

Supervision of the School Principal and Teacher's Work Motivation Towards Teachers' Work Discipline

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Abstract: This study aims to determine the effect of principal supervision and teacher work motivation on the work discipline of high school teachers in Tanjung Lubuk District. This type of research is quantitative research with a research design using an *ex post facto* research design. The sample in this study was a total of all high school teachers in Tanjung Lubuk District, consisting of 96 teachers. data collection technique using a questionnaire. Data analysis techniques using quantitative descriptive analysis techniques, and multiple regression. The results of this study state that 1) there is a significant effect of the supervision of school principals on the work discipline of high school teachers in Tanjung Lubuk District; 2) there is a significant effect of teacher work motivation on the work discipline of high school teachers in Tanjung Lubuk District; 3) there is a jointly significant effect of the supervision of the principal and work motivation on the work discipline of high school teachers in Tanjung Lubuk District.

Keywords: Principal's Supervision, Work Discipline, Work Motivation

A. Introduction

The teacher is an important element that has a central position in the core activities of the school. Therefore, teachers required to have high performance because teachers hold a very strategic position in the effort to create competent and qualified graduates as well as professional human resources. One of the factors that can influence teacher performance is work discipline. Eros (2014) suggests that decreased performance can be influenced by various factors, at least there are two factors, namely motivational factors and teacher work discipline. Mulyasa (2011) suggests that work discipline is one of the factors that influence performance.

Discipline that exists in a teacher is a driving force that manifests a behavior in order to achieve organizational goals. Discipline is the key to the success of an organization in achieving its goals. With good discipline, it means that human resources are aware and willing to carry out all their tasks effectively and efficiently (Sutrisno, 2019).

On the other hand, teacher work discipline also serves to strengthen teachers and provide convenience in obtaining satisfactory work results, provides readiness for

teachers in carrying out work processes and will support positive things in carrying out various functions of activities and teacher work processes. Therefore, teacher work discipline is controlling teacher behavior and activities based on applicable rules and policies as well as other rules that have been jointly established at school. Steady discipline will grow and emanate from the results of human consciousness. Discipline that does not come from human conscience will produce discipline that is weak and does not last long, so that discipline does not live and cannot last long. Discipline that grows from the basis of self-awareness, that is what is expected, is always embedded in every human being (Uno et al, 2014).

One of the factors that can improve the work discipline of teachers. is the principal. Rifa'i (2018) suggests that one of the responsibilities of a leader is fostering teacher discipline. Discipline is very important for teachers; therefore, discipline needs to be instilled continuously. With continuous cultivation, discipline becomes a habit for the teacher. People who succeed in their respective fields have high discipline, whereas people who fail are generally undisciplined. Because the principal's leadership affects the work discipline of teachers. This is reinforced by the opinion of Sagala (2010) who says that supervision is an effort to improve teaching and learning situations, namely supervision as an aid for teachers in improving the quality of teaching to help students learn better.

Principal supervision can be controlled through a monitoring and coaching system that is implemented through supervision activities to generate higher morale so as to encourage educational staff to act productively. Through the implementation of the supervisory function, school principals can provide services in a professional manner to improve the quality of education through increasing teacher work discipline. This is supported by the results of research conducted by Samsuadi, (2015) which states that the academic supervision of school supervisors and leadership together influence the work discipline of teachers. Setiyono (2015) suggests that supervision carried out by superiors can improve teacher work discipline in a better direction.

Another factor that can affect discipline is motivation. Motivation determines one's behavior to work or in other words behavior is the simplest reflection of motivation. Motivation is a factor that encourages someone to do a certain activity. According to Sutrisno et al (2016), work motivation is a factor that encourages a person to carry out a certain activity, therefore motivation is often interpreted as a driving factor for one's behavior. Meanwhile, Sunyoto (2016) claimed that work motivation is a way to encourage one's work enthusiasm, so that they want to work optimally by providing their abilities and expertise to achieve organizational goals.

Basically, work motivation grows and develops within the individual concerned as a worker, and can also come from outside the individual. As stated by Setiawan (2018)

that the work motivation that arises in the individual concerned is a potential that has a very large influence on a person's performance. This is possible because work motivation that arises from within has a close relationship with individual interests. Thus, motivation has a considerable influence on one's performance. If someone has an interest in a job, someone will complete the work according to the demands of the institution.

