

## **The Influence of the School Principal's Leadership Style and Teacher's Motivation on Teacher's Discipline in SMP Negeri at Penukal Utara District**

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**Abstract:** This study aimed to determine the influence of the principal's leadership style and the teacher's motivation on the discipline of SMP Negeri teachers in Penukal Utara District. This type of research was quantitative research with a research design using an ex post facto research design. The sample in this study was a total of all SMP Negeri teachers in Penukal Utara District, consisting of 97 teachers. Data collection techniques used a questionnaire data analysis techniques include quantitative descriptive analysis techniques and multiple regression. The results of this study stated that 1) there was a significant influence of the principal's leadership style on the discipline of teachers in SMP Negeri in Penukal Utara District; 2) there was a significant influence of teacher motivation on the discipline of SMP Negeri teachers in Penukal Utara District; and 3) there was a jointly significant influence of the principal's leadership style and teacher's motivation on the discipline of teachers of SMP Negeri in Penukal Utara District.

**Keywords:** Discipline, Leadership Style, Motivation

### **A. Introduction**

The degree of discipline that teachers exhibit when performing their primary duties and functions at school has a significant impact on efforts to improve the quality of education. The presence of the teacher in the learning process is very important. This is because the teacher is an educator who periodically interacts directly with students. For this reason, intensive guidance and services are needed in accordance with the development of students (Rochimah et al., 2018).

This research was conducted at SMP Negeri in Penukal Utara District. Based on the results of researchers' observations at several SMP Negeri in Penukal Utara District, it is known that several indicators have been found indicating that teachers do not yet have high levels of discipline. From the results of initial observations, researchers found these discipline indicators through teacher absence data (presence and absence) and discipline in completing teacher completeness administration. Based on the

results of observations in several junior high schools, it is known that the average teacher attendance in the first semester of the 2023 academic year is 91% (Documentation of Penukal Utara District Coordinator for 2023). This suggests that some teachers have not shown high discipline. In addition, it was also found that several teachers had not shown discipline in carrying out their duties. This can be seen from the teacher's lack of time discipline; there are still some teachers who are late for school. The indiscipline of some teachers can also be seen in the process of completing administration and learning documents, such as not being on time in making and collecting complete learning tools. This was obtained from the information disclosed by several vice principals for curriculum at several SMP Negeri in Penukal Utara District.

To encourage teacher work discipline, it is necessary for school principals to be able to carry out their leadership functions to the fullest. Whether a school is of high quality or not really depends on the leadership pattern of the school principal because he is the highest leader in the school and he is the one who can make decisions in all matters. The principal, as a leader, must be able to influence others. A leader has superior traits that are able to bring other people to a certain condition. A school principal must be able to influence others to make changes in accordance with the demands of the existing situation.

The results of observations made by researchers also found several indicators indicating that teachers were less motivated to teach, which had an impact on decreasing teacher productivity and performance. It still often happens that when it's time to teach, the teacher is still in the office. If the class representative picks him up at the office, the new teacher enters the class and teaches. Not only that, if the Teaching and Learning Activity (KBM) has not ended, the teacher has ended it and left the class. With such a state of the teacher, it can be concluded that the teacher does not have high work motivation. If the teacher has high work motivation, he will carry out his duties as well as possible. The above problems related to teacher discipline and motivation are caused by the school being quite far from the village, which is one of the factors that influence teacher motivation and discipline. In addition, from the results of the researchers' initial observations, it is known that the principal's leadership function through the implementation of supervision has also not run optimally. Based on the data obtained, it is known that the results of the teacher performance assessment (PKG) in public middle schools in North Penukal District through the Teacher Supervision and Performance Assessment Instrument as a whole average above 80, which means that all teachers have high performance. This finding states that the principal has not objectively carried out his leadership function through the appraisal function, so it has not had an impact on increasing teacher discipline,

and that the teacher does not have high enthusiasm for carrying out his duties as a teacher.

Based on what has been stated above, researchers need to conduct quantitative research on the results of their initial observations. Thus, based on what has been described, the researcher will examine, with the title "The Influence of the Principal's Leadership Style and Teacher Motivation on Teacher Discipline in SMP Negeri in Penukal Utara District," the influence of the principal's leadership style and teacher motivation on teacher discipline.

