

The Influence of Principal's Leadership and Teacher's Work Motivation on Teacher's Work Discipline

Weni Andiani¹, Happy Fitria¹, Syaiful Eddy¹

¹Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: weniandiani@gmail.com

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Abstract: This study aimed to determine and identify: (1) the influence of principal leadership on teacher work discipline; (2) the effect of work motivation on teacher work discipline; and (3) the influence of principal leadership and work motivation together on teacher work discipline. The data in this study were collected through distributing questionnaires to respondents. The results of filling out the questionnaire were analyzed using multiple regression analysis through the t-test, F-test, and determination coefficient test. The population in this study were all junior high school teachers in the Sako Palembang sub-district, totaling 144 people. The sampling technique in this study is probability sampling using the Slovin formula to obtain 106 teachers as the research sample. The results of the study found that: (1) there is a significant influence between the principal's leadership on teacher work discipline; (2) there is a significant influence between work motivation on teacher work discipline; (3) there is a significant influence between principal leadership and work motivation on teacher work discipline.

Keywords: Discipline, Leadership, Motivation, Teacher

A. Introduction

Instructors have crucial responsibilities in the education of the country's citizens. To produce Indonesians who are committed to God Almighty, succeed in science and technology, possess an artistic and ethical spirit, have a noble character, a social spirit, and a decent personality, professional instructors are expected to be able to contribute to national progress. It is not hyperbole to argue that educators have a significant influence on the direction society, the country, and the state will take. It is required of teachers to always engage in Continuous Professional Development activities to support professional development for Learning Teachers through the advancement of science and technology. This is so that teachers can fulfill their duties in providing quality education/learning services to students (Djaja, 2016).

Through raising the standard of instruction in schools, the government works to improve the quality of education across the country. Among other factors, the

leadership component affects how well students learn in schools. Effective implementation of education is expected if leaders can fulfill their roles as educational leaders in schools. An organization needs effective leadership to thrive and survive. Individual member success in performing tasks in line with their positions and roles within the organization is essentially what constitutes organizational effectiveness. In the meanwhile, a teacher's ability to follow relevant guidelines or norms will determine how effective their work is.

As the leaders in implementing cutting-edge education, teachers need to be disciplined. A teacher who practices discipline follows all rules and guidelines within the organization. According to their line of work, teachers can offer the highest quality of service while performing their duties. In line with the organizational structure of the school, teachers can generate high levels of job productivity by using and maintaining organizational facilities and infrastructure.

Good discipline shows how much of a person is accountable for the work that is given to him. Since persons with high levels of discipline are typically successful in both their career and academic endeavors, discipline will show strength. The same is true of educational establishments. When performing their obligations as educators, trainers, and educators, instructors must be disciplined. discipline is an attitude of respect, gratitude, obedience, and adherence to relevant norms, both written and unwritten, and the ability to carry them out and not avoid facing consequences if one breaches them, (Sastrohadiwiryo, 2005). Responsibilities and power granted to him.

Therefore, the purpose of applying discipline is to make sure that teachers follow and observe all of the rules that have been established inside the business. Hence, discipline is the process of developing one's capacity for action, thought, and creative, productive labor. To develop order, people in an organization must follow the rules, which is another aspect of discipline. Everyone needs the discipline to accomplish their goals. For every business, including schools, to continue to thrive and flourish, discipline is a must. Establishing discipline can foster a sense of accountability, awareness of responsibilities, and a focus on producing high-quality work outputs in compliance with established work standards. Put another way, the organization in question will incur significant losses if work discipline declines. Therefore, before making any decisions regarding the future course of action, the relevant business needs to be aware of the negative indicators brought on by work discipline.

Whether the principal is present or not, teachers must maintain strict discipline in the performance of their tasks to meet learning objectives at the school. It is a must for teachers to maintain discipline when performing their tasks. Teachers develop a habit of discipline via constant practice. Successful people in their areas tend to be highly disciplined, while unsuccessful people are typically not as disciplined. Alibar

(2008) lists the following as factors that can affect work discipline: welfare, law enforcement, leadership, education and training, and incentives. Additionally, as stated by Hasibuan (2001), the following elements affect the degree of work discipline: objectives and competencies, leadership, welfare and job satisfaction incentives, fairness, supervision, and legal repercussions. This research will discuss the influence of leadership and work motivation on work discipline.