Teacher motivation influences behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere. In this case the teacher plays a very important role in shaping the behavior of their students, because the teacher as an educator bears the responsibility to guide and set an example for his students. Sardiman (2011) suggests that motivation is also optimal. One must pay attention to the function to 1) encourage people to do, as a mover or motor that releases energy; 2) determine the direction of action, namely towards the goal to be achieved. Motivation provides direction and activities that must be carried out in accordance with the formulation of objectives; as well as 3) selecting actions, namely by setting aside actions that are not useful for those purposes, so that with high motivation, teachers are ensured to have good work performance.

This research was carried out at senior secondary schools in Tanjung Lubuk sub-district. Based on the observations of researchers at several high schools in Tanjung Lubuk District, it is known that several indicators have been found that show a lack of discipline in the work of teachers in schools so far, where many teachers have not been optimal in carrying out the tasks entrusted to them properly, there is no awareness to utilize time as efficiently as possible, some employees still often arrive late, resulting in unsatisfactory work results and unable to produce something to be proud of for the school. This certainly can hamper the process of implementing education in the school.

The results of observations made by researchers also found several indicators indicating that teachers were less motivated in carrying out their duties and responsibilities. Observations in the field are often found that the teachers who teach do not seem to have high motivation. Ironically, it is not uncommon for teachers like this to be left alone by the principal and other fellow teachers. At first glance, it can be considered that the teacher's way of teaching is normal, as if there was nothing to worry about. But if the teacher has never behaved in this way before, then it is certain that the teacher is experiencing something. So, it is very necessary to revive the motivation of the workforce within him. For example, by giving a new experience. This will become a driving force of motivation, giving rise to changes in behavior for those concerned. So as a school principal should be able to motivate and move school staff or teachers to be creative.

In addition, the implementation of supervision by the school head has not run optimally, so that the supervision function to control teacher work is not carried out, besides that teacher also do not have high work motivation. Teachers who are satisfied with the supervision of the principal and have high work motivation, they will work happily or not. Supervision by the head of the SLTA school in Tanjung Lubuk District has not been carried out optimally.

Based on the data obtained through observation, it is known that the school principal is less assertive in making a decision, supervision is less effective, there are still teachers who do not enter without explanation, there are still many teachers whose permission is during teaching hours, and there is a lack of punitive sanctions so that supervision has not had an impact on improving discipline. In addition, the implementation of supervision by the principal who has not objectively affected the work discipline of the teacher so that the teacher does not have high enthusiasm in carrying out his duties as a teacher. Because the implementation of school principal supervision that is right on target will provide high encouragement to teachers to be able to work happily or not forced, which ultimately increases the teacher's performance. As a result of the increase in teacher performance it is hoped that it will increase student learning achievement, and that means also increasing the quality of the school's graduates.

The principal's maximum supervisory role is in an effort to improve and guide teachers so that they are disciplined in carrying out the tasks that have been entrusted to them. Therefore, success in improving teacher work discipline depends on its management and the firmness and supervision activities carried out by the principal.

Teacher's Work Discipline

Discipline is a form of obedience and self-control that is rational and conscious, unemotional and selfless (Darsono and Siswandoko, 2011). Fatnah (2021) argues that discipline is an obedient behavior and obeys the rules and norms that apply. Obedience and obedience are truly based on a high awareness of the responsibilities given to them, not out of fear or coercion.

Some notions of discipline according to Subari (2012) include 1) creation and preparation of basic conditions for work; 2) self-control; 3) preparation as an adult citizen; 4) conscious obedience; 5) train and learn acceptable behavior; 6) a number of teacher controls over students; 7) forced obedience; and 8) controlling and directing energy that produces productive behavior. Meanwhile, according to Hasibuan (2011), discipline is a person's awareness and willingness to obey all company regulations and applicable social norms. Awareness is the attitude of someone who voluntarily obeys all regulations and is aware of their duties and responsibilities, while

willingness is an attitude, behavior and actions of a person in accordance with organizational regulations, both written and unwritten. The teacher's work discipline will function if the teacher has the following aspects: 1) attends and goes home on time 2) signs the attendance list; 3) making programs and preparations before teaching; 4) carrying out duties and responsibilities; 5) carry out an assessment of the implementation of the KBM; 6) completing class and school administration properly and regularly; 7) maintain and create teacher motivation and fun learning (Sardiman, 2011).

