

The Influence of Leadership, Organizational Communication, Motivation and Work Discipline on the Performance of Principals in Junior High Schools in Central Bangka Regency

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Abstract: The aim of this research is to determine and analyze the influence of leadership, communication, motivation and work discipline on the performance of principals in junior high schools throughout Central Bangka Regency. The sample consisted of 221 public and private middle school teachers. Data collection techniques included questionnaire methods and documentation, which involved collecting information from various sources such as notes, transcripts, books, and meeting minutes. The study reveals that leadership, organizational communication, motivation, and work discipline significantly impact the performance of Junior High School principals in Central Bangka Regency. Leadership positively influences the performance of principals, while organizational communication positively impacts their performance. Motivation positively influences the performance of principals, and work discipline influences their performance. Overall, these variables positively influence the performance of principals in Central Bangka Regency.

Keywords: Motivation, Organizational's Communication, Principal's Performance

A. Introduction

Law No. 20 of 2003 defines education as an intentional, planned endeavor to establish a learning environment and process whereby students actively develop their potential to possess moral strength, intelligence, self-control, personality, religious strength, and noble morals, as well as the skills required by themselves, society, the nation, and the state. This law states that education is an intentional and planned attempt to establish a learning environment and learning process so that students actively develop their potential to have moral strength, intelligence, self-control, religious strength, and other qualities that the community, nation, and country need. The Indonesian dictionary states that the word "education" refers to the act, process, or method of teaching because it is derived from the word "did" and has the suffixes "pe" and "an." The process of modifying a person's or a group's attitudes and behaviors in an attempt to help them evolve as human beings through instruction and training is the technical definition of education. Ki Hajar Dewantara

(Father of Indonesian National Education) explains the meaning of education, namely: Education is the demands in the life of children's growth, the meaning, education is to guide all the natural strengths that exist in children, so that they become human beings and as members of society can achieve the highest safety and happiness.

Therefore, education can be understood as a deliberate procedure to maximize each student's potential as beings made by God to develop into adult humans with the means to live both here on Earth and in the afterlife. As an educational institution, schools must meet two sets of demands: those from the business community and those from society. The issues of low educational quality and relevance to the changing needs of society in an increasingly transparent age of industrialization and globalization are the focus of the demands. In an advanced period where natural wealth is no longer the determining factor for a nation's superiority, education plays a crucial role in response to the problems of global life. Human resources are what make a nation superior. The standard of education, which is defined by the conditions of production and outcomes that satisfy the needs in meeting contemporary demands, is what determines the quality of human resources. Adequate education is needed to realize quality education. These elements are processed as inputs to yield better results and outputs (impact).

People will compete to locate their kids and daughters in the best schools since, in the industrialized world, human resources are everything. When schools fail to demonstrate their best qualities, the community (parents) will turn away. It is not always easy to improve the quality of education or schools; public vs. private schools, the amount of money invested, or the school's location in a town or city can all have an impact. But to develop excellent pupils is largely influenced by how the school offers quality services to students.

Every citizen has the right to education, as stated in Article 31 paragraph (1) of the 1945 Constitution. Paragraph (3) further states that the government seeks to increase faith by organizing a national education system. These provisions recognize education as a human right for every child in the country, devotion and high moral standards to improve the nation's standard of living as set forth by the law. As a result, everyone in the country parents, society, and the government itself has a responsibility to use education to raise national intelligence. As stated in paragraph 4 of the Preamble to the 1945 Constitution, this is one of the national objectives of the Indonesian people.

The absence of school infrastructure, the state of the buildings being damaged, the incompetence of the teaching staff, and ineffective policies are among the many long-standing issues with the state of educational institutions (schools) in our nation today. However, it is positive that more people are becoming aware of the value of a

high-quality education. In light of the growing momentum for educational decentralization, schools are free to manage their current resources to raise standards. Additionally, competition between schools will be increasingly evident with the implementation of an alternative school management model with school-based management.

