

The Influence of Leadership and Work Discipline on Teacher's Job Satisfaction

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Abstract: The purpose of this study was to provide a description of the impact of leadership and work discipline on teacher's job satisfaction at SMA PGRI 2 Palembang. A quantitative technique was used in the research. According to the findings of the study, partial leadership has a favorable and substantial impact on teacher work satisfaction at SMA PGRI 2 Palembang. Similarly, it is suggested that there is a favorable and significant impact of partial assessment of work discipline on teacher's job satisfaction. The examination of leadership and work discipline at the same time has a good and significant influence on teacher's job satisfaction.

Keywords: Leadership, Teacher's Job Satisfaction, Work Discipline

A. Introduction

A school is a formal educational institution that plays a vital role in enhancing educational quality. According to Suhardan (2011), a school is an educational institution that serves as a change agent, that is, the institution's duty is to prepare students to solve national problems and compete on a global scale, so school administration must be oriented toward the formation of good human beings. Civilized and competent.

The government with the people's mandate contained in the body of the 1945 Constitution article 31 paragraph 1 concerning education, continues to strive to provide proper education for citizens. Juridically, the government has provided a standard legal basis, such as Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 19 of 2005 concerning National Education Standards, as well as the competence of teachers who have good performance as stated in Law No. 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 10 Paragraph 1 which states that teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence and professional competence obtained through professional education. This is proof that all components in this country continue to strive to improve and build this education system, so that it is in line with the demands and developments that are occurring.

The quality of a school depends on the leadership pattern of the principal, because he is the highest leader in the school and can make decisions in all matters (Fitrah, 2017). The school principal is also an important component that has a role and is directly responsible for improving the quality of education. This was stated in Government Regulation Number 28 of 1990 Article 12 Paragraph 1 which states that the school principal is responsible for the implementation of educational activities, school administration, training of educational staff and others, and utilization and maintenance of facilities and infrastructure. Kristiawan, et al (2017) argued that the principal is someone who leads an educational institution or school and mobilizes, influences and encourages all parties involved in the institution to achieve a common goal. Leadership is an act of exerting influence socially on other people, so that other people can carry out a process as desired by their leader.

According to Hasibuan (2011), leadership is a technique for a leader to influence his subordinates' behavior so that they wish to work jointly and successfully to achieve organizational goals. The technique or capacity to persuade and organize personnel so that they can carry out duties with full responsibility is referred to as leadership. Leaders are accountable for creating a welcoming and safe work environment in order to foster employee enthusiasm.

A school institution's achievement might be evaluated by the principal himself. According to Mulyasa (2020), there are various factors that may be used to measure the success of a school principal's leadership. This is an expression of dedication to attaining the school's vision. The vision of the school serves as a guide for managing education, with an emphasis on structuring learning carried out by instructors in the classroom. Teachers must always develop themselves autonomously as learning leaders. Work discipline, according to Susan (2019), is a strategy used by managers to interact with employees in order to raise one's knowledge and willingness to comply with all corporate policies and related social standards. Work discipline, in other words, is an attitude of obeying or complying with all organizational norms in carrying out activities in order to reach the desired goals. Consequently, a disciplined teacher is one who follows all of the regulations established by an institution. Discipline demonstrates a person's feeling of responsibility for the responsibilities entrusted to him.

According to Novitasari et al., (2012), teachers' discipline is an essential aspect of carrying out their responsibilities and obligations. Discipline can promote work passion, enthusiasm, and the achievement of specified goals. A high level of discipline can help to develop professionalism in teaching and learning activities. Realizing the importance of work discipline in carrying out their tasks, many measures to strengthen work discipline have been launched. Effective work discipline does not come naturally, but there are various things that impact it, one of which is an employee's job pleasure. A lack of job happiness in teachers can lead to poor work

discipline. As a result, it is every leader's responsibility to promote job happiness for his staff, because job satisfaction is thought to be a component that may inspire and influence teacher work discipline, allowing instructors to work successfully. A leader must also establish a decent and pleasant working environment so that the instructor is pleased. Work happiness is fascinating to study since it brings advantages for both the person and the industry.

A good school is built on the leadership of a principle who can satisfy the demands of teachers, students, education staff, and the school as a whole. Additionally, success in the school's organizational culture cannot be divorced from the teacher's happiness after completing the assignment. Satisfaction gained from rewards or prizes. According to Barmawi and Arifin (2012), enhancing a teacher's job happiness is the greatest approach to increase work quality, task perseverance, disciplinary conduct, and work motivation. Employee performance, according to Sinambela, as cited by Barmawi and Arifin (2012), has a strong association with sentiments of satisfaction with the work they do. Employees will be more likely to optimize their job if they feel satisfied while doing it.

Additionally, Jin (2017) asserts that work satisfaction is a critical component of the educational unit. Because job happiness may influence work behavior such as laziness, diligence, and productivity. Work satisfaction is defined as the development of a sense of fulfillment with the jobs performed in line with the obligations and responsibilities.