Sutrisno (2012) argues that teacher work discipline is an orderly and regular condition that the teacher has in the school without any violations that can be detrimental either directly or indirectly to himself, his colleagues and to the school as a whole. while the indicators of work discipline according to Sutrisno (2012) are 1) Compliance with regulations, is an attitude of respect for the rules and regulations that exist within the employee, causing him to be able to adapt himself voluntarily to the regulations; 2) Compliance with leaders, employees to obey and comply with the leader's regulations; 3) Presence of attendance, the level of attendance of employees at work; 4) Accuracy in completing tasks, utilizing working time as well as possible to carry out work according to predetermined targets; 5) Willingness to complete additional tasks, the attitude of employees who have high awareness without any sense of compulsion in completing additional assigned tasks.

Principal's Supervision

Supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively (Purwanto, 2011). Manullang (2012) states that supervision is a process of implementing what work has been carried out, assessing it and if necessary, correcting it with the intention that the implementation of the work is in accordance with the original plan.

The main goal of supervision is to produce teachers who are professional and professionally responsible and have a high commitment to improving themselves with the help of others (Sagala, 2010). Arikunto (2010) suggests that supervision objectives are divided into two, namely general and specific objectives. The general purpose of supervision is to provide technical assistance and guidance to teachers and other staff so that they are able to improve the quality of their performance. This still general goal is not easy to achieve, but must be translated into specific goals that are more detailed and clearly targeted.

The principal's academic supervision is related to the way the principal prepares and facilitates teachers through providing teacher needs, dividing teaching tasks, teaching, and providing other facilities (Prastojo and Sudiyono, 2015). Academic

supervision carried out by the principal of the learning process, supervision is focused on the process of assisting teachers by improving teaching and learning situations and using teaching skills appropriately. It can also be referred to as clinical supervision, namely supervision that is rationally and practically designed to improve teacher performance in the classroom, with the aim of developing teacher professionalism and teaching improvement (Sagala, 2010).

Basically, supervision in the educational process is a service provided by leaders to help teachers become more competent in accordance with the development of science in general and education in particular so that they are able to increase the effectiveness of the learning process in schools (Nawawi, 2013)

Educational supervision carried out by the principal is a system of providing assistance carried out by supervisors to improve the professional abilities of teachers, so that teachers are better able to face and handle their main tasks in educating.

Teacher's Work Motivation

Motivation according to Danim (2012) is any driving force or impetus that arises in individuals to consciously devote themselves to achieving organizational goals. Motivation Uno et al (2014) motivation is the basic drive that moves a person to behave. This urge is in a person who moves to do something that is in accordance with the urge within him. Therefore, someone's actions based on certain motivations contain a theme according to the underlying motivation.

The motivation that exists in every person has the following characteristics: 1) Diligently facing the task (can work continuously for a long time, never stop before it's finished); 2) Tenacious in facing difficulties (not easily discouraged); 3) Show interest in various problems; 4) Prefer to work alone; 5) Quickly get bored with routine tasks (things that are mechanical, just repeat themselves, so they are less creative); 6) Can defend his opinion (if you are sure of something); 7) It is not easy to let go of things that are believed; 8) Happy to find and solve problems (Sardiman, 2011).

According to Hasibuan (2011), there are two groups of factors that affect work for someone in the organization namely motivator factors (satisfactory) and maintenance factors. Motivator factors that will improve work performance or job satisfaction while factors maintenance prevents, according to him, morale and achievement. If the motivator factors are met then permanent work performance is achieved if the maintenance factor is met then it will not appear work performance due to maintenance factors. factor Maintenance consists of salary, wages, supervision, interpersonal relations, working conditions and status. While the motivating factors consist of interesting work, there are challenges, awards and promotions.