In this sense, if all educational components satisfy the standards, then educational goals can be accomplished. The principal of the school is the most important of the several educational components. Wahjosumidjo contends that as effective leadership is a crucial management skill, success in an organization is largely dependent on its capacity for it. As the school's head, the principal plays a crucial part in efficiently running the institution to ensure its excellence. A quality school principal will be able to respond to the challenges of increasingly rapidly changing times. In the future, educational problems will become increasingly complex, requiring school principals to always make various efforts to improve the competence of all school components.

Professional school principals provide excellent leadership that results in high-quality education. A professional school principal can oversee and grow the institution holistically; as such, the principal plays a critical and strategic role in achieving the school's vision, mission, and objectives. The principal of the school does his tasks professionally for improving quality to generate high-quality results and output. The caliber of academic achievement at the school will be demonstrated by the principal's professionalism. The school principal's policies and leadership abilities as an educational leader have a significant impact on the school's ability to accomplish its objectives. In addition to coordinating and supervising all groups and resources, the school principal is a professional figure who oversees the operation of the school and works in conjunction with the school committee, the community, other institutions, and current stakeholders. To effectively grow and manage the school, the principal must be aware of the needs of all those involved, including the community, teachers, and students.

Professional school principals will always motivate all school components to improve their competence so that the competence of the school community can increase and develop well. School principals and teachers as professional educational staff not only master the fields of knowledge, teaching materials, and methods but can motivate students to have broad skills and insight into education. In light of these issues, the principal's position as a leader within an educational institution is crucial, particularly in terms of their influence. According to the results of the 2021 School Principal Performance Assessment, the leadership of the school principal (Central Bangka Regency Middle School Supervisor) had an impact on 67% of performance. To effectively communicate the school's vision and mission and

achieve organizational goals, a school principal's communication skills with students, teachers, education staff, parents, and the community are crucial.

According to the Big Indonesian Dictionary, communication is the sending and receiving of messages or news from two or more people so that the message being reported can be understood by the person speaking. Sondang Siagian believes that an organization is a form of association or partnership carried out by two or more people to collaborate (achieve a certain goal together) in a formal bond. A school as an educational organization requires the skills of a principal who can convey ideas about the school's vision and mission and bring all school members to achieve the school's stated vision and mission. The failure of school principals in leading schools often occurs because their ability to communicate all ideas and concepts in achieving school goals is not good.

As a leader, the principal must be a motivational person. He can act as a motivator, encouraging and encouraging teachers, staff, students, and parents to work and support the achievement of school goals. Positive thinking, good towards oneself, other people, and the circumstances faced. The school principal is expected to be able to motivate the school community to be enthusiastic about working by the applicable rules with enthusiasm and sincerity so that the expected goals can be realized optimally in a short time. The principal's performance is the result of the work achieved by the principal in carrying out his main duties, functions, and responsibilities in managing the school he leads.

Six components assess the performance of school principals, namely; Community Social, Learning Components, School Development, Human Resource Management, Entrepreneurship, and Learning Supervision. In the Principal's Performance Assessment, the indicators of leadership, organizational communication, motivation, and work discipline of the principal are important factors in improving the quality of education in schools. As an employee at the Central Bangka Regency Education Service, with the above problems the author is interested in conducting research with the title: "The Influence of Leadership, Organizational Communication, Motivation, and Work Discipline on the Performance of Principals in Junior High Schools throughout Bangka Regency Middle"

B. Methods

Survey research was used as the research methodology in this study. The population in this study were Middle School Teachers and Education Personnel at the Central Bangka Regency Education Service. The sample is part of the population that is carefully selected to represent the population (Suharyadi & Purwanto, 2009). Sugiyono (2011) the sample in this study consisted of 221 public and private middle school teachers in Central Bangka Regency.

To obtain data by the research objectives, the researcher used the following data collection techniques 1) Questionnaire Method, Arikunto (2013) stated in 2013 on page 151 that a questionnaire is a series of writings used to obtain information from respondents, in article reports about their personalities or things they know; 2) Documentation, Arikunto (2016) states that documentation is the process of finding and collecting data about subjects or variables in the form of notes, transcripts, books, newspapers, magazine agendas, minutes of meetings, and so on.

