

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

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**Abstract:** This study aims to analyze the influence of leadership and work motivation on teacher work discipline. This type of research is quantitative research. The sample of this research was 106 teachers of SD Negeri Gugus 1, Sungaiselan District. Data collection tool using a questionnaire. Data analysis using multiple regression test techniques. The results of the study stated that (1) there was a significant influence between leadership on the work discipline of SD Gugus 1 teacher in Sungaiselan District; (2) There is a significant influence between work motivation on the work discipline of SD Gugus 1 teachers in Sungaiselan District; (2) There is a significant influence of leadership and work motivation on the work discipline of SD Gugus 1 teachers in Sungaiselan District together by 94.2% and the remaining 6.8% is influenced by other factors not examined in this study.

**Keywords:** Leadership, Work Discipline, Work Motivation

### **A. Introduction**

One of the main concerns in the country's education system is still education quality. Education is a major factor in forming a nation's personality and serves as a yardstick for national growth (Erwinsyah, 2017). This implies that there is no longer a pressing need to raise educational standards. High-quality human resources are necessary for the country to develop successfully, and they can only be attained via high-quality education. The discipline with which teachers carry out their primary responsibilities at school has a significant impact on efforts to raise the standard of instruction. As an integral component of a process, work discipline is also crucial for members of the organization to carry out their work in an orderly manner, in compliance with regulations, and to accomplish goals. It can even play a major role in determining an organization's ability to achieve its objectives, both government and private (Anis, 2016).

Therefore, it may be said that an organization's success depends on its ability to maintain discipline. Teacher discipline, according to Uno et al. (2013), is the control

of teachers' actions and behavior by the laws, policies, and other regulations that the school has decided upon as a whole. Consistent discipline emerges from the fruits of human awareness. A lack of human conscience-based discipline results in flimsy, transient discipline, which means that discipline cannot last. It is assumed that all people are born with a natural discipline that develops from self-awareness.

As a result, educators are obliged to enforce discipline while assigning assignments to students. Oftentimes, discipline is associated with negativity. This is a result of rules being enforced with harsh penalties to guarantee that commands are followed. Although discipline is sometimes used as a form of punishment, its true purpose is the instruction and development of morals, spirituality, and character (Darodjat, 2015). According to Mulyasa (2011) perspective, mental attitude in the form of work discipline is one of the variables that determines performance (work productivity). One aspect of performance that affects it is teacher discipline. A teacher who abides by all organizational regulations and relevant social norms is considered disciplined. A sense of accountability for the responsibilities assigned to the teacher is reflected in good discipline. Discipline can foster work enthusiasm and work enthusiasm. Helps implement planned goals. High discipline can build professional performance because a good understanding of discipline allows teachers to comply with rules and strategic steps in carrying out the teaching and learning process. Teacher discipline is an inseparable part of the implementation of duties and obligations (Wahyudi et al., 2012).

To be disciplined, a person must be able to adjust to the relevant norms and intentionally choose to abide by them. The moral and mental dispositions that are ingrained in an individual are intimately linked to discipline. Self-control is a component of awareness, and self-control brings people to a high moral standard of thinking. A person who exhibits disciplined behavior follows the law out of a sense of duty. Tight discipline from teachers will also create order and guarantee that tasks are completed without hiccups. On the other hand, discipline also means an individual's awareness and willingness to follow all applicable organizational rules and social norms. Awareness is the attitude of a person who is aware of his duties and responsibilities so that he follows all the rules and can do his job well without any coercion (Burhan et al., 2012).

According to Winarsih (2015) having a disciplined attitude goes a long way toward helping you do tasks on schedule and under the necessary circumstances. In addition to being an indication of passion and zeal for one's profession, discipline can also affect productivity and efficiency in reaching organizational and corporate objectives. Work can be completed as effectively and efficiently as feasible when disciplined. We hope it can be done methodically. On the other hand, if discipline is not applied correctly, the organization's effectiveness and efficiency may suffer or its goals may not be met.

A school principal's leadership is one element that can support teacher discipline. Wibowo (2014) asserts that productivity a key indicator of an individual, group, or organization's success is mostly determined by the drive of each member and the effectiveness of the leader. A high or increasing productivity level indicates success. It is considered to be less successful or nonexistent if it falls short of the benchmark. Therefore, for any kind of organization to function properly, its top leader is required. This leader must exercise sound leadership and inspire each of his subordinates to take on personal responsibility. Morgan in (Dimiyati, 2014) asserts that the qualities of an effective leader include the capacity to identify subordinates and offer the appropriate level of coaching. Effective leaders have a caring, open, flexible, warm, objective, trustworthy, honest, strong, patient, and sensitive demeanor (Sudaryono, 2014).