Yulk (2006) defines leadership broadly as processes that impact how followers interpret events, choose goals for a group or organization, organize work activities to achieve these goals, inspire followers to achieve goals, uphold cooperative relationships and teamwork, and secure cooperation and support from individuals outside the group or organization. Performance and leadership are two factors that help a business achieve its objectives. Put another way, an individual will perform better under superior leadership. Leadership, according to (Handoko, 2012), is the activity of guiding and impacting the actions of a group of individuals whose responsibilities are interconnected.

To be able to take initiative and make improvements to the school's quality, school principals must possess sufficient management and leadership abilities. The school principal is in charge of retaining and inspiring the faculty, students, and administrative staff so that they are ready and able to carry out the policies and procedures that are in place at the school, as stated by (Danim & Suparno, 2009). In their capacity as a leader, the school administrator needs to be able to assign assignments, boost staff morale, facilitate two-way communication, and give direction. The principal of a school, as a leader, needs to possess a unique blend of personality, fundamental abilities, professional experience and expertise, and administrative and supervisory know-how (Wahjosumidjo, 2002).

One of the principal's leadership responsibilities is arranging for teachers to gather in a comfortable setting. The administrator should act in a way that demonstrates a close-knit, kind, and thoughtful attitude toward teachers, both individually and collectively. A key role in school development is played by the principal, who also oversees staff, administration, and teachers. As leaders, school principals must set clear objectives for instruction, create work schedules, assign and manage staff, assign authority (dividing up work), communicate, regulate and monitor, and assess. In this sense, leaders can assist staff members and educators in creating better behavioral norms and patterns, and they can also utilize enforcing regulations as a means of enforcing punishment. Therefore, the principal needs to be in charge, present every day, and enforce rules in the classroom and on the school property. Encouraging teacher discipline is one of a leader's duties. Teachers need to be disciplined, hence discipline needs to be ingrained constantly. Teachers develop a habit of discipline via constant practice. Successful people in their areas tend to be

highly disciplined, while unsuccessful people are typically not as disciplined. because the work discipline of teachers is influenced by the principal's leadership.

Work motivation has an impact on teacher work discipline in addition to leadership. Motivation can be broadly characterized as the process of providing teachers with both internal (intrinsic) and external (extrinsic) encouragement to work hard, honestly, and fully, with an emphasis on the quality of their output. According to several experts, Indonesian human resources are "lazy" (Suwanto & Koesdartono, 2009) in the sense that they are less focused on quality and do not receive much motivation to work hard. The effort that propels someone to do action is known as motivation objectives. Purwanto (2010) states that motivation is the impetus behind an intentional attempt to change someone's behavior so that they are inspired to take action to accomplish particular outcomes or objectives. As a result, motivation provides teachers with the willpower to take action toward achieving ideal work discipline. Work discipline is undoubtedly generated by the principal's leadership and the drive of the teachers, and this is what propels the achievement of desired conduct.

Collaboration between current school personnel, such as principals, teachers, administrators, and security personnel, is also strongly advised. For school organizations to have high levels of motivation and work discipline, teamwork is essential. However, not all educators possess the best work habits necessary to meet the demands of the classroom. Aside from that, individuals frequently believe that work discipline may be created if they receive just and decent benefits; nevertheless, in actuality, even when they receive fair and wonderful prizes, their work is subpar. Researchers conducted preliminary research on March 24, 2020, by interviewing teachers at one of the state junior high schools in the Sako Palembang sub-district. The results of this research indicate that some teachers at this junior high school still exhibit signs of lack of discipline, including tardiness (they frequently enter the classroom late), talking in class, not hurrying when the bell rings, and leaving the classroom during class time.

The motivation of teachers also seems to be subpar; they hardly ever use the resources and infrastructure available to them for learning and instead depend solely on textbooks or lessons they have already learned. Teachers only use textbooks and traditional media to convey learning materials; they usually employ the lecture approach. This junior high school's principal seldom offers advice to the administrative team and teachers regarding work discipline and academic achievement. Additionally, the principal of this school is unable to inspire instructors or provide them instructions on how to sharpen their work habits, such as creating Learning Implementation Plans on time or organizing other administrative tasks required for learning.

