships to the community to create a school climate that is conducive, safe, comfortable, orderly in the learning process, so that school goals can be achieved.

A school principal as an education leader faces a heavy responsibility, for that he must have adequate preparation, both mentally and psychologically in carrying out his duties, especially in dealing with all the problems and challenges faced to create and provide comfort for teachers and students at school.

The ability of an elementary school principal to lead is very influential in improving teacher work as well as improving and creating an effective and targeted learning process. The leadership applied by the principal will affect the process of creating comfort, order in the learning process, especially on teacher work discipline, and teacher performance.

The leadership style adopted by the principal can influence the creation and achievement of school goals to be achieved. There are various kinds of leadership styles applied by school principals, there are leaders who apply authoritarian leadership styles and this tends to be responded negatively by their subordinates by showing low levels of performance and work productivity. In a more positive approach, leadership styles can be applied in a directive, supportive, and participatory way.

These three leadership styles can be applied equally and simultaneously in a leadership process. A balanced portion of these leadership styles will encourage the creation of work performance or productivity among teachers. It is hoped that there are various leadership styles of school principals as agents of change in schools so that they have an active role in improving the quality of education.

Based on the pre-survey conducted by the researcher on students regarding their perceptions of teacher performance covering several indicators, the research instrument for teacher performance consists of four main competencies including pedagogical competence, personality competence, professional competence, and social competence in Cluster 3 SDN Bandung Agung, namely There are still gaps in teacher performance in Cluster 3 of SDN Bandung Agung. In pedagogic competence, it was found that the majority of teachers still tended to use traditional learning methods and were less varied in developing varied learning methods. Meanwhile, in personality competence, most students have the perception that there are teachers who have not been open to criticism from students and have not provided equal opportunities for every student to actively participate in learning. In professional competence, according to

students, teachers are less skilled in using appropriate learning media and in accordance with the material being taught. Meanwhile, in social competence, according to students there are still teachers who have not acted fairly in paying attention to the learning needs of each student.

The problem that occurs is the decline in teacher performance and productivity in Cluster 3 of SD Negeri Banding Agung Subdistrict, which is caused by the possibility of low work discipline of some teachers in the organization which has an impact on overall organizational performance. Teacher performance and productivity in teaching are the main keys to the quality of the learning process.

One indicator of improving performance is increased work discipline. Employee work discipline is a reflection of the teacher's attitude and personality that they display in obeying all the rules in school. Employee work discipline in an organization is one of the functions of human resource management because, with conditions that are full of discipline, employees can be expected to become strong basic milestones in an organization to achieve goals. Discipline is a condition in an organization where employees follow the rules and behave according to acceptable standards in the organization [3]. Concerning work, the definition of work discipline is an attitude and behavior that shows employee obedience to organizational rules. That is, attitudes and behaviors to obey organizational rules emerge from within him. Intention can also be interpreted as a desire to do something or a willingness to conform to the rules. Attitudes and behavior in work discipline are characterized by various initiatives, willingness, and will to obey the rules. The attitude of the teacher in obeying the rules to enforce discipline is born and created when there is an atmosphere created by the principal, for example in school attendance, the principal is present 1 hour before lessons start every day. This will have a positive impact on teachers to follow in the footsteps of school principal attendance because they do not want to be late and have shame on the principal.

Teacher work productivity or performance will be good if it is supported by a comfortable, conducive, and competitive school climate. This situation encourages teachers to be more passionate, disciplined, and give good performance in teaching. If the atmosphere of the school climate is not supportive, such as the leadership style of the principal being indifferent to teachers who are diligent and lazy, teachers are often absent or arrive late, reducing teaching hours to students, this will have an impact on decreasing teacher work or performance. This is as expressed by Robbins "... employees are not loyal, employees ignore such as

absenteeism or arriving late, reduce the quality and quantity of work and the rate of work errors increases, in the end, it has an impact on decreased performance [4]. To avoid this, it is necessary to have a principal leadership style that can create good teacher attitudes, positive teacher discipline levels, and increased teacher performance. This creation will be realized if the principal's leadership style is applied appropriately and is suitable for the atmosphere at school. So it is hoped that it can create a comfortable working atmosphere in the school so that the teacher's attitude, teacher discipline, and teacher performance will look good and positive for school learning process activities.

Teacher discipline is a teacher's obedience to the rules related to the implementation of their duties as educators in the teaching and learning process in schools. In this regard, the basic theory developed as dimensions and indicators of teacher discipline in the teaching and learning process includes three aspects, that is attendance, implementation of tasks (activities), and follow-up programs, with the reason to know the extent to which the level of teacher discipline in carrying out their duties as educators at school.