Another quality of a leader is their ease with both themselves and other people. This includes their confidence in their ability to lead, their comfort in their position of authority, and their capacity to pay attention to the words, feelings, and reactions of others. Having good mental health is also crucial (Fauzi & Jubaeri, 2016). As stated in the previous description, the school principal's leadership can be managed by a system of coaching and observation that is carried out through supervisory activities that stimulate teachers' motivation to behave constructively (Wahyudi et al., 2012). Research Samsuadi (2015), demonstrating how the principal's leadership affects teacher discipline, lends credence to this.

Motivational variables, in addition to the principal's leadership element, have a major impact on how teachers build their disciplinary attitudes. Working with excitement and encouragement is a result of this job motivation. High motivation is defined as having the capacity to serve as the primary catalyst that releases energy and motivates people to take action, according to Sardiman (2011) choose the course of action or the path that will lead to the desired outcome. Choosing a course of action. In other words, removing pointless acts.

The SD Cluster 1 Sungaiselan District served as the site of this investigation. Much evidence suggesting teachers did not possess high levels of discipline was discovered by researchers based on their observations in multiple elementary schools within the Sungaiselan sub-district. Based on data on teacher absence, researchers created a discipline index from preliminary observations. Data about teacher attendance is one of the matrices. This demonstrates the lack of discipline exhibited by certain professors. Some educators exhibit a lack of discipline in their performance of their duties. Teachers who fail to enforce timely discipline are another example of this. There are still teachers who need to go to school to obtain authorization and who arrive late. The discipline of some teachers is also visible in the learning process when students take classes, and teachers do not make Learning Implementation Plans.

The results of observations carried out by researchers also revealed several indicators that showed low teacher teaching motivation which contributed to a decrease in teacher productivity/performance. When a class representative calls him into the office and a new teacher comes into the classroom and teaches, it is still common for the teacher to remain in the office during class time. In addition, if a teaching and learning activity is not completed, the teacher finishes it and leaves the class.

From this teacher's situation, we can conclude that the teacher does not have high motivation to work. If a teacher has high motivation in his work, he will complete his assignments and assignments as well as possible, this is one of the factors that influences teacher motivation and discipline. Apart from that, the researcher's initial observations showed that the implementation of supervision resulted in less-than-optimal administrative functions of the school principal. These results do not affect teacher discipline because the principal is not objective in showing his leadership function through the evaluation function, and the teacher shows great enthusiasm in carrying out his duties as a teacher. Therefore, researchers must quantitatively examine the results of initial observations made by researchers. Based on what was stated, the researcher will conduct research with the title *The Influence of Leadership and Work Motivation on the Work Discipline of Teachers at the Gugus 1 Elementary School, Sungaiselan District*.

## **B. Methods**

This research will be carried out at Gugus 1 Elementary School, Sungaiselan District, Central Bangka Regency. The research method on the Influence of Leadership and Work Motivation on the Work Discipline of Elementary School Teachers in Sungaiselan District uses quantitative methods. According to Kasiram (2014) in his book *Quantitative and Qualitative Research Methods*, quantitative research is a process that uses data in the form of numbers as a tool to analyze information about what you want to know.

Population according to Sugiyono (2017) is a generalization area consisting of objects or subjects with certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population used in this research consisted of school principals and all teachers who taught at Gugus 1 Elementary School, Sungaiselan District, totaling 136 populations consisting of 6 school principals and 130 teachers from eight schools. After that, the sample in this study was the entire population, namely 106 teachers from eight schools. The data collection technique that will be used to carry out the analysis in this research is by using a questionnaire. This questionnaire will be given to teachers who are the research sample, namely all teachers of Gugus 1 Elementary School, Sungaiselan District.

## **C. Results and Discussion**

### **Results of Descriptive Statistical Analysis of Research Variables**

Based on the results of the analysis above, it can be stated that the principal's leadership and work motivation jointly influence the work discipline of teachers at SD Gugus 1 Sungaiselan District. The results of the descriptive statistical analysis show that the leadership of school principals in the very good category is 0 or 0%, the good category is 80 or 53.69%, the quite good category is 32 or 21.47%, the poor category is 17 or 11.41%, and the very poor category is 20 or 13.43%. The results of this analysis show that the principal's leadership is included in the good category.

