

The Relationship Between Principal's Leadership and Teacher's Discipline With Teacher's Work Achievement

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Abstract

This study aims to determine and describe the relationship between principal's leadership and teacher's discipline partially and collectively with the work performance of teachers at SMP Negeri 11 Prabumulih. This study uses a quantitative method with a correlational approach (cause and effect). Data were analyzed using multiple linear regression with partial correlation and multiple correlation. The conclusions of this study are (1) There is a relationship between the principal's leadership and the work performance of the SMP Negeri 11 Prabumulih teachers. (2) There is a relationship between teacher's discipline and the work performance of SMP Negeri 11 Prabumulih teachers. (3) There is a relationship between the leadership of the principal and teacher's discipline together with the work performance of the SMP Negeri 11 Prabumulih teachers. Principal's leadership and work discipline were able to contribute to teacher's work performance by 57.6%.

Keywords: Principal's Leadership, Teacher's Discipline, Teacher's Work Achievement

A. Introduction

The teacher is one of the human resources in the school. Teacher's performance at school has an important role in achieving school goals. Performance issues are in the spotlight of various parties, government performance will be felt by the community and teacher's performance will be felt by students or parents of students. Various efforts were made to achieve good performance. The government's attention to education has been disseminated, the education budget mandated by the 1945 Constitution of the Republic of Indonesia, 20% of the APBN budget, has started to be implemented. Teacher's performance will certainly be the concern of all parties. Teachers must be truly competent in their field and teachers must also be able to serve optimally. Optimal teacher's performance is influenced by various factors, both internal and external.

The effectiveness of teacher's performance is the key that must be worked on. The work performance of the teacher in question is the result of teacher's performance which is reflected in designing teaching programs or preparing teaching plans, teaching implementation, interpersonal relations, and in evaluating learning outcomes. Meanwhile, the quality of teacher's performance can be viewed in terms of process and results. In terms of the process, the teacher is said to be successful if he is able to actively involve the majority of students, both physically, mentally and socially, in the learning process.

One of the supporting factors in achieving work performance and increasing the work productivity of a teacher is discipline, discipline is a reflection of one's personality. The abilities or strengths that exist in individuals are needed as a way to find out the main characteristics of the discipline. Discipline is divided into (1) discipline in official duties, (2) discipline in terms of time, (3) discipline in the work environment, (4) discipline in serving the community, (5) discipline in attitude and behavior (Usman, 2005). In this case, it is important for every teacher to instill discipline towards time and work atmosphere so that all tasks carried out can be completed on time and the teacher is disciplined in his personality because the teacher is an exemplary figure whose every behavior is always observed and imitated by his students.

Teachers as the main component in the education process should be disciplined in carrying out their duties so as to obtain results in carrying out their duties. Work discipline is a personal attitude towards his work. This means that in general it can be formulated that someone who has discipline towards his work will have a positive attitude towards the organization in which he works.

Another factor that influences work performance is the role of the leader who manages an educational organization, namely the school principal. A school principal is the person who is most responsible for developing teacher's work effectiveness in accordance with his duties as a manager, he must be able to optimize school resources, in this case the teacher. In order to carry out its role and function as a manager, the school head must have the right strategy to empower educational staff through cooperation, provide opportunities for educational staff to improve their profession, and encourage the involvement of all educational staff in various activities that support the school program (Muiyasa, 2009).

The success of the program and the quality of education. Teachers must be competent in their fields and must be able to serve and carry out their duties well and receive direction and guidance from the school principal continuously and regularly. The school principal can organize and direct the teacher to become a teacher who has good discipline and is ultimately able to achieve optimal work performance. Teacher's performance that produces optimal achievement is influenced by several factors, both internal and external. However, in reality, at SMPN 11 Prabumulih, which is located in Rambang Kapak Tengah sub-district, Prabumulih city, the work performance of teachers is still not optimal, which is caused by several factors, including the low level of work discipline and leadership, which is not optimal. The observation results show that during 2019 (January to December) the average teacher attendance at SMP Negeri 11 Prabumulih was 94.5% and the average absence was 5.5%. The teacher's absence was due to several reasons, such as illness, permission, leave, some even without news. It can be said that the teacher at SMP Negeri 11 Prabumulih pays little attention to his discipline in work.