C. Results and Discussion

The following is an explanation of the descriptive analysis of each variable:

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The results of the researchers' findings show that the coefficient of determination (R) is 76.9%, indicating that variations in the Principal Performance variable can be explained/determined by the Leadership, Organizational Communication, Motivation, and Work Discipline variables while testing the influence of the independent variables together. The dependent variable was tested using the F test which is stronger than the F table, with a significant value of 0.000 and a significant limit of 0.05; The significance value achieved is smaller than 0.05, indicating that H_0 is rejected and H_a is accepted. This shows that the independent factors of Leadership, Organizational Communication, Motivation, and Work Discipline when combined influence the performance variables of junior high school principals in Central Bangka Regency. According to Lana Sari, Sampurno, and Djoko Wahyono (2014), organizational communication and motivation both have an impact on employee performance.

This research was supported by Rohmah et al (2021) Scientific Journal of Education and Learning vol. 5 No. 1 (2021). Journal of Educational Management and Social Sciences 1 (2). 663-686, which examines the Transformational and Work Discipline of School Principals in supporting job satisfaction and improving teacher performance. His research concluded that work discipline influences job satisfaction and can improve performance. From the description of research results, theory, and previous research, it can be concluded that leadership, organizational communication, motivation, and work discipline together can have a positive and significant influence on the performance of middle school principals in Sebangka Tengah.

The Influence of Leadership on the Performance of Elementary School Principals

From Table 1 the results of the main hypothesis test show a calculated t value of 5.640, while the significance of the t table obtained from the statistical table is 0.05 (two-sided test), indicating that $df = I$ understand. For $n-k$, which is -1 or $221-4-1 = 216$, t produces 1,896 tables. Thus, t count (5.640) $>$ t table (1.645) with a significance level of 0.003. The significance level is smaller than 0.05, so the hypothesis in this study rejects H_0 and accepts H_a . This means that leadership (X_1) has a significant effect on the level of leadership performance (Y) in schools.

The aforementioned claim is supported by research by Juliper (2020) and Artha et al. (2020). The findings of the study demonstrate that performance is favorably and significantly impacted by leadership. The aforementioned claim is supported by a study from Juliper (2020) and Artha et al. (2020), which demonstrates that performance is positively and significantly impacted by leadership. The Connection Between Employee Performance and Job Satisfaction According to Robbins & Judge (2009), several scholars generally hold the view that there is a management myth relating job satisfaction to job success. However, a review of 300 studies shows that the correlation between job satisfaction and job performance is quite strong. When overall productivity and satisfaction data are collected for organizations, we find that organizations with more satisfied employees tend to be more effective when compared with organizations with less satisfied employees.

Muizu et al. (2019) assisted with this research. Volume 2, Issue 1, 2019; Indonesian Journal of Entrepreneurship Education. When examining how leadership and work motivation affect employee performance, it becomes clear that greater organizational leadership and work motivation implementation will lead to more optimal employee performance attainment. A company's ability to grow or fail will be determined by how well its executives manage the business. Responsible and extremely committed leaders will be supported by disciplined employees and loyalty (Gibson, 2000).

From the description of research results, theory, and previous research, it can be concluded that leadership on the performance level of junior high school (Y) principals has a significant influence in Central Bangka Regency.

The Influence of Organizational Communication on the Performance of Junior High School Principals

The influence of several organizational communication variables (X_2) on the level of performance (Y) of school leaders. Table 1 shows the results of hypothesis testing that the calculated t value is 4.797, while the significance of the t table obtained from the statistical table is 0.05 (two-sided), $df = n-k$. - 1 or $221-4-1 = 216$, so we get t -table, or 1.645. Thus, t count () $>$ t table, and the significance level is 0.00. The significance

level is smaller than 0.05, so this research hypothesis rejects H_0 and accepts H_a . This means that organizational communication (X2) has a significant effect on the performance of school leaders (Y).

Employee performance is impacted by corporate communication as well as motivation (Sari et al., 2014). According to Anshari et al. (2014), organizational communication is essentially the receiving and transmission of different organizational signals by an individual or group of individuals from both formal and informal groups. A person must communicate with another person in a way that accurately reflects the meaning. Employee work is positively impacted when there is effective communication between people or groups. The higher the effectiveness of the communication, the higher the enjoyment of doing the job, which has an impact on the principal's performance. According to the results of research, theory, and previous research, organizational communication has a good and substantial influence on the performance of junior high school administrators in Central Bangka Regency.