Then the results of the analysis of statistical descriptions of work motivation with the very good category amounting to 0 or 0%, the good category amounting to 78 or 52.35%, the quite good category amounting to 32 or 21.48%, the poor category amounting to 17 or 11.41%, and the very good category less by 22 or 14.76%. The results of this analysis show that the work motivation of SD Gugus 1 Sungaiselan District is in a good category. The results of the descriptive statistical analysis of teacher work discipline variables stated that the very good category was 0 or 0%, the good category was 80 or 53.70%, the quite good category was 38 or 25.50%, the poor category was 12 or 8.05%, and the very poor category is 19 or 12.75%. The results of this analysis show that teacher work discipline is in a good category.

### **Hypothesis Test 1**

Based on a simple regression test, the calculated t value is  $2.104 >$  from the t table value of 1.659, where the calculated t value is greater than the t table, so  $H_0$  is rejected, so there is a significant influence between the principal's leadership on the work discipline of teachers at SD Cluster 1 Sungaiselan District. This shows that leadership factors play a role in teacher work discipline. The factors: Honesty and integrity, personal drive and energy, desire to lead, self-confidence, cognitive ability, charisma, flexibility and adaptivity, likability and positive warmth, creativity and originality, and knowledge of business are factors that form leadership variables. The findings of this research show that these factors have a positive relationship to work discipline (Mahendra & Brahmasari, 2014).

Newstrom (2011) defines leadership as the act of motivating and encouraging others to strive arduously toward accomplishing objectives. To motivate others and accomplish objectives, leadership plays a crucial role in assisting people or groups in identifying their goals. These are the good qualities of an individual. The ability to lead and be liked by subordinates depends on several characteristics, including primary traits like self-confidence, drive and energy from the inside, honesty and integrity, and a desire to lead. Meanwhile, secondary traits such as cognitive ability,

charisma, flexibility and adaptivity, love and positive warmth, creativity and originality, and knowledge are very important for a leader so that his followers follow and pay attention.

Every leader makes an effort to guarantee that his followers maintain proper discipline. If a leader's followers maintain good discipline, that leader is considered effective. Because subordinates look up to their leaders as role models and examples, the leader's behavior has a significant impact on how disciplined their subordinates are. Leaders need to lead by example, maintain discipline, be fair and honest, and make sure their words and deeds are consistent. Subordinates will exhibit good discipline when they follow the example of a good leader (Hasibuan, 2011).

Work discipline among teachers is not something that just happens; both internal and external variables play a role. The work discipline of teachers is influenced by external influences. One outside element that affects change is leadership. The capacity to sway followers with an alluring and supernatural force is known as charismatic leadership (Wibowo, 2014). Moreover, supervisors utilize work discipline as a technique to interact with staff members in an attempt to raise awareness and willingness to modify behavior. abide by all applicable social norms and business regulations (Rivai, 2014).

Work discipline is an attitude of respect, respect, obedience, and obedience to applicable regulations, both written and unwritten, and being able to carry them out and not evade accepting sanctions if he violates the duties and authority given to him (Sastrohadiwiryono, 2015). Based on the descriptions above and supported by the results of this research, an idea can be drawn that the better the leadership in the school is in implementing its leadership according to the situation, teachers, and employees, the higher the level of teacher discipline will be. Leadership is one of the dominant factors that influences teacher work discipline. The findings of this study corroborate those of Juniarti et al. (2020), who found that the leadership style of the school principal has a highly beneficial impact on the work discipline of teachers. Next, studies by Hakim et al. (2021) show that work discipline is positively and significantly impacted by leadership.

## **Hypothesis Test 2**

Based on the significance test of the work motivation variable on the work discipline of teachers at SD Cluster 1, Sungaiselan District, it was obtained that the calculated t value was  $4.119 \geq$  the t table value of 1.659, where the calculated t value was greater than the t table, so  $H_02$  was rejected, so there was a significant influence between work motivation and discipline. Teacher work at Gugus 1 Elementary School, Sungaiselan District. With an R square ( $R^2$ ) value of 0.226, work motivation has a 22.6% impact on work discipline. Employee discipline will be more pronounced in

proportion to their level of motivation. Of course, high motivation also contributes to effective work outcomes. However, a lack of development in employee job motivation would lead to haphazard work results, which could jeopardize the accomplishment of corporate objectives. Then, according to a study Jufrizen & Sitorus (2021), job motivation significantly and favorably influences work discipline.