The research results of Handayani, et al., (2020) show that there is an influence of the school principal's leadership style on teacher's performance in Muara Padang Regency. Astuti (2018) concluded that the leadership of the school principal is good with an interpretation of 89.44% and there is a significant relationship between the leadership of the school principal and teacher's performance. Mas'uri (2017) shows that there is a positive correlation between work discipline and employee performance at the Fauzan Makassar Business Cooperative Office (KSU).

Wulandari (2015) shows that work discipline does not have a significant relationship with work performance, this can be seen from Spearman's nonparametric analysis, the correlation coefficient (r_{xy}) is 0.138 and a significance (p) = 0.170 ($p > 0.05$). Work discipline is classified in the high category with an empirical average (RE) = 114.96, while work performance is classified in a very high category with an empirical average (RE) = 29.56.

From the description above, the problem of factors that affect teacher's performance needs to be proven by conducting research with the title: The Relationship of Head of School Leadership and Teacher's discipline with Teacher's work Achievement at SMP Negeri 11 Prabumulih.

B. Methods

This research is quantitative with a correlational approach (cause and effect). Correlational type research aims to determine the existence of a causal relationship that influences each other and relates between research variables. This study consists of three variables, namely two independent variables and one dependent variable. The independent variables in this study were the principal's leadership (X_1) and teacher's discipline (X_2), while the dependent variable in this study was teacher's performance (Y). The population in this study were all teachers at SMP Negeri 11 Prabumulih, consisting of 50 people. The number of samples was taken from all members of the population.

The leadership of the school principal is the ability and authority to influence, move and direct action as well as encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff and students in carrying out their respective tasks for the sake of progress and inspiring the school to achieve its goals. The principal's leadership is measured by 5 indicators, namely having a strong personality, understanding the teacher's condition, having a vision and understanding the school's mission, the ability to make decisions, and the ability to communicate.

Work discipline is a person's attitude of awareness, willingness and willingness to comply with and adhere to the rules and social norms that apply in the surrounding environment. Work discipline is measured using 4 indicators, namely obeying the rules of time, obeying the rules, obeying the rules of conduct in work, and obeying other regulations. Work performance is a work result achieved by a teacher in carrying out the tasks assigned to him which are based on skill, experience and sincerity as well as time in the learning process. Work performance is measured using 6 indicators, namely work quality, work quantity, employee consistency, cooperation, employee attitudes, and attendance.

C. Results and Discussion

Relationship Between Principal's Leadership and Teacher's performance

The results of the study show that there is a relationship between the leadership of the principal and the work performance of the teachers of SMP Negeri 11 Prabumulih. These results support the hypothesis put forward where there is a relationship between the leadership of the principal and the work performance of the teachers of SMP Negeri 11 Prabumulih. According to the results of calculations based on the regression equation (coefficient), it can be explained that if the Principal's Leadership value (X_1) increases by 1 unit score, then Teacher's work Performance (Y) will increase by 413, 1 unit score with the provision of a disciplinary value constant teacher's work. Regarding whether there is a significant influence between Principal's leadership (X_1) on Teacher's performance (Y) it can be seen in the magnitude of the value contained in Table 4.12. The t-count value of Principal's leadership is 4.044 with a significance of 0.000 ($p < 0.05$) with a t-table of 1.980 or in other words $t\text{-count} > t\text{-table}$, then reject H_0 and accept H_a or in other words this shows there is a relationship between the principal's leadership and work performance of Prabumulih 11 Public Middle School teachers.

The results of this study are in line with Astuti (2018). In general, the results of the study concluded that the principal's leadership was good with an interpretation of 89.44% and there was a significant relationship between the principal's leadership and teacher's performance seen from the value of $t\text{-count} = 2.66 > t\text{-table} = 1.658$ at the 95% confidence level.

Other research that supports the results of this study is the research of Handayani, et al., (2020). The results of the study show: 1) there is a positive and significant influence of organizational culture on teacher's performance; 2) there is a positive and significant influence between the principal's leadership style and teacher's performance; 3) there is a simultaneous influence between organizational culture and the principal's leadership style on teacher's performance in Muara Padang Regency, namely 37.1% and the remaining 62.9% teacher's performance is influenced by other factors.

