

The Effect of Leadership and Work Culture on Discipline of Elementary School Teachers

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ABSTRACT

The purpose of this study was to determine the effect of leadership and work culture, either partially or simultaneously on the discipline of work of Elementary School teachers in BPR Ranau Tengah District, South Oku District with quantitative experimental research methods using observations and questionnaires. The magnitude of the effect of the work motivation and work discipline on the teacher performance is called the coefficient of determination which is the result of R squaring. From this output, the coefficient of determination (Adjust R Square) is 0.623, which implies that the effect of the leadership and work culture to the work discipline amounted to 62.3%, while the remaining 37.7% was influenced by other variables not examined in this study.

Keywords: Leadership, Work Culture, Work Discipline.

1. INTRODUCTION

One of the educational problems faced by the Indonesian people today is the low quality of education at every level and unit of education, especially primary and secondary education. In the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers [1] it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through education formal, basic education, and secondary education". Teachers are the main key in the education system, another thing, in the world of education, especially schools, it does not mean much if the basic function of learning, namely the interaction of teachers with students, is not qualified. Because of the importance of the role of teachers, it can be concluded that improving the quality and performance of teachers will greatly affect the quality of education.

Improving the quality of education is an integral part of the human resource development process [2]. These efforts must be carried out in a planned, directed and intensive manner, so as to prepare the nation to enter the era of globalization which is full of competition. The quality of education is directed by the Law on the National Education System Number 20 of 2003, namely the development of the potential of students to become

human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible country. Quality education is believed to be the right way to improve the quality of human resources. However, education in Indonesia has not been able to lead to quality improvement, on the other hand it is still concerned with quantity alone.

Many factors contribute to the low quality of education. If education is seen as a system, the factors that influence education include: (1) students or the input, (2) instructional environment, (3) educational process, and (4) educational output.

The principal as the leader is directly a clear example of the work activities of his subordinates [3]. Principals who are diligent, careful, care about their subordinates will be different from a leadership style that is indifferent, less communicative, let alone arrogantly with the school community. Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 regarding the standards of school principals explains that school principals must has dimensions of personality competence, managerial, entrepreneurship. The principal as a role model for the school community is willing to set a good example and at the same time build communication with school members in a friendly manner. In the sub-district of BPR Ranau Tengah, the majority of the school principals have only complained about their subordinates, while they

at will and pretend to carry out outside official duties without the knowledge of their subordinates.

The existence of community development and demands for school work discipline to have a good output, then schools need to develop a school work culture that supports the achievement of school goals [4]. Thus, schools must be more professional and have high productivity in managing their activities. In addition to the problem of leadership in schools, it turns out that work culture greatly influences teacher behavior, a strong work culture will influence the behavior of its members, which will then make the culture in an organization.

Basically, there are many indicators that affect the level of discipline of teachers in an organization, one of which is: Penalty sanctions, which play an important role in maintaining teacher discipline [5]. With heavier penalties, teachers will be more afraid of breaking organizational rules, and employee disciplinary attitudes and behavior will be reduced. Penalties must be determined based on logical, reasonable and clearly informed considerations to all teachers.

A research conducted by Guterres and Supartha [6] found that leadership style affects teacher performance, motivation directly affects employee performance, leadership style and motivation jointly influence 73.5 percent.

School culture is seen as the existence of a school that is formed from the results of the mutual influence between three factors: the attitudes and beliefs of people in the school environment and outside the school environment, school cultural norms, and relationships between individuals in the school [7]. An effective school culture describes the school as running in synergy, so that a rational program is obtained and implemented based on human values, professionalism, and empowerment. In an effective school, the personnel feel the satisfaction of associating and relating to one another and they are reluctant to leave school, not only because of an adequate salary, but more on the existence of professional rewards. The culture in public elementary schools in the District of BPR Ranau Tengah is still an old culture, namely grouping teachers based on staffing levels, such as civil servants, there are separate groups as well as honorariums. So it is difficult to unite because of this social gap. Culture is very influential on teacher performance.

There are some previous studies which are related to this study. First [8], the results of data analysis show that there is a significant influence between principal leadership and teacher performance on school effectiveness, both individually and collectively. The similarity is examining leadership. While the difference is Mudi Harso's research examines teacher performance on

school effectiveness in SMK Pematang Rejang, while research is ongoing on work culture on work discipline of public elementary school teachers in BPR Ranau Tengah sub-district.

Second [9], the results showed that teachers' perceptions of principal leadership had a direct effect on teacher discipline, and indicated that the path coefficient was $0.255 > 0.05$ and proved significant. The teacher's strategy has a direct influence on teacher work discipline, indicated by a path coefficient of $0.634 > 0.05$ and proven significant. The equation is researching leadership. Whereas the difference between Dosmal Ginting's research examines teacher strategies towards work discipline, Central Lampung Regency High School teachers, while ongoing research on work culture on work discipline of Public SD teachers in BPR Ranau Tengah District.

The third is a study conducted by [10], this study aims to determine the effect of the principal's leadership style consisting of autocratic, militaristic, paternalistic, charismatic and democratic on the performance of teachers at Hang Tuah I Senior High School Surabaya. The research was conducted on a total of 51 samples who were teachers at Hang Tuah I Senior High School, Surabaya. The analysis used in this research is multiple linear regression analysis with the F test to test the simultaneous effect and the t test to test the partial effect. Based on the results of the study, it is known that the results of the F test show that the overall independent variables of autocratic, militaristic, paternalistic, charismatic, and democratic leadership styles have a significant simultaneous effect on teacher performance at SMA Hang Tuah I Surabaya. From the results of the t test it is known that the paternalistic, charismatic, and democratic leadership style partially has a significant effect on the performance of teachers in SMA Hang Tuah I Surabaya, and the dominant influence is the variable of democratic leadership style. Meanwhile, autocratic and militaristic leadership styles partially do not have a significant effect on teacher performance at SMA Hang Tuah I Surabaya.