According to the above statement, job satisfaction or dissatisfaction is the worker's reaction to rewards supplied to meet desired requirements. If someone is satisfied with his job, he will make every effort to complete it. Yet, total job satisfaction has not achieved the maximum level predicted. This can have an effect on the failure to meet classroom learning objectives. This suggests that the educational quality in these schools is subpar. Another consequence is a decline in public faith in these educational institutions. As a result, numerous things will occur if the instructor does not do his or her duties to the best of his or her ability. According to this definition, work satisfaction is a teacher's attitude toward reacting to incentives by matching his behaviors in carrying out the assignment. Of course, a recognized teacher is not satisfied with his or her employment just on the basis of pay or resources. The success of educating pupils, on the other hand, will provide happiness.

According to the aforementioned description, the we want to do study at SMA PGRI 2 Palembang since the school has an accreditation and great and innovative facilities such as IT courses, Tahfidz lessons, entrepreneurial programs, scientific writing programs, and journalistic skills. In addition, alumni of SMA PGRI 2 Palembang have been admitted by a number of prestigious state institutions. As a result, it will have an impact on school learning since students, instructors, and other staff are all active

in school activities. The success of SMA PGRI 2 Palembang is inextricably linked to the principal's leadership as a leader. The school principal led effectively, was accessible to teachers, and was harmonious, yet he remained firm and authoritative as a leader.

Our early observations revealed that there were still a lot of things that were not working ideally, such as teachers who lacked discipline, arrived late, especially during the first hour, started and concluded courses late, and were not there. Teacher absentee records show that there are occurrences of teacher absence every month. In semester II of the 2020 school year, the average teacher attendance is only 68%.

It was also discovered that several teachers in the preparation of learning administration did not comply with process standards, had poor class management, used traditional learning strategies, were not used to using information and communication technology-based learning, and were less motivated to develop themselves by attending seminars, teacher meetings, subjects, and symposiums (Umami et al., 2021). Absences provide information about the available data. There is an issue at SMA PGRI 2 Palembang. Because the teacher is not yet performing optimally in his role as an educator, the school administration must coach instructors. The principal's coaching is supposed to boost teacher work satisfaction, as well as teachers' concern for the environment and professionalism as educators.

Based on the description above, it is possible to deduce that the principal's leadership and work discipline are critical. Principal's leadership and work discipline play a significant role in enhancing teacher's job satisfaction in order to enhance learning outcomes and achieve the desired results. As a result, we want to learn more about how the principal's leadership and work discipline effect teacher's job satisfaction at SMA PGRI 2 Palembang. The problems in this paper were formulated as 1) is leadership influencing teacher's job satisfaction at SMA PGRI 2 Palembang? 2) Does work discipline affect teacher's job satisfaction at SMA PGRI 2 Palembang? 3) Does collective leadership and work discipline have an impact on teacher's job satisfaction at SMA PGRI 2 Palembang?

B. Methods

This study was carried out in SMA PGRI 2 Palembang, Seberang Ulu II District. The research will last four months, from June 2021 to September 2021. The strategic site is one of the A-aggregated private schools and has superior and innovative facilities such as IT class, Tahfidz class, program entrepreneurship, scientific writing programs, and journalistic abilities, which is why this research location was chosen. In addition, alumni of SMA PGRI 2 Palembang have been admitted by a number of prestigious state institutions. Second, it is extremely easy to collect information that will enable the fulfillment of research objectives if the object is feasible.

This study employs a quantitative approach that includes correlation and regression analysis. According to Sugiyono (2010), the quantitative research approach is used to examine the partial influence of existing factors. According to Arikunto (2013), the variable is the target of research, or the subject of a study. This study's factors are the principal's leadership, work discipline, and teacher's job satisfaction. This survey included all 67 SMA PGRI 2 Palembang teachers, both public workers and honorary teachers. While the entire population was less than 100 persons, the sample in this study was a complete sample, which means that all populations were sampled. The sample in this study consisted of 67 teachers.

In research, data gathering procedures such as surveys, interviews, observations, testing, documentation, and so on might be used. In this study, questionnaires, documentation and observation techniques were employed. Questionnaires are one of the methods used to collect research data directly from the subject of study. According on the indicators utilized, the questionnaire comprises statements or questions about the variables evaluated.

The descriptive analysis approach was applied in this study. By computing the average of each study variable, descriptive analytic techniques are utilized to characterize the variables of school principal's leadership (X1), work discipline (X2), and teacher's job satisfaction (Y). Inferential statistical analysis is utilized as a continuation or extension of the descriptive statistical process; numerous estimations are created using this approach. Do hypothesis testing based on the data gathered. A multiple linear regression model was used to assess the influence of leadership and work discipline on teacher's job satisfaction. If the regression model has met the conditions of regression analysis and is restricted to the conventional assumption symptoms, hypothesis testing can be performed (Sugiyono, 2017).

D. Results and Discussion

This form of quantitative research is used by us when quantitative values must be tested. Quantitative research is a type of study that relies on numbers to draw findings. This is plainly done since some of the data acquired in this study is numerical, derived from questionnaires provided to research participants. These figures have no meaning or significance unless they are tested and explained. These explanations, which are given as part of this study, are known as quantitative descriptive words.