The Influence of Motivation on the Performance of Junior High School Principals

Partial Influence of Motivational Variables (X3) on the Achievement Level of Junior High School Principals (Y). From Table 1 it can be seen that the results of hypothesis testing, the calculated t value is 5.940, the t table obtained from the statistical table has a significance of 0.05 (two-sided test), and $df = n-k-1$. Since there is 1, namely $221-4-1 = 216$, we get the t -table, which is 1.645. Thus, $t \text{ count} > t \text{ table}$ and the significance level is 0.000. The significance level is smaller than 0.05, so the hypothesis in this study rejects H_0 and accepts H_a . This means that motivation (X3) has a significant effect on client performance (Y).

Performance is a dependent variable that is influenced by many factors that have meaning in delivering organizational goals. This means that errors in the management of the independent variable will have an impact on performance, both negatively and positively (Bangun, 2012). Bangun also stated that various research results concluded that motivation would affect increasing performance, reducing turnover rates and work absenteeism. From the description of research results, theory, and previous research, it can be concluded that motivation can have a positive and significant influence on the performance of junior high school principals in Central Bangka Regency.

The Influence of Work Discipline on the Performance of School Principals

Table 1. Results of Determination Coefficient Analysis (R2)

		Coefficients			
Model		Unstandardized Coefficients		Standardized Coefficients	T
		B	Std. Error	Beta	Sig.
1	(Constant)	9.666	3.933		2.458
	X1	.030	.007	.030	5.640
	X2	.311	.065	.308	4.797
	X3	.070	.004	.074	5.940
	X4	.476	.068	.519	7.003

a. Dependent Variable: Y

The influence of several work discipline variables (X4) on the level of school leadership performance (Y). From Table 1 it can be seen from the results of hypothesis testing that the calculated t value is 7.003, but the significance of the t table obtained from the statistical table is 0.05 (two-sided test), $df = n-k-1$. Exists, namely $221-4-1 = 216$, so that the t-table is obtained, namely 1896. Thus, $t_{count} > t_{table}$, and the significance level is 0.00. The significance level is smaller than 0.05, so this research hypothesis rejects H_0 and accepts H_a . This means that work discipline (X4) has a significant effect on the performance of school leaders (Y).

Discipline is typically utilized to demonstrate a person's accomplishment in reaching their objectives and is always a positive sign. These workers' work discipline will have an impact on their performance. Sutrisno (2016) states that there is a direct correlation between an employee's work discipline and performance, meaning that higher work results (performance) would be attained. Dharmawan (2011) asserts that an individual's performance increases and the company's ability to accomplish its objectives is facilitated by their better discipline. Without sufficient discipline, organizations find it difficult to operate at their best. According to research findings by Artha et al (2020), organizational culture and work discipline factors have a good and substantial influence on employee performance at the Pangkalpinang City Ministry of Religion Office.

Work discipline can bring strength or behavior that develops within an employee's personality and causes the employee to adapt voluntarily to the policies issued by the agency. This research concludes that from the description of research results, theory, and previous research it can be concluded that work discipline can have a positive and significant influence on the performance of school principals.

D. Conclusion

The conclusions that can be drawn based on the results of data analysis and discussion on The Influence of Leadership, Organizational Communication, Motivation and Work Discipline on the Performance of Junior High School Principals in Junior High Schools in Central Bangka Regency are 1) there is a positive and significant influence of the Leadership variable on the Performance of Junior High School Principals in Central Bangka Regency; 2) there is a positive and significant influence of the Organizational Communication variable on the performance of Junior High School Principals in Central Bangka Regency; 3) there is a positive and significant influence of the Motivation variable on the performance of Junior High School Principals in Central Bangka Regency; 4) there is a positive and significant influence of the Work Discipline variable on the performance of Junior High School Principals in Central Bangka Regency; 5) there is a positive and significant influence of the variables Leadership, Organizational Communication, Motivation, and Work Discipline on the Performance of Junior High School Principals in Central Bangka Regency

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