The results of this study prove that teachers as imperfect individuals and social beings who need the help of others close to themselves to help them carry out their duties and responsibilities, in this case the teacher's competence is influenced by the effectiveness of the principal's leadership carried out at the school. The results of this study are in line with the research of Wiryanto (2002) who concluded that there is a positive relationship between teachers' perceptions of the principal's leadership and the effectiveness of teaching teachers, the strength of the relationship is 0.85 and the effective contribution is 72.64%.

Furthermore, Prasetyo (2006) concluded that there was a significant influence of the principal's leadership on the competence of public elementary school teachers in Sumowono District, Semarang Regency with a coefficient of determination of 55.80%, and there was a simultaneous influence of work discipline and the leadership of the principal on competence. public elementary school teachers in Sumowono District, Semarang Regency with a coefficient of determination of 97.3%, the remaining teacher competence is influenced by other factors outside the research variables.

In addition, it is also supported by Lazwardi (2013) that 1) There is a positive and significant influence between the leadership of the school principal on Teacher's work Achievement,

86.2%. This implies that the higher the teacher's perception of the principal's leadership, the better the performance. Vice versa, the lower the teacher's perception of the principal's leadership, the lower the performance. 2) There is a positive and significant influence between the principal's leadership on teacher's performance by 76%. This implies that the higher the teacher's perception of the principal's leadership, the better the performance. Vice versa, the lower the teacher's perception of the principal's leadership, the lower the performance. 3) There is a positive and significant influence between the principal's leadership and the principal's leadership together on teacher's performance by 90.2%. It implies that the higher the teacher's perception of the principal's leadership and his perception of the principal's leadership, the better his performance will be.

The educational process will run effectively and efficiently if the teacher has adequate competence. However, if we understand again about the content contained in each type of competence, as has been stated by many educational experts to become a competent teacher is not something easy. Apart from being influenced by competence, teacher's performance is also influenced by the leadership of the school principal. The role of the school principal in improving teacher competence which in the future will increase teacher's performance is indispensable. Involving teachers regularly in training programs, empowering teachers, providing encouragement and direction is the responsibility of the principal in developing teacher competence. Likewise, the provision of facilities that support the improvement of teacher's performance is the responsibility of the school principal. To realize and improve teacher competence, serious efforts are needed both from the teachers themselves, school principals, supervisors and from the government. The results of the study show that there is a positive influence from the influence of the principal's leadership, so that the better the implementation of the principal's leadership, the teacher's work performance will also increase.

The Relationship Between Teacher's Work Discipline and Teacher's Work Achievement

Based on the results of the study, it showed that there was a relationship between teacher's discipline and teacher's performance at SMP Negeri 11 Prabumulih. These results also support the proposed hypothesis where teacher's work discipline has a significant effect on teacher's performance. The regression results show that if the value of the teacher's work discipline (X2) increases by 1 unit score, then the teacher's work performance (Y) will increase by 0.489, provided that the value of the Principal's Leadership (X1) is constant. Regarding whether there is a significant influence, it can be seen that the t-count value of the work discipline variable is 4.153 with a significant level of 0.000 ($p < 0.05$), then H_0 is rejected. This shows that there is a relationship between teacher's discipline and teacher's performance at SMP Negeri 11 Prabumulih.

This is in line with the results of Husna (2017) concerning the Effect of Work Discipline on Teacher's performance at SMAN 1 Canduang, Agam Regency. The results of data processing with the t test show that the value of the t test results of the work discipline variable is 2,871, the significance value of the work discipline variable is 0.007. If the significance value is compared with the significant level used in this study ($\alpha = 0.05$) then it is evident that the significance value is smaller than the significant level used ($0.007 < 0.05$). This means that there is a positive and significant effect of the work discipline variable on teacher's performance at SMAN 1 Canduang, Agam Regency. Thus, the proposed hypothesis is accepted at the 95% confidence level.