According to Sutrisno (2012), the factors that influence motivation are internal and external factors. Internal factors include: 1) The desire to be able to live 2) The desire to be able to have 3) The desire to get appreciation 4) The desire to gain recognition 5) The desire to rule Adequate compensation 3) Good supervision 4) Job security 5) Status and responsibility 6) Flexible regulations.

According to Sedarmayanti (2014), indicators of work motivation include 1) Salary, apart from working meet the basic needs of every employee to become power encourage employees to work enthusiastically; 2) Supervision effective in increasing worker productivity; 3) Policy and administration characterized by integration between leaders and subordinates as a group integrity or totality of the system; 4) Work relationship supported by working atmosphere or harmonious working relationship

Based on the description above, it can be explained that indicators of teacher work motivation are measured from two dimensions, namely internal motivation and external motivation. Internal motivation includes responsibility in carrying out tasks, carrying out tasks with clear targets, having a feeling of pleasure at work, and achievements. External motivation includes trying to meet needs, gain recognition, and work with expectations.

B. Methods

This research was carried out at senior secondary schools in Tanjung Lubuk sub-district. This type of research is quantitative research with a research design using *ex post facto* research design, namely research that aims to investigate events that have occurred and then trace back to find out the factors that led to the occurrence of events (Sugiyono, 2012). According to Suharsaputra (2012), experiments are tools in which not all variables which can affect those connected can be controlled.

High school teachers in Tanjung Lubuk District which were divided into 3 SMAs in Tanjung Lubuk District. The data collection technique in this study used a questionnaire. The data scale used was a Likert scale. Data analysis techniques used descriptive quantitative analysis techniques, simple regression tests and multiple regression tests using SPSS 22.00.

The hypotheses tested in this study were the influence of the independent variables on Principal Supervision (X_1) Teacher Work Motivation (X_2) and Teacher Work Discipline (Y) both individually and together. The statistical hypothesis is formulated as follows.

Hypothesis 1

H₀₁ is rejected if $t_{\text{count}} > t_{\text{table}}$

H₀₁ is accepted if $t_{\text{count}} \leq t_{\text{table}}$

Hypothesis 2

H₀₂ is rejected if $t_{\text{count}} > t_{\text{table}}$

H₀₂ is accepted if $t_{\text{arithmetic}} \leq t_{\text{table}}$

Hypothesis 3

H₀₃ is rejected if $F_{\text{count}} > F_{\text{table}}$

H₀₃ is accepted if $F_{\text{count}} \leq F_{\text{table}}$.

C. Results and Discussion

Descriptive Statistics of Research Variables

Supervision Statistical Description of High School Principals in Tanjung Lubuk District

It can be stated that the supervision of school principals is in the good category where the highest total score is 53.69 %

Statistical Description of High School Teachers' Work Motivation in Tanjung Lubuk District

From the results of the descriptive quantitative analysis, it can be stated that the teacher's work motivation is included in the good category with the highest percentage score of 52.35 %.

Statistical Description of Work Discipline for High School Teachers in Tanjung Lubuk District

From the results of the analysis, it is known that the teacher's work discipline is included in the good category with the highest total percentage score of 53.70 %.

Test Data Requirements

Normality test

The normality test in this study used the *Kolmogorov-Smirnov test* using SPSS 20.00. The results of the normality test analysis based on the *One-Sample Kolmogorov-Smirnov Test* obtained a sig (2-tailed) value of 0.300. The sig value of 0.300 is greater than 0.05. Thus, it can be stated that all data are normally distributed.

Linearity Test

To state whether the regression line in this study is linear or not, it is tested by using the coefficient $F_{\text{calculated}}$ on linearity or $F_{\text{calculated}}$ on *Deviation from linearity*. When using $F_{\text{arithmetic}}$: Reject H_0 If $F_{\text{arithmetic}} > F_{\text{table}}$ or $\text{Sig} < (0.05)$ in other cases H_0 is accepted, or it is said to be linear. As for the test results, it can be stated that the *Deviation from linearity value* was $0.72 > 0.05$, meaning that the regression line in this study was linear.