## **B. Literature Review**

Akbar et al., (2017) argue that discipline is a condition that is created and formed through a series of behaviors that show the values of obedience, loyalty, order, and order. Teacher discipline is a tool used by managers to communicate with employees so that they are willing to change their behavior in an effort to increase awareness and willingness to comply with all company and organizational regulations and applicable social norms (Rivai et al., 2019).

There are several forms of teacher discipline that must be considered in carrying out policies as leaders in an organization, namely: (1) retributive discipline, namely trying to punish people who do wrong; (2) corrective discipline, namely trying to help employees correct inappropriate behavior; (3) the perspective of individual rights (individual rights perspective), namely trying to protect the basic rights of individuals during disciplinary actions; (5) Utilitarian Perspective, which focuses on the use of discipline only when the consequences of disciplinary action outweigh the negative impacts (Hasibuan, 2011). According to Sutrisno & Siswanto, (2016), several factors that affect employee discipline are: (1) the size of compensation; (2) whether there is an example of leadership in the company; (3) whether there are definite rules that can be used as a guideline; (4) the courage of leaders in taking action; (5) whether there is leadership supervision; (6) whether there is attention to employees; (7) Habits are created that support the upholding of discipline. Indicators of teacher discipline, according to (Sutrisno & Siswanto, 2016), are: 1) obedience to regulations, which is an attitude of respect for rules and regulations that exists within the employee, causing him to adapt voluntarily to the rules; 2) Compliance with leaders and employees to obey and comply with the leader's rules; 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 coercion in completing additional assigned tasks.

According to Thoha, (2004), leadership style is a behavioral norm that is used by someone when that person tries to influence the behavior of others as he sees it. The various leadership styles include: 1) autocratic leadership style; 2) democratic leadership style; and 3) permissive leadership style. The function of a leader in an organization often has different specifications than in other fields of work or organizations. This difference is caused by several things, including the type of organization, the social situation in the organization, and the number of members of the Ghiselli & Brown group (Sutrisno, 2019). Principal leadership is related to the authority possessed by a school principal (Firmawati & Usman, 2017). As a leader, you must organize and manage three main things to achieve school goals: personnel, facilities, and funds (Yanti & Sutarsih, 2014). As a manager, the principal must be able and have adequate management skills to carry out his duties. Leadership style itself is a variety of behavior patterns that are preferred by leaders in the process of directing and influencing workers (Burhan, et al., 2015).

According to Sanjaya, (2016), motivation is a condition that exists within a person that causes a person to carry out certain activities to achieve certain goals. Teacher motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set. Hasibuan, (2011) states that there are several objectives of providing motivation, namely: 1) encouraging employee passion and enthusiasm; 2) increasing employee morale and job satisfaction; 3) increasing employee work productivity; 4) maintaining the loyalty and stability of the organization's employees; 5) improving discipline and reducing employee absenteeism; 6) streamlining employee recruitment; 7) creating a good working atmosphere and relationship; 8) increasing the level of employee welfare; 9) enhancing employees' sense of responsibility towards their duties; and 10) increasing the efficiency of tools and raw materials.

Sedarmayanti, (2014) lists the following as factors of job motivation: 1) Salary, each employee's basic necessities are met, and it serves as motivation for them to work enthusiastically; 2) Effective leadership and administration that integrates leaders and subordinates as a whole or total system; 3) efficient supervision that boosts employee productivity; and 4) work relationships that are supported by a positive work environment or relationship. According to Mangkunegara, (2011) some have transformed their business orientation from local to global markets.

### **C. Methods**

This study uses quantitative methods. Research that is concentrated on the study of objective phenomena should be conducted quantitatively, according to Musfiqon, (2012). This study aimed to shed light on how teacher motivation and the leadership

style of the principal affect teacher discipline in SMP Negeri in the North Penukal sub-district. The study's participants were all 97 SMP Negeri teachers in Penukal Utara District. In this study, a questionnaire was employed as a data-gathering tool. A questionnaire, according to Widoyoko & Rinawat, (2012), is a way of gathering data in which respondents are given a list of statements or written statements and asked to react in accordance with user demands. The following are the study's hypotheses:

- Hi1 : There is a significant influence of the principal's leadership style on the discipline of SMP Negeri teachers in Penukal Utara District.
- Hi2 : There is a significant influence of teacher motivation on the discipline of SMP Negeri teachers in Penukal Utara District.
- Hi3 : There is a significant influence of the principal's leadership style and the teacher's motivation together on the discipline of SMP Negeri teachers in Penukal Utara District.