Judging from the results of the study, the independent variable of work discipline obtained the respondent's answer with the highest value is the indicator of responsibility in statement item number 8 "I carry out tasks with full responsibility", the criteria of the respondent are very good because generally teachers carry out all tasks given to him is completed with full responsibility, if the task is not in accordance with what was requested, the teachers are willing to repeat it. While the lowest value from the respondent's answer about work discipline is the obedience indicator with item statement "I received sanctions for violating the rules that I did" the reality is not like that so the respondent's answer to this item is low because the reality is different from the results so that the item the statement above is not implemented. For this reason, firm action is needed from school leaders so that regulations or sanctions are enforced for the good of the school in the future.

This is in line with the results of Choliq (2015), namely testing the accuracy of the regression model obtained from the F test. Based on the results of the analysis, the calculated F value = 68.337 while the F table value = 2.674 so that $F_{\text{count}} > F_{\text{table}}$ with a probability of 0.000 is less than 0,05. This shows that the teacher's work performance variable can be explained by variations in work discipline, school climate, and job satisfaction variables that are significant at the 5% level. Thus, the multiple linear regression model used is accurate. The coefficient of determination (R^2) of 0.618 means that the variables of work discipline, school climate, and job satisfaction contribute 61.8% to changes in teacher's performance, or can explain teacher's work performance of 61.8%.

The work discipline regression coefficient of 0.661 shows the magnitude of the influence of work discipline on teacher's performance with a unidirectional effect. This means that the higher the work discipline will increase the teacher's work performance. The results of the regression analysis obtained a t-count of 8.440 while t-table of 1.657 so that $t_{\text{count}} > t_{\text{table}}$ means that H_0 is rejected, it has been tested that motivation has a positive effect on teacher's performance.

Furthermore, Hadiati (2018) concluded that teacher's discipline can have a positive and significant influence on increasing teacher's performance. First: based on data analysis using descriptive statistics, it is known that through the calculation of the central tendency value, the tendency for the distribution of scores in the X to Y questionnaire is in the range of scores/values in the moderate category. where the average value score is only 66, the median is 65, but the score that occurs frequently (mode) is 75. Then, the standard deviation score/value is 7.68. This score shows that the diversity between respondents is quite small, meaning that respondents those who have low scores and high scores are not much different, or meaning that there is no very prominent difference between respondents who are on the lowest outlier score and those on the highest outlier score because as desired the distribution of values concentrates on the highest outlier. These findings can also be easily proven by observing the minimum and maximum values/scores, as well as graphs. It is known that the minimum score is 48 and the maximum score is 81 and the graph curve formed forms a bell, because the data set is more in the middle. This illustrates the distribution of scores that are at the lowest outlier value or those that are at the highest outlier value are very few. But in general, the scores of respondents tend to be in the middle area.

Burhan, et al., (2018) concluded (1) that the work discipline category of elementary school teachers in the South Jawai District was satisfactory with a frequency distribution of 53

respondents from 123 samples or 41.46%. This means that the teacher's work discipline in the area is satisfactory, (2) That the leadership category of elementary school principals in South Jawai District is high with a frequency distribution of 49 respondents from 123 samples or 39.84%. This means that the leadership of school principals in the area is high, (3) that the category of work motivation for elementary school principals in South Jawai District is high with a frequency distribution of 49 respondents from 123 samples or 39.84%. This means that the work motivation of school principals in the area is high, (4) Principal's leadership has a significant effect on the work discipline of elementary school teachers in South Jawai District of 39.84% with a significance level of 0.000. This means that the principal's leadership can determine the work discipline of teachers. Although there are other influencing factors but not examined, (5) Principal work motivation has a significant effect on the work discipline of elementary school teachers in South Jawai District by 39.84% with a significance level of 0.000. This means that the principal's work motivation can determine the work discipline of teachers. Although there are other influencing factors but not examined, (6) Principal's leadership and principal work motivation together have a significant effect on the work discipline of elementary school teachers in South Jawai District by 72.3%. This means that the leadership of the principal and the work motivation of the principal together can determine the work discipline of the teacher. Although there are other factors that influence but not examined.