Multicollinearity Test

The multicollinearity test means that there is a perfect or definite linear relationship between some or all of the variables that are independent of the existing model. As a result of this multicollinearity the regression coefficient is not certain and the standard error is infinite. The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. The method for testing the presence of multicollinearity can be seen from *the tolerance value* or *variance inflation factor (VIF)*. The limit of *the tolerance value* > 0.1 or the VIF value is less than 10, so there are no symptoms of multicollinearity. Based on the results of the analysis it can be seen that the tolerance value and the two independent variables are more than 0.1 and VIF is less than 10. So, it can be concluded that in the regression there is no multicollinearity problem.

Hypothesis test

The Effect of Principal Supervision on Work Discipline of High School Teachers in Tanjung Lubuk District

The relationship model of school principal supervision to school principal supervision is expressed in the form of a regression equation $Y = 4.165 + 0.489 X_1$. Based on the simple regression test above, the t-count value is $5.992 >$ the t-table price is 1.665 where the t-count price is greater than t-table, so H_{01} is rejected, so that there is a significant influence between the supervision of the principal on the work discipline of high school teachers throughout Tanjung Lubuk district.

The Effect of Teacher Work Motivation on Work Discipline of High School Teachers in Tanjung Lubuk District

The relationship model of teacher work motivation to teacher work discipline is expressed in the form of a regression equation $Y = 4.165 + 0.471 X_2$. Based on the significance test of the teacher's work motivation variable on the work discipline of high school teachers in Tanjung Lubuk District, the t-count value is $5.559 \geq$ the t-table price of 1.665 where the t-count price is greater than t-table, so H_{02} is rejected, so

there is a significant influence between teacher work motivation and work discipline of high school teachers in Tanjung Lubuk District.

The Influence of Principal Supervision and Teacher Work Motivation Together on the Work Discipline of High School Teachers in Tanjung Lubuk District

Based on the results of the multiple regression test, the constant value of the regression equation (a) is 11,290 and the coefficient value of the independent variable (b_1) is -0.019 and the value (b_2) is 0.825, so the regression equation is obtained as follows.

$$Y = a + b_1 X_1 + b_2 X_2$$

$$Y = 4.165 + 0.489 X_1 + 0.471 X_2$$

That is, the teacher's work discipline has increased positively through the supervision of the principal and teacher motivation. To find out the truth of testing the hypothesis, a simultaneous test was carried out using the F test to determine the effect of the school principal's supervision variable and teacher work motivation on the teacher's work discipline variable. Based on Anova test obtained F count of 1174,990 with a significance level of $0.000 < \text{probability value } \alpha 0.05$ while F table corresponds to a significance level of 0.05 (2.93) of 3.12 so that F count $>$ F table ($1174,990 > 3.12$) so that H_0 is rejected, meaning that there is a jointly significant influence between the supervision of school principals and teacher work motivation on the work discipline of high school teachers in Tanjung Lubuk District. Then based on the estimation test it can be obtained that the *R square* value is 0.852, thus the termination coefficient is 85.2% so that it can be concluded that the magnitude of the influence of school principal supervision and teacher work motivation on the work discipline of high school teachers in the Tanjung Lubuk District together is 85, 2%.

Discussion

Hypothesis Test 1

Based on the simple regression test, it can be stated that there is a significant influence between the supervision of school principals on the work discipline of high school teachers in Tanjung Lubuk District. From the results of the research above, it can be stated that the supervision of the school principal is an important element in efforts to improve teacher work discipline. Principal supervision can encourage teachers to improve competence and have an impact on improving discipline. Thus, effective school principal supervision increases teacher discipline, especially discipline in managing learning. Principal Supervision can affect teacher performance because academic supervision activities carried out by school principals seek to guide and supervise teacher performance, especially in learning activities so that teacher performance will increase, even though increased performance does not make a

significant contribution.

This is in accordance with the opinion of Glickman (Sagala, 2012) who states that academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. Sagala (2012) states that academic supervision is assistance and services provided to teachers so they want to continue learning, improve the quality of their learning, foster teacher creativity to improve together by selecting and revising educational goals, teaching materials, teaching models and methods, and evaluation. teaching to improve the quality of learning, education, and curriculum in the development of good teaching and learning in order to obtain better results.