#### **D. Results and Discussion**

The results of the descriptive analysis of the leadership style variable of principals in SMP Negeri in Penukal Utara District can be seen in the following table:

**Table 1. Variable Descriptive Statistics Principal Leadership Style: Principal at SMP Negeri in Penukal Utara District**

Statistics	Principal Leadership Style	
<i>N</i>	<i>Valid</i>	97
	<i>Missing</i>	0
<i>Mean</i>		78.76
<i>Median</i>		83.00
<i>Mode</i>		78
<i>Std. Deviation</i>		9.406
<i>Variance</i>		88.482
<i>Minimum</i>		60
<i>Maximum</i>		90

Source : Data Management Using SPSS 20.00

From the results of the analysis using SPSS 22.00 Descriptive Statistics 123 Frequencies, it can be seen that the mean value is 78.76, the median is 83.00, the standard deviation is 9.406, the maximum score is 90, and the minimum score is 60. Then the results of the analysis of the variable data frequency distribution of the leadership style of the school principal in SMP Negeri in Penukal Utara District are as follows:

**Table 2. Frequency Distribution of Variable Data The Principal’s Leadership Style SMP Negeri in Penukal Utara District**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	13	6.7	6.7	6.7
	61	3	1.5	1.5	8.2
	63	9	4.6	4.6	12.9
	65	6	3.1	3.1	16.0
	66	6	3.1	3.1	19.1
	67	1	.5	.5	19.6
	68	3	1.5	1.5	21.1
	71	2	1.0	1.0	22.2
	73	2	1.0	1.0	23.2
	75	4	2.1	2.1	25.3
	76	6	3.1	3.1	28.4
	77	3	1.5	1.5	29.9
	78	25	15.5	15.5	45.4
	83	12	6.2	6.2	51.5
	84	16	8.2	8.2	59.8
	85	24	14.9	14.9	74.7
	86	16	8.2	8.2	83.0
	87	18	9.3	9.3	92.3
	89	2	1.0	1.0	93.3
	90	13	6.7	6.7	100.0
Total	97	100.0	100.0		

Source : Data Management Using SPSS 20.00

The variable motivation of SMP Negeri teachers in Penukal Utara District is described in 22 question items consisting of indicators. 1) having an aggressive nature; 2) being creative in carrying out work; 3) the quality of work is increasing day by day; 4) complying with working hours; 5) the tasks given can be completed with ability; 6) high work initiative; 7) being able to adapt with colleagues. Descriptive statistical data can be seen in the following table:

**Table 3. Descriptive Statistics of Teacher’s Motivation Variables SMP Negeri Schools in Penukal Utara District**

	Teacher’s Motivation	
N	Valid	97
	Missing	0
Mean		79.54
Median		84.00
Mode		86
Std. Deviation		9.068
Variance		82.237
Minimum		60
Maximum		90

Source : Data Management Using SPSS 20.00

From the results of the analysis using SPSS 20.00 Descriptive Statistics 123 Frequencies, it can be stated that the mean value is 79.54, the median is 84.00, the standard deviation is 9.068, the maximum score is 90, and the minimum score is 60. The frequency distribution of teacher motivation variable data in SMP Negeri in Penukul Utara District is as follows:

**Table 4. Frequency Distribution of Teacher Motivation Variable Data SMP Negeri in Penukul Utara District**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	9	4.6	4.6	4.6
	63	5	2.6	2.6	7.2
	64	6	3.1	3.1	10.3
	65	5	2.6	2.6	12.9
	66	3	1.5	1.5	14.4
	67	3	1.5	1.5	16.0
	68	7	3.6	3.6	19.6
	69	3	1.5	1.5	21.1
	70	2	1.0	1.0	22.2
	73	3	1.5	1.5	23.7
	74	1	.5	.5	24.2
	75	4	2.1	2.1	26.3
	76	9	4.6	4.6	30.9
	78	2	1.0	1.0	32.0
	79	9	4.6	4.6	36.6
	80	12	7.2	7.2	43.8
	83	5	2.6	2.6	46.4
	84	7	3.6	3.6	50.0
	85	13	8.8	8.8	58.8
	86	16	14.4	14.4	73.2
87	14	11.3	11.3	84.5	
88	9	4.6	4.6	89.2	
89	11	5.7	5.7	85.8	
90	10	5.2	5.2	100.0	
Total	97	100.0	100.0		