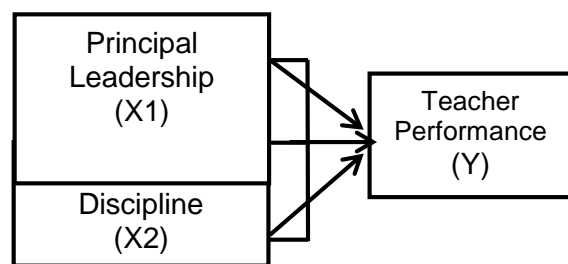
Good work discipline reflects the amount of responsibility that must be borne by a person for the tasks assigned to him, which encourages morale in realizing organizational goals. For this reason, discipline in the form of implementing regulations is indispensable for employees, teachers, and students as a tangible manifestation of supervision in creating school organizational rules. Good work discipline also reflects the personality of a teacher who has a high sense of responsibility, in addition to having high intellectual and broad insight and various competencies.

Student learning discipline can be started from habits that are often carried out, including students being able to use time quite well, having a sense of responsibility for the tasks given by the teacher, having a sense of belonging and responsibility for the class organization, and compiling lesson schedules. With a sense of self-awareness to carry out work discipline and learning discipline, it is hoped that all activities carried out daily at school can produce good results in accordance with the goals of education which are also the goals of national education.

The role of teachers in the classroom as educators, teachers, and coaches, teachers often face various problems in overcoming learning situations that are difficult to direct and student behavior that is difficult to control. This condition can result from the teacher's lack of knowledge and experience in responding to the learning situation and the students'

lack of psychological understanding. In dealing with learning situations that are difficult to control, a teacher must have a good emotional awareness which is a positive self-concept of a teacher. This positive self-concept is very important because it will not be possible for the teacher to be able to control the students' emotional and learning situations well if they cannot control their emotions in themselves.

Based on the theoretical study above, the research design can be described as follows:



The hypothesis can be formulated as follows: a) there is an influence between the principal's leadership on the teacher performance of Cluster 3 SDN Bandung Agung. b) there is an influence between teacher discipline on teacher performance in cluster 3 SDN Bandung Agung. c) there is an influence between the leadership of the principal and the discipline of teachers together on the performance of cluster 3 teachers at SDN Bandung Agung.

## 2. METHODS

This research used descriptive research methods with a quantitative method approach. [5] explained that correlational research is shown to determine the relationship of a variable to other variables which is expressed by the magnitude of the correlation coefficient and statistical significance. [5] explained that "correlational research is research conducted by researchers to determine the level of the relationship between two or more variables, without making changes, additions or manipulations to existing data". In this study, there were independent variables ( $X_1$ ), namely Principal Leadership and Teacher Discipline ( $X_2$ ), and the dependent variable ( $Y$ ), namely Teacher Performance.

According to Sugiyono, population is a generalization area consisting of objects or subjects of certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. [5]. Meanwhile, Suharsimi Arikunto said "the population is the whole of the subjects studied, namely all the elements in the research [5]. Therefore, the population in this study

were all teachers teaching in Cluster 3 SDN Bandung Agung, totaling 100 people. Meanwhile, Arikunto stated that "to just estimate, if the subject is less than one hundred, it is better to take all of them, so that the research is a population study. Furthermore, if the subject is large, it can be taken between 10% -15% or 20% -25% or more" [5].

The population in this study were all teachers in cluster 3 of SDN Bandung Agung. The data collection technique used is the questionnaire technique, which is a data collection technique that is done by giving a set of written statements to the respondent to answer. The questionnaire used by the researcher as a research instrument is a closed questionnaire, [5].

### 3. RESULTS AND DISCUSSION

#### Hypothesis test

Hypothesis testing was continued after testing the data analysis requirements, namely the normality test and the homogeneity test. After the data is declared to have met the requirements to be tested, then the hypothesis is tested using the t-test and the f-test, to determine the effect partially and simultaneously on the tested variables.

#### Hypothesis test 1

The calculation of correlation analysis is to determine whether there is a significant influence between the principal leadership variable ( $X_1$ ) on (Y).

Table 1. Results of t-test analysis of principal leadership variables ( $X_1$ ) on Teacher Performance Variable (Y)

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38.387	7.978		4.812	.000
Principal Leadership	.773	.082	.719	9.432	.000

a. Dependent Teacher Performance

Source: SPSS Data Processing Version 21.0

Based on the results of the calculation of the t-test  $X_1$  against Y above, it is found that the significance value is 0.000, the significant value (probability) is smaller than 0.05, so  $H_0$  is rejected. This means that  $H_a$  is accepted, thus the leadership of the principal has an influence on teacher performance amounting to  $0.000 < 0.05$  and the t value is  $9.432 > t$  table 3.11, so it can be concluded that  $H_{a1}$  is accepted which means there is an influence of  $X_1$  on Y.

#### Hypothesis test 2

Calculation of correlation analysis to determine whether there is a significant influence between teacher discipline variables ( $X_2$ ) on (Y).