Hypothesis Test 2

Based on the results of the hypothesis test, it is known that there is a significant influence between teacher work motivation on the work discipline of high school teachers in Tanjung Lubuk District. The results of the analysis above state that teacher work motivation has a positive and significant effect on teacher work discipline in accordance with the opinion of Hasibuan & Moedjiono (2011) that one of the factors that influence teacher work discipline in carrying out teaching assignments is teacher behavior, one of which is work motivation. The above explanation is in line with the results of research from. Nainggolan, et al., (2020) which shows that teacher work motivation has a positive influence on teacher work discipline.

The results of this study indicate that the behavior of teachers' work discipline is strongly influenced by work motivation. Teacher work discipline is caused by several factors, including motivation and professionalism, which are psychological awareness that interact with each other. High motivation will provide encouragement internally in work which is shown in the behavior of high morale, teachers Those who have high work motivation will always try to always improve their competence so that teachers also increase their professionalism. The principal as the supervisor and executor of school management must continue to be able to motivate teachers so that they can improve their competence.

The above statement is supported by research conducted by Muhajirin et al (2017) with the results of the regression analysis showing that the effect of work motivation on teacher professionalism is 0.404 with a significance value of 0.000 less than 0.05. Thus, the effect of the school principal's academic supervision of work motivation of 40.4%. So that work motivation has a positive and significant effect on teacher work discipline. This indicates that work motivation has an effect on teacher work discipline. Then the results of research from Damayani et al (2020) with the results of the study stated that there was a significant influence between work motivation on

teacher work discipline.

Hypothesis Test 3

Based on the ANOVA test, it can be stated that there is a jointly significant influence between the supervision of school principals and teacher work motivation on the work discipline of high school teachers in Tanjung Lubuk District. Supervision of school principals for teachers is a scope or area in developing competencies and knowledge, as well as insights possessed to help carry out work activities. In the end, it will improve the performance of the teacher. Therefore, a good work environment participates in helping achieve the desired school goals in accordance with the existing vision and mission. In other words, the more the teacher's needs in carrying out the learning activities carried out are met, the higher the teacher's desire to improve their performance in carrying out their duties and obligations in the company.

This is because a work environment that is fresh, comfortable, and meets the standard of decent needs will contribute to the comfort of teachers in carrying out their duties. Giving motivation to someone is a chain that starts from needs, creates desires, causes tension, creates action, produces decisions. At the beginning of the motivation chain starting with the needs being met, looking for ways to satisfy the needs, goal-oriented behavior, generating performance, resulting in rewards and punishments. Needs that are not met are assessed from decisions, tension, encouragement, search behavior, satisfied needs, and reduced stress (Uno et al, 2014).

Basically there is a set of tasks that must be carried out by teachers related to their teaching profession, namely (1) tasks in the professional field include: educating, teaching and training students; (2) tasks in the humanitarian field include: that teachers in schools must be able to become second parents, be able to understand students, assist students in transforming and identifying the participants themselves; (3) tasks in the social sector include helping the community to be able to acquire knowledge and educate the Indonesian nation as a whole based on Pancasila (Uno et al, 2014).

Teacher work discipline is influenced by motivational factors (Supardi, 2013). Motivation is the driving force from within and outside the subject to carry out certain activities in order to achieve a goal (Sardiman, 2011), if work motivation is high, it will affect high performance and vice versa if motivation is low, it will cause low performance (Daniel, 2014). Based on relevant research studies, it also strengthens the researchers' suspicions in conducting research, such as the following several studies conducted by previous researchers. Daniel (2014) states that performance is not solely measured by how a teacher is able to be responsible for his students, but how the teacher is able to dedicate themselves to the development of education in the school

(supervision of the principal).

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn 1) there is significant influence between the supervision of school principals on the work discipline of high school teachers in Tanjung Lubuk District; 2) there is a significant influence between the teacher's work motivation on the work discipline of high school teachers in Tanjung Lubuk District; and 3) there is a jointly significant influence between the supervision of school principals and academic qualifications on the work discipline of high school teachers in Tanjung Lubuk District.

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