Then, to further strengthen this finding, it was also calculated how large the percentage of questionnaire scores X to Y. The results of research on teacher's discipline showed that the scores of the most/highest respondents ranged from a score of 59 - 72 with a percentage reaching 56%. It shows sufficient value. In short, from the calculation of data analysis with descriptive statistics, the score of the respondents as a whole shows strong evidence that the discipline applied by teachers so far is one of the main causal factors for increasing teacher's performance. Second, based on data analysis with inferential statistics, it is known that the value of a simple linear regression X to Y is 132,800 with a value of Sig. (2-tailed) of 0.000. Sig. Value (2-tailed) is less than 0.05 (5%). This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The conclusion is that work discipline has a positive and significant effect on teacher's performance. This also shows strong evidence that the discipline applied by teachers so far is one of the main factors causing teacher's performance to increase. Furthermore, in order to further strengthen this finding, it is also calculated how large the percentage of the X to Y questionnaire scores through the calculation of the coefficient of determination (KD) or R Square, it is known that the KD value is 0.624 (62.4%). This means that the influence of teacher's discipline (X) on teacher's performance (Y) is 62.4% and the remaining 37.6% is influenced by other variables not examined in this study.

In a theoretical review, why does teacher's discipline have a positive and significant effect on teacher's performance because discipline arises from within the soul of the teacher himself. There is encouragement to comply with school rules and learn discipline is very necessary because discipline creates a spirit of respecting time, not wasting time passing in nothing. Related to that, Wijaya and Rusyan (2000) state that discipline is something that lies in a person's heart that provides encouragement for the person concerned to do something or not do something as determined by the norms and regulations in force. In the regularity of attitude or regularity of action. Thus, it is clear that discipline is an obedience or obedience that arises from within the teacher himself to a predetermined rule or order without any element of compulsion or in other words an effort to control himself rationally towards something without

anyone forcing it. So, applying discipline is a process of learning or training to improve one's ability or self-control against certain predetermined or agreed rules.

Mildayanti (2018) concluded her research (1) principal's leadership is in the low category, teacher's work discipline is in the medium category, and teacher's work achievement is in the moderate category. (2) there is an influence of the principal's leadership on teacher's work performance of 24.60%, (3) there is an influence of teacher's work discipline on teacher's work performance of 19.00%, and (4) there is an influence of principal's leadership and teacher's work discipline on work performance teachers by 36.4%. The remaining 63.6% is determined by other variables.

Husna (2017) states that work discipline has a positive and significant effect on teacher's performance at SMAN 1 Cadung, Agam Regency. This research has similarities with the current research. The equation is researching work discipline and teacher's performance. Meanwhile, the differences in Husna's research examine the work performance of teachers at SMAN 1 Cadung Agam, while the research being conducted discusses the work performance of teachers in Cluster 1 SD Negeri Lalan District.

Based on the description above, it is clear that discipline is an attitude of obedience or obedience possessed by the teacher consciously towards the rules, norms, or principles that apply to a school rule in order to avoid sanctions or punishments so that the educational goals can be achieved. desired. The educator or teacher as a teacher has a disciplined attitude because the teacher has a duty that must be obeyed considering that the work of the teachers deals directly with students or students who, if not disciplined, their students will roam outside the classroom thereby disturbing other classes who are studying, because teaching It requires regular activities for a teacher. Discipline arises from within the soul of the teacher himself. There is an urge to obey school rules and learn to always be disciplined in doing anything. Discipline means respecting time, not wasting time without bringing benefits.

This is in accordance with the opinion of Nawawi (2013) who argues that discipline is an effort to prevent violations of a mutually agreed provision so that the imposition of punishment on someone is avoided. From this opinion, it can be understood that discipline is an effort made to avoid punishment, namely by preventing yourself from violating a predetermined rule.

Furthermore, Wijaya and Rusyan (2000) state that discipline is something that is located in the heart of a person that gives encouragement to the person concerned to do something or not do something as determined by the norms and regulations in force.

Thus, it is clear that discipline is an obedience or obedience that arises from within the teacher himself to a predetermined rule or order without any element of compulsion or in other words an effort to control himself rationally towards something without anyone forcing it. So, applying discipline is a process of learning or training to improve one's ability or self-control against certain predetermined or agreed rules. The better the work discipline, the better the teacher's work performance.