Table 2. Results of Variable t-test analysis Work Discipline ( $X_2$ ) on Teacher Performance Variables (Y)

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	40.788	8.308		4.910	.000
Work Discipline	.559	.064	.693	8.767	.000

a. Dependent Variable: Teacher Performance

Source: SPSS Data Processing Version 21.0

Based on the results of the calculation of the t-test  $X_2$  against Y above, it is found that the significance value is 0.000, the significant value (probability) is smaller than 0.05, so  $H_0$  is rejected. This means that  $H_a$  is accepted, thus work discipline has an influence on teacher performance amounting to  $0.000 < 0.05$  and the t value of  $8.767 > t$  table 3.11, so it can be concluded that  $H_{a2}$  is accepted, which means there is an influence of  $X_2$  on Y.

#### Hypothesis test 3

The calculation of multiple correlation analysis is to determine the relationship between the independent variables and the dependent variable.

Table 3. Multiple Regression Test Results ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3155.425	2	1577.713	45.223	.000 <sup>a</sup>
Residual	2860.763	82	34.887		
Total	6016.188	84			

a. Predictors: (Constant), Work Discipline, Principal Leadership

b. Dependent Variable: Teacher Performance

Source: SPSS Data Processing Version 21.0

Based on the value of the simultaneous f test results above, it is known that the significance value for the effect of  $X_1$  and  $X_2$  simultaneously or together on Y is equal to  $0.000 < 0.005$  and the F value of  $45.223 > F$  table 2.48, so it can be concluded that  $H_3$  is accepted which means the effect of  $X_1$  and  $X_2$  simultaneously on Y.

## **DISCUSSION**

### **The Influence of Principal Leadership on Teacher Performance**

For testing the first hypothesis was carried out using regression analysis using the calculation of the SPSS version 21 program. Based on the regression results for the principal leadership variable on teacher performance, it was stated that there was a significant influence between principal leadership on teacher performance in Cluster 03 SDN Bandung Agung amounting to  $0.000 < 0.05$  and the  $t$  value of  $9.432 > t$  table 3.11, so it can be concluded that  $H_{a1}$  is accepted which means that there is an influence of the principal's leadership variable ( $X_1$ ) on teacher performance ( $Y$ ) in Cluster 03 SDN Bandung Agung.

The results of this study are also supported by [6] study entitled "The influence of leadership and management of infrastructure facilities on teacher performance". The results of these studies indicated that the principal leadership and infrastructure management simultaneously affect teacher performance as evidenced by  $F$  count 12.58. Good principal leadership, supported by complete infrastructure in schools, will certainly make it easier for teachers to carry out their duties. The results of research at the Canosa Education Foundation show that several forms of teacher performance that have been successfully implemented are making teaching plans based on existing strategies and resources, making teaching plans with the curriculum and vision and mission of the school, and communicating with the principal about the problems of underprivileged students. in the following lessons.

The principal also has an important role in realizing the achievement of the vision, mission, and goals of the school [7]. This statement is supported by [8] which emphasized that the success or failure of education and learning in schools is strongly influenced by the ability of the principal in managing each component of the school. In this case, the principal takes part in developing teacher performance with certain knowledge and skills, namely as a leader who can guide, encourage, mobilize, and influence the style in achieving performance. Therefore we need a principal who can involve teachers in formulating the vision, mission, and goals of the school.

In relation to the mission of education, leadership can be interpreted as the principal's efforts to influence, encourage, guide, direct, and mobilize school staff so that they can work effectively in order to achieve predetermined educational and teaching goals [9].

Principal leadership is the behavior or actions of the principal as an effort to influence, encourage, guide, direct subordinates (teachers) to work together

to achieve the goals of the school organization that have been set together.

If the principal carries out his leadership role well, the teacher will carry out his duties happily, so that school goals can be easily achieved. This is in accordance with the opinion of [7] which stated that the principal is the driving force, determines the direction of school policy which will determine how the goals of school and education, in general, are realized.

Based on the research results and opinions above, there is an influence of the principal's leadership on teacher performance. No matter how big the contribution given by the principal's leadership will always affect teacher performance. Therefore, a positive increase in the leadership of the principal will support the increase in teacher performance.

### **Effect of Work Discipline ( $X_2$ ) on Teacher Performance ( $Y$ )**

For testing the second hypothesis, using regression analysis using the SPSS version 21 calculation. Based on the results of the  $t$ -test, the work discipline variable on teacher performance states that there is a significant influence between work discipline on teacher performance by obtaining a result of  $0.000 < 0.05$  and a  $t$ -value of  $8.767 > t$  table 3.11, so it can be concluded that  $H_{a2}$  is accepted, which means that there is an effect of  $X_2$  on  $Y$ .