Source: Data Management Using SPSS 20.00

From the results of the analysis based on the frequency data above, it can be stated that there were 9 respondents with a score of 62. 5 respondents with a score of 63. 6 respondents with a score of 64, 5 respondents with a score of 65. 3 respondents with a score of 66. 3 respondents with a score of 67. 7 respondents with a score of 68. 3 respondents with a score of 69. 2 respondents with a score of 70. 3 respondents with a score of 73.1 respondents with a score of 74.4 respondents with a score of 75. 9 respondents with a score of 76. 2 respondents with a score of 78. 9 respondents with a score of 79. 7 respondents with a score of 84. 17 respondents with a score of 85. 28 respondents with a score of 86. 22 respondents with a score of 87. 9 respondents with a score of 88. 11 respondents with a score of 89. 10 respondents with a score of 90.

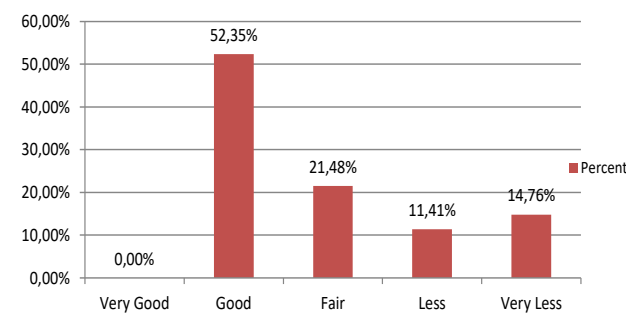
From the above frequency distribution, the category calculations on the variable motivation of SMP Negeri teachers in the North Penukal District are as follows:

**Table 5. Category Percentage of Teacher Motivation SMP Negeri in Penukal Utara District**

No	Norm Range	Frequency	%	Category
1	≥ 93	0	0%	Very Good
2	84 s/d < 93	37	52,35%	Good
3	75 s/d > 84	28	21,48%	Moderate
4	66 s/d < 75	10	11,41%	Poor
5	< 66	22	14,76%	Very Poor

Source : Data Management Using SPSS 20.00

From the table above, it can be stated that teacher motivation in the very good category is 0 or 0%, the good category is 37 or 52.35%, the category moderate is 28 or 21.48%, the category poor is 10 or 11.41%, and the very poor category is 22 or 14.76%. The results of this analysis indicate that the motivation of teachers in SMP Negeri in Penukal Utara District is good. The percentage of teacher motivation categories in SMP Negeri schools in Penukal Utara District can be seen in the following diagram:



**Figure 1. Variable Category Principal Leadership Style SMP Negeri in the Penukal Utara District**

The teacher discipline variable consists of 21 question items, which contain indicators. 1) Be present and go home on time; 2) Sign the attendance list; 3) Make programs and preparations before teaching; 4) Carry 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) Maintaining teacher motivation and fun learning; 8) Creating teacher motivation and fun learning. The results of the descriptive analysis of teacher discipline variables at state junior high schools in North Penukal District can be seen in the following table:

**Table 6. Descriptive Statistics of Teacher Discipline Variables SMP Negeri in Penukal Utara District**

		Principal Leadership Style
N	Valid	97
	Missing	0
Mean		80.11
Median		85.00
Mode		89
Std. Deviation		9.074
Variance		82.345
Minimum		56
Maximum		90

Source : Data Management Using SPSS 20.00

From the results of the analysis using SPSS 20.00 Descriptive Statistics 123 Frequencies, it is known that the mean value is 80.11, the median is 58.00, the standard deviation is 9.074, the maximum value is 56, and the minimum value is 90. The distribution of frequency data on the discipline variable of teachers in SMP Negeri in Penukal Utara District is as follows:

**Table 7. Disciplinary Frequency Distribution of SMP Negeri teachers throughout the Penukal Utara District**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	5	5	5
	62	8	4.1	4.1	4.6
	63	6	3.1	3.1	7.7
	64	3	1.5	1.5	9.3
	65	10	5.2	5.2	14.4
	67	5	2.6	2.6	17.0
	68	2	1.0	1.0	18.0
	69	1	5	5	18.6
	70	1	5	5	19.1
	71	1	5	5	19.6
	73	1	5	5	20.1
	74	1	5	5	20.6
	75	1	5	5	21.1
	76	5	2.6	2.6	23.7
	77	3	1.5	1.5	25.3
	78	8	4.1	4.1	29.4
	79	19	9.8	9.8	39.2
	80	13	6.7	6.7	45.9
	84	5	2.6	2.6	48.5
	85	17	8.8	8.8	57.2
	86	6	13.4	13.4	70.6
	87	11	10.8	10.8	81.4
	88	5	2.6	2.6	84.0
	89	15	12.9	12.9	96.9
	90	6	3.1	3.1	100.0
Total		97	100.0	100.0	

Source : Data Management Using SPSS 20.00

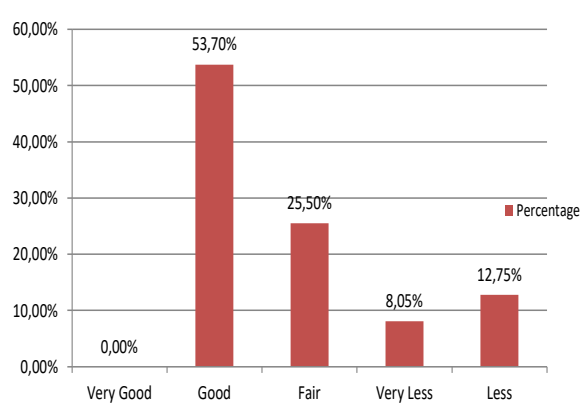
Based on the table above, it is known that there is 1 respondent with a score of 56. 8 respondents with a score of 62. 6 respondents with a score of 63. 3 respondents with a score of 64. 10 respondents with a score of 65. 5 respondents with a score of 67. 2 respondents with a score of 68. 1 respondent with a score of 69. 1 respondent with a score of 70. 1 respondent with a score of 71. 1 respondent with a score of 73. 1 respondent with a score of 74. 1 respondent with a score of 75. 5 respondents with a score of 76. 3 respondents with a score of 77. 8 respondents with a score of 78. 19 respondents with a score of 79. 13 respondents with a score of 80. 5 respondents with a score of 84. 17 respondents with a score of 85. 26 respondents with a score of 86. 21 respondents with a score of 87. 5 respondents with a score of 88. 25 respondents with a score 89. 6 respondents with a score of 90. From the results of this frequency distribution analysis, an analysis of the disciplinary categorization of SMP Negeri teachers in the North Penukal District can be carried out as follows:

**Table 8. Teacher Discipline Category SMP Negeri in Penukal Utara District**

No	Norm Range	Frequency	%	Category
1	≥ 85	0	0%	<b>Very Good</b>
2	85 s/d < 85	47	53,70%	Good
3	76 s/d > 85	24	25,50%	Moderate
4	67 s/d < 76	12	8,05%	Poor
5	< 67	14	12,75%	Very Poor

Source : Data Management Using SPSS 20.00

From the table above, it is known that teacher discipline in the very good category is 0 or 0%, the good category is 47 or 53.70%, the moderate category is 24 or 25.50%, the poor category is 12 or 8.05%, and the very poor category is 14 or 12.75%. The results of the analysis show that teacher discipline is in a good category. The percentage of the disciplinary variable category of state junior high school teachers in Penukal Utara District can be seen in the following figure:



**Figure 2. Teacher Discipline Variable Category SMP Negeri in Penukal Utara District**

The Influence of the Principal’s Leadership Style on the Discipline of SMP Negeri Teachers in Penukal Utara District The hypotheses are as follows:

- H<sub>a1</sub>: There is a significant influence of the principal’s leadership style on the discipline of SMP Negeri teachers in Penukal Utara District.  
 H<sub>o1</sub>: There is no significant influence of the principal’s leadership style on the discipline of SMP Negeri teachers in Penukal Utara District.