The Relationship Between Principal's Leadership and Teacher's Work Discipline Together with Teacher's performance

Based on the results of the study, it showed that there was a relationship between the principal's leadership and teacher's discipline together with the work performance of the teachers of SMP Negeri 11 Prabumulih. These results support the hypothesis put forward in which there is a relationship between the principal's leadership and teacher's discipline together with the work performance of SMP Negeri 11 Prabumulih teachers.

By taking a significant level of 0.000 ($p < 0.05$), then H_0 is rejected and H_a is accepted. This can be seen from the F test conducted where $F\text{-count} = 7.611 > F\text{-table} = 3.15$. This means that there is a relationship between the principal's leadership and teacher's discipline together with the work performance of SMP Negeri 11 Prabumulih teachers and shows a positive relationship between the Principal's Leadership and work discipline with Teacher's performance.

Teacher's performance means the achievement or contribution made by the teacher in carrying out his duties and responsibilities and functions as an employee educator at school. On the other hand, work performance is limited as a result of the teacher's work behavior that supports the achievement of outputs or achievements related to efforts to complete their duties in a certain period of time. The results are reflected in the individual's behavior and are influenced by many factors, including motivation (Mangkunegara, 2011). Work performance can be interpreted as the result of work in quality and quantity achieved by an employee during a certain period of time in carrying out his work duties in accordance with the responsibilities given to him.

Many factors affect employee performance, including: (1) according to Prawirasentono (2009) effectiveness and efficiency, that is, if a certain goal can finally be achieved, or it may be said that an activity is effective but if the results are not sought, the activity has value. which is important from the results achieved resulting in dissatisfaction even though it is effective is called inefficiency. Conversely, if the result sought is not important or trivial, then the activity is efficient; (2) Dharma (2005) has stated, Authority, namely the nature of a communication or order in a formal organization that is owned by a member of the organization to other members to carry out a work activity in accordance with their contribution. The order states what can be done and what cannot be done in the organization. (3) Discipline of the employee concerned in respecting work agreements with the organization where he works.

Discipline is very important for human life; therefore, it must be instilled continuously so that discipline becomes a habit. People who are successful in the field of work generally have high discipline, whereas people who fail are generally undisciplined. The word discipline has often been heard; however, the word teacher's discipline is still quite rarely heard. One of the things that is often recommended by the government with the existence of the National Discipline Movement where one of which is in it is the discipline of teaching for teachers. The meaning of discipline is very important for human life. For this reason, it must be instilled continuously so that discipline becomes a habit.

Discipline is divided into (1) Discipline in official duties, (2) Discipline in time, (3) Discipline in working atmosphere, (4) Discipline in serving the community, (5) Discipline in attitude and behavior (Usman, 2005). In this case, it is important for every teacher to instill a disciplined attitude towards time and work atmosphere so that all tasks carried out can be completed on

time and teacher's discipline in his personality because the teacher is an exemplary figure whose every behavior is always seen and imitated by his students.

Effective school principals are those who meet the criteria as personnel who are able to empower teachers to carry out the learning process properly, smoothly and productively, can complete assignments and work according to a predetermined time and are able to establish harmonious relationships with the community. Factors that support work performance include leadership. Principal's leadership is a factor that supports teacher's work performance. In order to carry out its role and function as a manager, school principals must have the right strategy to empower education staff through cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education staff. in various activities that support school programs (Mulyasa, 2009). Maximum leadership of the principal and having good work discipline will result in optimal work performance.

D. Conclusion

There is a relationship between the principal's leadership and the work performance of SMP Negeri 11 Prabumulih teachers. The contribution of the principal's leadership variable to teacher's performance is 41.3%. There is a relationship between teacher's discipline and teacher's performance at SMP Negeri 11 Prabumulih. The magnitude of the contribution of the teacher's discipline variable to teacher's performance is 48.9%. There is a relationship between the principal's leadership and teacher's discipline together with the work performance of SMP Negeri 11 Prabumulih teachers. Principal's leadership and work discipline can contribute to teacher's performance by 57.6%.

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