Instructors ought to make an effort to set up an environment where students can actively learn. For instance, making learning goals, showing up on time for class, attending every scheduled hour, and so forth. The teacher's position as an educational leader among the pupils in the class is largely determined by his role (Nawawi, 2001). To enhance teacher work discipline in this situation, the principal's leadership and work motivation are essential. The researcher is interested in studying teacher job discipline and the elements that influence it, as indicated by the title of the description above. "The influence of school principal leadership and teacher work motivation on the work discipline of State Middle School teachers in Sako Palembang sub-district."

B. Methods

This research was conducted at State Middle Schools in Sako Palembang District. The research time is approximately 3 months and starts from September 2020 to November 2020. The research method used in this research is correlational in the form of connecting one symptom or variable with another symptom or variable. According to Arikunto (2010), correlational research is research that is intended to determine whether there is a relationship between two or several variables. The population of this study was all public middle school teachers in Sako Palembang District, namely Public Middle School 53, Public Middle School 27, and Public Middle School 14 Palembang, totaling 144 people. The sampling technique in this research uses a probability sampling technique. Determination of the sample size was carried out by calculation using the Slovin Formula. This formula is used to determine the sample size at a level of 5%. Based on the calculations above, the sample obtained was 106 respondents. The data collection technique in this research uses a questionnaire.

C. Results and Discussion

The Influence of Principal Leadership on Teacher Work Discipline

In this study, principle leadership refers to the formal power held by the principal of a State Middle School in Sako District, Palembang, to plan, oversee, and manage the work of teachers and staff to ensure that all tasks are coordinated to meet the institution's objectives. This study discovered that the work discipline of State Middle School teachers in Sako District, Palembang, was positively and significantly impacted by the principal's leadership. Using the regression equation $Y = 14,780 + 0.691$, the influence's strength is 53.9%.

The descriptive analysis's findings also revealed that participants strongly agreed with the research questionnaire's statement on principal leadership; in other words, Sako Palembang District State Middle School instructors provided excellent answers

on the impact of principal leadership. Increased teacher performance follows strong principal leadership in Sako District, Palembang, as evidenced by the indicators of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and charisma. Conversely, poor principal leadership is associated with a decline in work discipline. Teachers at Sako Subdistrict State Middle School in Palembang. By utilizing these five leadership indicators, the principal may effectively lead and foster a favorable environment that will improve the performance of teachers, particularly state junior high school teachers in Sako Palembang District.

Thus, all procedures or actions taken by the head of Sako Palembang District State Middle School to manage and inspire several jobs, to motivate and influence teachers to achieve learning objectives, and to influence and motivate teachers' behavior to improve their group and culture, all play a crucial part in enhancing the discipline of teachers at work. As stated by Yulk (2006) leadership is a process that influences the interpretation of events for followers, the choice of goals for a group or organization, the organization of work activities to achieve these goals, the motivation of followers to achieve goals, maintain cooperative relationships and teamwork, as well as obtain support and cooperation from people outside the group or organization. Leadership and performance are variables that support the achievement of organizational goals. In other words, the better the leadership, the better a person's performance will be. As stated by Handoko (2012), leadership is a process of directing and influencing the activities of a group of members whose duties are related to each other.

The teachers under his leadership will do well if they follow the principal's instructions. According to Yamin & Maisah (2010), a school principal's leadership is a method of influence that they use to manage members of their group to accomplish the institution's objectives. Principal leadership is a type of leadership technique or idea that is, naturally, implemented by individuals who are typically referred to as principals. As a result, the principal is a person with leadership authority who gives instructors assignments to do to meet objectives.

The principal of Sako Palembang District's Head of State Middle Schools demonstrates his concern and attention for the instructors under his direction. This can boost teachers' enthusiasm for carrying out their responsibilities, such as creating Learning Implementation Plans, so that no longer are there any teachers who just copy and paste, become more professional in the process of learning assessments, be more inventive in coming up with fun learning strategies and methods, and conduct research through studies linked to learning problems. provides the impression that there is a reasonable amount of distance between principals and teachers, particularly in Sako Palembang District's State Middle Schools. This eliminates the possibility of teachers being reluctant or indolent in their

interactions with the principal and enables them to discuss issues with students or the classroom with them. A well-executed leadership style by the principal will boost teacher morale and promote high work discipline.