Fourth, a study conducted by [11] This research uses the type of causal research (causality), namely research that aims to prove the relationship cause and effect or relationship affects and is influenced by the variables studied. The location of this research is SMA Negeri 7 Palu, Central Sulawesi Province. The research targets are teaching staff with the status of Civil Servants. This study concludes that: 1) Work discipline, leadership style and job satisfaction simultaneously have a significant effect on teacher performance at SMA Negeri 7 Palu. 2) Work discipline has a significant effect on teacher performance at SMA Negeri 7 Palu. 3) Leadership style has a significant effect on teacher performance

at SMA Negeri 7 Palu, and 4) Job satisfaction has a significant effect on teacher performance at SMA Negeri 7 Palu.

The fifth, a research by [6], this study aims to examine and analyze the effect of leadership style and work motivation on employee performance. This research was conducted at Public Secondary School 02 Baucau-Timor Leste. Using a sample of 58 teachers, data were collected using questionnaires and interviews. There are two types of data used in this study, namely qualitative and quantitative data, both from primary and secondary sources. The collected data were analyzed using descriptive analysis and multiple regression analysis. Based on the results of the calculation of regression analysis, it can be concluded that the magnitude of the influence of leadership style (X1) on teacher performance (Y) is 0.571. The magnitude of the influence of motivation which directly affects employee performance (Y) is 0.313. The magnitude of the influence of leadership style (X1) and motivation (X2) has a joint effect of 73.5 percent while the remaining 26.5 percent is explained by other variables not included in this study.

Based on the description above, in order to carry out their duties and responsibilities, teachers are required to have certain abilities and skills. These abilities and skills are part of the competence of teacher work discipline that is absolutely owned by the teacher so that their duties as educators can be carried out properly. One of the factors that measure the success of schools is teacher performance. Therefore, the writes are encouraged to conduct a study regarding the effect of leadership and work culture on discipline of elementary school teachers.

2. METHODS

This is an experimental method using a questionnaire and observation [12] at Public Elementary School in the District of BPR Ranau Tengah. The questionnaire is a research that allows direct questionnaires to be asked to respondents [13], [14] namely the Principal of Schools and All Public Elementary School Teachers in the District of BPR Ranau Tengah. The scale used is the Likert scale to measure attitudes, opinions and perceptions about social events or symptoms [15]. This research is carried out by observing the Head of School and all elementary School teachers in the District of BPR Ranau Tengah in the form of direct observation and data collection on the research object.

3. RESULTS AND DISCUSSION

The results of the research on the effect of Leadership and work culture on teacher work discipline indicate a significant influence.

These results refer to the synthesis of the theory which states that teacher work discipline is an ability achieved by students after carrying out learning activities that can provide behavioral changes, one of which includes cognitive aspects. Principal leadership is an activity or action of a school principal in order to move, influence, motivate, invite, direct, guide/coach, advise and supervise subordinates to achieve predetermined goals. teacher work discipline is the quality and quantity of work achieved by a teacher in carrying out the task of educating, teaching, guiding, directing, training, assessing and evaluating students.

Teachers have a very important role in improving Student Learning Outcomes. With good, effective principal leadership, it will affect overall school performance, teacher work discipline and the success of the school in achieving its goals. The goal is to produce students who have good learning outcomes. With good Teacher Work Discipline, all learning activities and teacher duties as educators, guides, giving directions, trainers, assessors and evaluators can be carried out well, so that students can get good learning results as well.

Based on the results of the research and discussion above, it can be concluded that the Principal Leadership and Teacher Work Discipline which are correlated together are the most supportive factors for improving Teacher Work Discipline.

Based on the research results it is known that there is an effect of leadership (X1) and work culture (X2) on work discipline (Y). This is evidenced by the value of $F_{count} (83.621) > F_{table} (8.361)$ and the value of $F_{sig} (0.000) < \alpha (0.05)$. These results support the hypothesis proposed that there is an effect of leadership and work discipline on teacher performance. The coefficient of determination (Adjust R Square) is 0.623, which implies that the influence of the independent variables (leadership and work culture) on the dependent variable (work discipline) is 62.9%, while the remaining 37.1% is influenced by the variables others who were not examined in this study. Based on the research results, it shows that leadership and work culture have a significant effect on work discipline. These results support the hypothesis that leadership and work culture influence work discipline.

4. CONCLUSION

Based on the results of data analysis, it can be concluded that: (1) There is a leadership effect on Work Discipline. This means that the better the leadership, the better the work discipline. (2) There is an influence of work culture on Work Discipline. That is, the better the work culture, the better the Work Discipline. (3) There is an influence of leadership and work culture on work discipline. Thus, leadership and work culture can influence

Work Discipline. leadership and work culture are able to influence Work Discipline with a very high contribution.

Based on the findings and conclusions above, some recommendations that can be suggested are as follows: (1) The principal is advised to be able to organize teachers by paying attention to all aspects such as work culture, assertiveness discipline, communication skills, managerial abilities, so as to improve work discipline in carrying out their duties. (2) Teachers are advised not to depend too much on the leadership style of the principal in carrying out their duties, it is better to create a good and correct work culture according to the rules in each school so that they can work optimally and optimally.

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