The relationship model of the principal’s leadership style to the principal’s leadership style is expressed in the form of a regression equation:  $= 4.165 + 0.489 X_1$ . The significance test of the regression equation can be found in the following table:

**Table 9. Hypothesis Test of the Influence of Principal’s Leadership Style on the Discipline of SMP Negeri Teachers in the Penukal Utara District Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.165	1.607		2.591	.011
Principal’s leadership style	.489	.082	.507	5.992	.000
Academic qualification	.471	.085	.470	5.559	.000

a. Dependent Variable: Teachers’ Discipline

Source : Data Management Using SPSS 20.00

Based on the simple regression test above, the t-count value is 5.992 > the table price of 1.665, where the t-count price is greater than the t-table, so H<sub>o1</sub> is rejected, so there is a significant influence of the principal’s leadership style on the discipline of teachers in SMP Negeri in the sub-district Penukal Utara. The Influence of teacher motivation on the discipline of SMP Negeri teachers in Penukal Utara District The hypotheses are as follows:

- H<sub>a2</sub>: There is a significant influence of teacher motivation on the discipline of SMP Negeri teachers in the North Penukal District.  
 H<sub>o2</sub>: There is no significant influence of teacher motivation on the discipline of SMP Negeri teachers in the North Penukal District.

The relationship model of teacher motivation and teacher discipline is expressed in the form of a regression equation:  $= 4.165 + 0.471 X_1$ . The significance test of the regression equation can be found in the following table:

**Table 10. Test the Hypothesis Influence of Teacher Motivation on Discipline of SMP Negeri Teachers in North Penukal District**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	$\beta$	Std. Error			
1 (Constant)	4.165	1.607		2.591	.011
Principal's leadership style	.489	.082	.507	5.992	.000
Teachers' Motivation	.471	.085	.470	5.559	.000

a. Dependent Variable: Teachers' Discipline

Source : Data Management Using SPSS 20.00

Based on the significance test of the teacher's motivation variable on teacher discipline in public junior high schools in North Penukal District, it was obtained that the t value was  $5.559 \geq$  the t table price was 1.665 where the t calculated price was greater than t table then  $H_02$  was rejected, so that there was a significant influence between teacher motivation on Discipline of SMP Negeri teachers in Penukal Utara 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 (b1) is -0.019 and the value (b2) is 0.825, so the regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2$$

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

Teacher discipline has increased positively through the principal's leadership style 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 principal's leadership style and teacher's motivation variables on teacher discipline variables. The test criteria are as follows:

- a. If the probability value (significant)  $< 0.005$ , then  $H_03$  is rejected
- b. If the probability value (significant)  $> 0.005$ , then  $H_03$  is accepted

Then for the F test, the test criteria are as follows.

$H_{a4}$  is accepted if  $F_{count} > F_{table}$

$H_{04}$  is accepted if  $F_{count} \leq F_{table}$ .

The research hypotheses are as follows:

$H_{a3}$  : There is a jointly significant influence between the principal's leadership style and teacher's motivation on the discipline of teachers in SMP Negeri in Penukal Utara District.

$H_{03}$  : There is no jointly significant influence between the principal's leadership style

and teacher’s motivation on the discipline of teachers in SMP Negeri in Penukal Utara District.

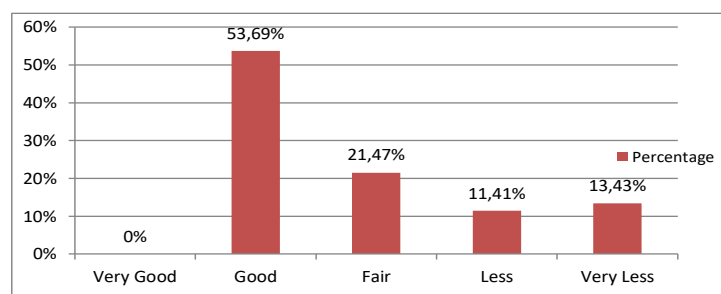
Based on the frequency distribution data above, it is known that out of 90 respondents, 13 respondents obtained a score of 60, 3 respondents with a score of 61. 9 respondents with a score of 63. 6 respondents with a score of 65. 6 respondents with a score of 66. 1 respondent with a score of 68. 3 respondents with a score of 68. 2 respondents with a score of 71. 2 respondents with a score of 73. 4 respondents with a score of 75. 6 respondents with a score of 76. 3 respondents with a score of 77. 30 respondents with a score of 78. 12 respondents with a score of 83. 16 respondents with a score 84. 29 respondents with a score of 85. 16 respondents with a score of 86. 18 respondents with a score of 87. 2 respondents with a score of 89. 13 respondents with a score of 90. From the results of this frequency distribution analysis, a categorization analysis can be carried out on the variable leadership style of the head of SMP Negeri in in Penukal Utara District, as seen in the following table:

**Tabel 11. Category Percentage Principal’s leadership style SMP Negeri in Penukal Utara District**

No	Norm Range	Frequency	%	Category
1	≥ 93	0	0%	Very Good
2	83 s/d < 93	52	53,69%	Good
3	74 s/d > 83	22	21,47%	Moderate
4	65 s/d < 74	10	11,41%	Poor
5	< 65	13	13,43%	Very Poor

Source : Sudijono (2008).

Based on the results of the analysis of the categories above, it can be stated that the leadership style of school principals in the very good category is 0 or 0%, the good category is 52 or 53.69%, the moderate category is 22 or 21.47%, the poor category is 10 or 11.41%, and the very poor category is 13 or 13.43%. The results of this analysis indicate that the leadership style of the principal is included in the good category. The percentage of the variable category The leadership style of the principals of SMP Negeri in Penukal Utara District can also be seen in the following figure:



**Figure 3. Category of Leadership Style of SMP Negeri Principals in the North Panungkal District**

Variable data description Principal leadership style at SMP Negeri in the North Penukul District consists of descriptive statistics, frequency distributions, and percentage categories for each respondent's answer. Each item, consisting of 22 questions, includes indicators. 1) decision-making; 2) distribution of tasks to subordinates; 3) subordinate initiatives; 4) imposition of sanctions or penalties; 5) giving awards for achievements; 6) establishing communication; 7) monitoring the implementation of tasks; 8) carrying out work meetings.

## **E. Conclusion**

Based on the results of the descriptive statistical analysis of the research results, it can be stated that based on the results of the category analysis above, it can be stated that the leadership style of school principals in the very good category is 0 or 0%, the category good amounted to 32 or 53.69%, the moderate category was 22 or 21.47%, the poor category was 13 or 11.41%, and the very poor category was 23 or 13.43%. The results of this analysis indicate that the leadership style of the principal is included in the good category. Percentage of the variable category of the leadership style of principals of SMP Negeri in Penukul Utara District Then descriptive statistics on teacher motivation showed that a very good category amounted to 0 or 0%, a good category amounted to 34 or 52.35%, a moderate category of 24 or 21.48%, a poor category of 10 or 11.41%, and a very poor category of 22 or 14.76%. The results of this analysis indicate that the motivation of teachers in SMP Negeri in the North Penukul District is good. For the descriptive statistics of teacher discipline, the very good category is 0 or 0%, the good category is 80 or 53.70%, the moderate category is 38 or 25.50%, the poor category is 12 or 8.05%, and the very poor category is 19 or 12.75%. The results of the analysis show that teacher discipline is in a good category.

Based on data analysis and hypothesis testing, it can be concluded that there was a significant influence of the principal's leadership style on the discipline of teachers in SMP Negeri in Penukul Utara District. There is a significant influence between teacher motivation and the discipline of SMP Negeri teachers in Penukul Utara District. There is a significant joint influence between the principal's leadership style and academic qualifications on the discipline of teachers in SMP Negeri in Penukul Utara District. Based on the findings of this study, there are several suggestions that can be put forward, as follows: The school principal must be able to carry out the leadership function effectively so that he can encourage teachers to increase discipline in carrying out their duties and responsibilities at school. Teachers should be able to increase motivation and discipline in carrying out their duties and responsibilities, especially in managing learning. The researcher suggests further research related to the impact of the principal's leadership style on increasing teacher motivation and discipline.

## **F. Acknowledgement**

Thanks to all respondents and all stakeholders in SMA Negeri 3 Kayuagung.

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