Through his leadership, the principal can persuade educators to desire to collaborate to take actions and actions toward shared objectives. The leadership of the principal is an expression of personal conduct interacting with the social structure to accomplish the objectives of the educational establishment. The leadership style employed by the school principal has a significant impact on whether or not the goals of the school organization are met. The general term “leadership behavior” refers to a variety of specific behaviors in which the principal is involved in staff and teacher coordination and direction. A structured working relationship that involves addressing and criticizing teachers and staff as well as demonstrating respect for their welfare and feelings can be one way to participate in these behaviors (Permadi & Arifin, 2007).

As leaders of educational institutions, school principals have the authority to encourage teachers to exercise leadership, as well as to improve their performance by increasing their knowledge and basic abilities. It is impossible to dispute the principal’s crucial position within the educational system. By fostering a supportive environment for bettering teacher performance, the principal can, as a leader, optimize teacher performance. The study’s findings support the theory put forth by Danim & Suparno (2009), according to which school principals are in charge of retaining and inspiring faculty, students, and administrative staff so that they will be willing and able to carry out the policies and procedures that are in place in the classroom. School principals need to possess sufficient management and leadership abilities so they may take the initiative to raise the standard of the school.

As a leader, the school administrator needs to be able to assign duties, boost staff willingness, facilitate two-way communication, and offer direction and oversight. According to Wahjosumidjo (2002), a school principal needs to possess unique qualities as a leader, including a certain personality, fundamental abilities, professional experience and knowledge, and administrative and supervisory expertise. Research Gultom (2013), Sittinur & Amar (2014), Nurfarhana et al. (2017), Cahyaningsih (2017), Supardi (2014), Jaswadi (2020), Umami et al. (2020) that discovered a principal’s leadership influence on teacher work discipline is also consistent with the findings of this study.

The principal’s leadership and the work discipline of the teachers are positively correlated, as stated in the above description. assuming that State Middle School teachers in Sako District, Palembang have greater work discipline the better the principal’s leadership. Thus, to accomplish the goals that have been established, the principal of the educational unit he oversees must be able to mobilize, direct, guide,

protect, develop, set an example, encourage, and assist all human resources in the unit.

The Influence of Work Motivation on Teacher Work Discipline

Work motivation in this study is a condition within a person that drives the desire of State Middle School teachers in the Sako Palembang sub-district to carry out certain activities to achieve organizational and individual goals. It can be concluded that the individual work motivation variable has a significant influence on teacher work discipline with a sig value based on the results of the partial test (t_{test}) of the work motivation variable on work discipline in this study. less than the likelihood value and t_{count} exceeds t_{table} . With the regression equation $Y = 33.464 + 0.722 X_2$, which may be used to make predictions to boost teacher work motivation toward teacher work discipline, the strength of this influence is 50.6%. This implies that, if the five needs hierarchy demonstrates work motivation, Work discipline among teachers will increase in proportion to the following five indicators: 1) physiological needs; 2) the need for safety; 3) the need for social relations; 4) the need for recognition; 5) the need for self-actualization. Conversely, if work motivation as indicated by these five indicators declines, teacher work discipline will also decline significantly.

The majority of respondents, on average, indicated that they strongly agreed with the work motivation variables of State Middle School teachers in the Sako Palembang sub-district, according to the results of the descriptive analysis. This demonstrates that Sako Palembang sub-district State Middle School instructors have very strong levels of work motivation. Thus, when it came to the work motivation component in the study questionnaire, over 50% of respondents said they strongly agreed with it. Respondents gave very good responses about the work motivation they received.

According to this study, work motivation has an impact on teachers' work discipline. This indicates that motivation is one of the elements influencing teachers' ability to achieve the best possible work discipline. Since it is essential for every teacher to fulfill their professional responsibilities by the established guidelines, the high work motivation of State Middle School teachers in the Sako Palembang subdistrict has an impact on the growth in teacher work discipline. This is in line with the theory stated by Alibar (2008), that factors that can influence work discipline include: motivation, education and training, leadership, welfare, and law enforcement.

According to the study's findings, Sako Palembang sub-district State Middle School instructors should have a high level of work motivation as professional educators to improve work discipline and fulfill all assignments with joy, responsibility, and passion. As previously mentioned, work motivation is defined as factors that

encourage an individual to take initiative, shape attitudes, and give them high levels of motivation to accomplish predetermined, effective, and efficient goals. One of the things a teacher has that can inspire him to work so he can accomplish the goals that have been set is teacher work motivation.