Data collecting procedures appropriate to the sort of research and the information required in this study are employed to collect research data. A questionnaire is one of the methods used to collect research data. This study questionnaire was used to collect data on leadership from research respondents, in this case the SMA PGRI 2 Palembang

instructor. Then in terms of teacher's job satisfaction in terms of things done throughout the process of structuring education in schools, and the sense of work discipline that has been felt thus far. This study employs various methodologies, such as documentation and library research, in addition to a questionnaire.

In this study, documentation strategies were used to assist the research process and reinforce the research outcomes. Documentation is utilized to acquire data from archives or reports at research sites in order to construct a quality theoretical framework. As a result, the we employ literature study approaches collected from numerous sources. In this investigation, data gathering strategies were performed as needed. In the context of doing research and reporting, the use of literature study is designed to enhance theory and provide reading material. One of the most significant aspects is the usage of literature studies, which include relevant papers from scientific publications.

According to the findings of this study, each independent variable has a tight association with and a favorable effect on the dependent variable. The amount of the link and effect between the factors listed below differs. The content, on the other hand, argues that leadership and work discipline definitely have a good and substantial link and impact on the job happiness of teachers at SMA PGRI 2 Palembang.

The magnitude of the association between leadership and teacher's job satisfaction is 32.1%, placing it in the category of strong relationships. The magnitude of leadership's effect on teacher's job satisfaction is 10.2%, indicating that it has a pretty high or moderate influence. Testing the correlation coefficient and the determinant coefficient yields the amount of the effect and the link between these variables. The findings of this study strongly confirm the findings of prior studies undertaken by other academics. As was the case with Widayati et al., (2020), according to her study, strong job satisfaction and work loyalty in implementing education in schools can boost teacher's performance. The alternate theory of her study was pronounced acceptable.

Additional research that is supported by the findings of this study is done by Lian et al., (2017). Work motivation is one of the variables examined. It is crucial to notice that job satisfaction and work motivation share some characteristics. So, a teacher's motivator at work will be job satisfaction. The findings of this investigation support the prior findings, namely that there is a positive and substantial determination (Umami et al, 2021).

Werang (2014) did the same thing; the findings of this investigation undoubtedly benefited the research he was performing. According to the findings, the principal's transformative leadership, teacher morale, and work happiness may all improve teacher's performance. Thus, the end consequence can also boost the academic success

of kids. This indicates that good leadership will have an influence not just on teacher's performance but also on everyone surrounding or under the supervision of a leader.

Our testing of work discipline on teacher's job satisfaction enhances and validates various prior studies reported in Kusumayani et al (2013). While his research concluded that the influence of job happiness was not significant, it is obvious that job contentment has an impact on the work discipline of school administrators.

The correlation value for simultaneous testing is 0.372, indicating that 3.72% of the leadership and work discipline factors have a strong link with teacher's job satisfaction. The size of the determinant coefficient is 0.138, implying that leadership and work discipline impact teacher's job satisfaction by 1.38%. The magnitude of the impact falls into the rather high category. As a result, it is obvious that several elements impact teacher's job satisfaction, including a school principal's leadership and the work discipline felt by his subordinates.

The research undertaken underlines the importance of a school administrator as a leader or leader. As a result, everything said and done will serve as a model for individuals in the environment and their obligations. If every school leader understands these requirements, the quality of instruction will almost certainly improve. Because trust in a school principal's leadership will be higher if teachers, education staff, pupils, and the general public regard him to be a good leader. The influence is not only on teacher work satisfaction, but also on student accomplishment in their schools, which may help to create a favorable academic environment for school members and the community.

Similarly, according to current research, instructors are satisfied with their jobs. Because the job happiness indicator includes a conversation about satisfaction in the pattern of leadership that is carried out, good leadership may definitely contribute to job satisfaction. As a result, leaders cannot escape being examples, role models, and true forms of appropriate leadership. As a result, a leader must be conscious of his or her presence and responsibilities, as well as recognize that leaders are policymakers, which means they have an influence on the people they manage.

The findings of this survey provide reason to be proud, because the respondents in this study claimed that they had high work discipline. This is crucial for us since providing learning to students who are not disciplined in their work will not have the desired effect on learning. Teachers who are disciplined about their job have more possibilities to accomplish other things well. According to the findings of this study, work discipline has a favorable and significant influence on teacher's job satisfaction. If the assumption is changed, it suggests that if the instructor lacks work discipline, the teacher's job happiness will suffer.

As a consequence, it is only natural that the findings of this study serve as a reference for the value of excellent leadership in a leader. This has a significant impact on overall teacher work satisfaction. This investigation was conducted as a scientific study by us who followed proper research protocols. In terms of writing, an analysis was performed in line with the provisions of a work's scientific principles. Nonetheless, we recognize that there are shortcomings or inadequacies in this study, which are the result of various circumstances influencing it, including restricted time for doing research, limited funding for conducting research, and limited abilities of us to carry out research.

E. Conclusion

Leadership and work discipline have a good and considerable impact on the job satisfaction of SMA PGRI 2 Palembang teachers, both individually and collectively.

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