### **Hypothesis Test 3**

From the Anova test, it was obtained that the F count was 15.954 with a significance level of  $0.000 < \text{probability value } \alpha 0.05$  while the F table corresponded to a significance level of 0.05 (2.103) of 3.08 so that the F count  $>$  F table ( $15.954 > 3.10$ ) so that  $H_03$  is rejected, meaning that there is a significant joint influence between the principal's leadership and work motivation on the work discipline of teachers at Gugus 1 Elementary School, Sungaiselan District. Based on the R square value of 0.237, the coefficient of determination is 23.7%, so it can be concluded that the influence of leadership and work motivation on the work discipline of teachers at Gugus 1 Elementary School, Sungaiselan District together is 23.7% and the remaining 72.3%.

The study's findings demonstrate that work motivation and leadership significantly and favorably affect teachers' work discipline at Gugus 1 Elementary School in the Sungaiselan District. Research by Arifai (2018), which indicates that work discipline and leadership style have a favorable and significant impact on each other and employee performance, corroborates the study's findings. Employee performance is influenced by leadership style, but not directly; rather, it is influenced indirectly. These findings demonstrate that employee performance and work discipline will rise in direct proportion to the quality of the leadership style. Optimal performance can be enhanced by firm leadership enforcing more work discipline.

Then research from Ihsan & Ardiansyah (2019) stated that 1), leadership and work motivation simultaneously influence the level of teacher discipline at SMP Negeri 2 Sintang. It can be said that leadership and work motivation that are carried out well can improve the level of teacher discipline at SMP Negeri 2 Sintang; 2) Partially, leadership and work motivation variables influence the level of teacher discipline at SMP Negeri 2 Sintang; 3) Leadership is the variable that has the most dominant influence on the level of teacher discipline at SMP Negeri 2 Sintang. This can be explained by the fact that when leaders are more proactive in using their leadership to enhance a strong work ethic, employee work discipline will always grow. According to Umami et al. (2020), work motivation and leadership have an impact on teachers' work discipline. Research by Baskoro & Susanty (2012) demonstrates that employee performance and work discipline are significantly improved by motivation and leadership style. This study, however, is unable to demonstrate that motivation significantly improves worker performance. According to research by

Fitria & Eddy (2021) performance is partially and jointly influenced by the principal's leadership style, teachers' job motivation, and teachers' discipline. instructor at Musi Regency's Babat Supat State Elementary School. Banyuasin Region. According to Alhusaini et al. (2020), job motivation and discipline have an impact on teachers' performance.

### **C. Conclusion**

Based on data analysis and hypothesis testing, the following conclusions can be drawn: There is a significant influence between leadership on the work discipline of teachers at SD Gugus 1 Sungaiselan District. Based on a simple regression test, the calculated t value is  $2.104 >$  from the t table value of 1.659, where the calculated t value is greater than the t table, so  $H_01$  is rejected. There is a significant influence between work motivation on the work discipline of teachers at SD Gugus 1 Sungaiselan District. Based on the significance test of the teacher performance variable on the performance of teachers at SD Cluster 1, Sungaiselan District, the calculated t value was  $4.119 \geq$  the t table value of 1.659, where the calculated t value was greater than the t table, so  $H_02$  was rejected. There is a significant joint influence between leadership and work motivation on the work discipline of teachers at SD Gugus 1 Sungaiselan District. Based on the results of the ANOVA test, the calculated F is 15.954 with a significance level of  $0.000 <$  probability value  $\alpha 0.05$  while the F table corresponds to a significance level of 0.05 (2.103) of 3.08 so that the calculated  $F >$  F table ( $15.954 > 3.10$ ) so that  $H_03$  is rejected. Based on the results of the estimation test, an R square value of 0.237 was obtained, thus the coefficient of determination was 23.7%, so it can be concluded that the influence of leadership and work motivation on the work discipline of teachers at SD Gugus 1 Sungaiselan District together was 23.7% and the remaining 72.3% was influenced by variables not examined in this study.

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