The present study's findings corroborate those of earlier research, such as studies by Faridah (2013), Sittinur & Amar (2014), Rumaeni et al. (2017), Nurfarhana et al. (2017), Jaswadi (2020), and Umami et al. (2020), which demonstrated the significant impact of motivation on teacher work discipline. There is a favorable correlation between teacher job discipline and work motivation, as indicated by the following description. assuming that State Middle School teachers in Sako District, Palembang have stronger work discipline the more motivated they are to do their jobs.

The Influence of Principal Leadership and Motivation on Teacher Work Discipline

In this study, the principal of State Middle Schools in Sako Palembang District uses teacher work discipline as a method to interact with teachers to encourage behavior changes, and raise knowledge of, and readiness to follow all school rules and regulations. The study's findings indicate that work motivation and the principal's leadership have a good and significant impact on teachers' work discipline. Regression analysis yields the following result: $Y = 17.479 + 0.490 X_1 + 0.235$.

The study's coefficient of determination test revealed that the principal's work motivation and leadership were responsible for 54.7% of the work discipline of State Middle School teachers in Sako District, Palembang. The analysis's findings still indicate that 45.3% of the variation in teacher work discipline can be attributed to variables other than the principal's motivation and leadership that were not examined in this study. These variables include teacher competency, pay, the availability of supporting infrastructure required for the learning process, and more.

The effectiveness of teaching and learning activities both within and outside of the classroom is influenced by the work discipline of teachers. According to Singodimejo (Sutrisno, 2015), a teacher's compliance with work-related regulations can serve as a demonstration of their work discipline in several ways. These include 1) Work entry, return, and rest hours; 2) Basic guidelines for appropriate attire and behavior at work; 3) Workplace conduct regulations; and 4) Workplace policies governing what employees are and are not permitted to do while employed.

School principals must consider factors that affect the work discipline of the employees they supervise to enhance the work discipline of instructors. Work discipline among teachers can be impacted by a wide range of factors, including those about the teacher personally, the school environment, and general government

policy. As a leader, every school principal desires greater work discipline from the instructors under their supervision.

Work motivation has an impact on teacher work discipline in addition to the principal's excellent leadership. Motivation can be broadly characterized as the process of providing teachers with both internal (intrinsic) and external (extrinsic) encouragement to work hard, honestly, and fully, with an emphasis on the quality of their output. According to several experts, Indonesian human resources are "lazy" in the sense that they are less focused on quality and do not receive much motivation to work hard (Sutrisno, 2015). The effort that propels someone to do an action is known as motivation. Purwanto (2010) states that motivation is the impetus behind an intentional attempt to change someone's behavior so that they are inspired to take action to accomplish particular outcomes or objectives. As a result, motivation provides teachers with the willpower to take action toward achieving ideal work discipline. The work discipline that is generated by the principal's leadership and the motivated work of the teachers undoubtedly catalyze the realization of desired behavior.

According to the various viewpoints presented above, there is a good correlation between the principal's leadership and the motivation and discipline of the teachers' work, suggesting that the leader is crucial in this situation. A school principal's leadership can be observed in their prudent handling of human resources. This affects the work output that educators or teachers accomplish in the learning unit that they oversee. It is evident from the preceding description that the principal's work motivation and leadership have a significant impact on teachers' work discipline. This is advantageous for the advancement of the educational unit that teachers are in charge of. In addition to supervising teachers, the principal's duties also include advising, inspiring, solving problems, and creating chances for professional growth. Therefore, the relationship between the principal's work motivation and leadership and how it affects teachers' work discipline further supports the idea that professional school principal leadership and strong work motivation are necessary to establish good work discipline.

D. Conclusion

1. There is a significant influence between the principal's leadership on the work discipline of State Middle School teachers in the Sako Palembang sub-district with the sig value being smaller than the probability value and the t_{count} being greater than the t_{table} .
2. There is a significant influence between work motivation on the work discipline of State Middle School teachers in the Sako Palembang sub-district with a sig value smaller than the probability value and a t_{count} greater than t_{table} .

3. There is a significant influence between the principal's leadership and work motivation on the work discipline of State Middle School teachers in the Sako Palembang sub-district with a significance level smaller than the probability value and the F_{count} value greater than F_{Table} .

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