The results of this study are in line with the following theories. According to the Big Indonesian Dictionary (KBBI) stated that discipline is 1) discipline (in schools, military offices, etc.), 2) obedience (compliance) to the rules of order, and so on, 3) fields of study that have system objects and methods certain [10]. [11] stated that discipline is the willingness of a person who arises with his awareness to follow the applicable regulations with the organization. From these definitions, it can be concluded that discipline is the willingness and willingness of a person who meets and obeys all prevailing regulatory norms around him and is willing to accept sanctions if he makes a mistake. Teacher work discipline can be defined as the willingness and willingness of a teacher to comply with and obey all the norms of the regulations that apply in the school and are willing to accept sanctions if they violate these rules. [9] stated that it is said that it is good if it meets the requirements of work discipline, namely timeliness, using office equipment properly, high responsibility, obedience to official rules.

Work discipline is an attitude of employee obedience to a rule or provision that applies in an organization based on awareness and realization, not

coercion. Work discipline can be defined as an attitude of respect, respect, obedience, and obedience to the prevailing regulations, both written and unwritten, and being able to carry them out and not to avoid receiving sanctions if they violate the duties and authorities given to them. Work discipline can also be interpreted as a condition that is created and formed through a process of a series of behaviors that show the values of obedience, obedience, loyalty, order, and/or order. Discipline is defined as a state of order in which the people who are members of the organization are happy to obey the existing rules. It can be concluded that work discipline is an orderly situation where a person or group of people who are members of the organization wishes to obey and carry out the organizational or company regulations, both written and unwritten. Good discipline reflects a person's sense of responsibility for the tasks assigned to him. This encourages work passion, morale, and the realization of organizational, employee, and community goals. Based on the research results and opinions above, there is an effect of work discipline on teacher performance. No matter how big the contribution given by work discipline will always affect teacher performance.

According to the researcher, work discipline influences teacher performance. Good teacher work discipline can be in the form of punctuality in starting and ending lessons, using office equipment properly related to maintaining office equipment used by teachers in the process of teaching and learning activities as well as teacher facilities that can support teacher work in addition to the process of teaching and learning activities, namely preparation of teacher administration, high responsibility in carrying out tasks, and being able to comply with all existing office regulations by always respecting every office regulation and tone which always respects every rule agreed upon by the school community. Good teacher work discipline will have an impact on good teacher performance, so that teacher performance standards can be achieved, namely pedagogical competence, personality competence, social competence, and professional competence.

The effect of teacher work discipline on teacher performance has a low degree of relationship. The degree of the relationship is used to see whether the values contained in the teacher performance variable are influenced by the teacher work discipline variable and other variables, both individually and in groups (population). Although the influence has been known, the degree of relationship is in a low category. In this study, the low category is very far from the high category, so work discipline must be improved to improve teacher performance so that

with good teacher work discipline the better the performance of teachers in school.

### **The influence of principal leadership ( $X_1$ ) and work discipline ( $X_2$ ) together on teacher performance ( $Y$ ).**

For testing the third hypothesis using multiple regression analysis using the calculation of the SPSS program version 21. Based on the ANOVA test results, it is obtained that the value of the F count is  $45.223 > F$  table 2.48, so it can be concluded that  $H_3$  is accepted, which means there is an influence of  $X_1$  and  $X_2$  together against  $Y$ .

The results of this study are also supported by [3] study entitled the influence of the leadership style of the head of the madrasah and work discipline on the performance of teachers at Madrasah Tsanawiyah Diniyyah Putri Lampung. Based on the results of research conducted by Supriadi, it was stated that there was a positive influence between the leadership style of the principal and work discipline together on teacher performance as indicated by the double correlation coefficient between the two independent variables and the dependent variable  $R_y$ . 12 of 0.833. From the correlation coefficient, it can be calculated that the coefficient of determination ( $R_y.122$ ) is 0.6940, meaning that 69.40% of the proportion of teacher performance variance can be explained jointly by the leadership style of the principal and work discipline. This means, if there is an increase in the effectiveness of the leadership style of the madrasah principal and control of teacher work discipline is carried out, then the increase is followed by an increase in teacher performance. If there is an increase in teacher work discipline, and control is exercised on the leadership style of the principal, then the increase will be followed by teacher performance, and an increase in teacher performance occurs in the same direction with a constant of 43.23.

From the description above, the leadership of the principal plays an important role in improving teacher work discipline, with the application of good principal leadership and good work discipline, it is very influential in improving teacher performance.

## **4. CONCLUSION**

Based on the results of the research described above, it can be concluded that there is a significant influence between principal leadership and work discipline together on teacher performance in Cluster 3 SDN Bandung Agung. The results in this study prove that the principal's leadership variable is more positively influential than the work discipline variable on teacher performance variables. This can

be seen from the results of the analysis obtained by  $0.000 < 0.005$  and the F value of  $45.223 > F$  table 2.48.

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