

## **The Influence of the Principal's Managerial Leadership and Work Discipline on SMA Teacher's Performance**

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**Abstract:** Education is the basic capital for improving the quality of good human resources and achieving success in the national development process in all fields. Education aims to provide various proactive and creative efforts by all components of the nation so that the young generation can develop optimally. School principals play an important role in efforts to mobilize teachers to have work performance, mature coordination, and leadership that is in harmony with the work environment. The aim of the research is to analyze the influence of managerial leadership, the work discipline of school principals, and the influence of both together on teacher performance in high schools throughout Banyuasin I Regency. This research was carried out at SMAN 1 Banyuasin I, SMAN 2 Banyuasin I, and SMA YP Mantra Mariana Banyuasin I Regency. This research uses descriptive analysis. The sampling methodology uses probability sampling. Research shows that the performance of teachers in high schools in Banyuasin I Regency is quite good, but there is a significant gap between the number of teachers and the number of students. The research results show that teacher performance at SMA Negeri 2 Banyuasin I is still low, with a high percentage of teachers in 2017/2018 and a low percentage of teachers in 2018/2019. This shows the need for further research regarding teacher management and teacher discipline to improve teacher performance in high schools throughout Banyuasin I Regency.

**Keywords:** Management, Teacher's Performance, Work Discipline

### **A. Introduction**

For students to actively develop their potential to choose religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills required by themselves, society, nation, and state, education is a conscious and planned effort to create a learning atmosphere and learning process. Law No. 20 of 2003 states as much (Paksko, 2011). Machmud in Uno & Nurdin (2011): "The educational process is carried out by educators consciously, deliberately and with full responsibility to bring students to become physical and spiritual adults as well as social adults so that

in the future they become people who can carry out physical tasks or think, behave, will, maturely, and be able to live naturally forever and dare to be responsible for their attitudes and actions towards other people”.

In essence, education is the necessary building block for both enhancing the caliber of human resources and succeeding in all facets of national development. This is consistent with the goal of national education, which is to foster human values in the younger generation by focusing on their development at an early age and fostering their development in a complete, integrated, and proactive manner through a variety of proactive and innovative national endeavors. This statement is consistent with the 1945 Constitution, which affirms that the government searches for and establishes a legally required national education system.

The government has worked to raise the standard of education in the country by, among other things, providing more training and competency to teachers, purchasing books and other learning resources, building infrastructure and facilities for schools, and enhancing school administration. School organizations are made up of various parts, including people and teams that collaborate to accomplish learning objectives (Mulyasa, 2013). Teachers and the principal are among the internal staff members who play a significant role in determining the success of an educational process because, aside from them, several other aspects of the school organization cannot be disregarded. The success of the school in delivering instruction is largely dependent on how well the principal executes his leadership duties.

As the head of the school, the principal is crucial in encouraging teachers to perform well at work and to exercise mature coordination and leadership that respects the workplace culture. As a result, it is required of school principals to be able to engage teachers in carrying out the learning process as effectively and optimally as possible. The school principal has a very important position so the principal is required to have the ability and readiness to influence, encourage, invite, guide, mobilize, direct, and then do something that can help achieve a predetermined goal. In the field of education, leadership means: “Leadership in an organization is a spirit to turn the wheels of organizational empowerment, meaning a central role in an organization that cannot be separated from the performance of a leader to In reality, what has happened so far is that not all school principals have played their role well, quite a few school principals have been less than optimal in managing a school, especially in instilling morality in students (Wahab & Umiarso, 2011).

Yuliejantiningasih (2012) defines teacher performance as the embodiment of abilities and skills based on the authority they have in carrying out their main duties, namely teaching skills. The embodiment of this ability is the teacher’s activities in the learning process, namely planning learning, carrying out learning activities, and assessing learning outcomes. A measure of a teacher’s success or achievement in

carrying out their duties or obligations. Teacher work performance is also related to school performance, which means that achieving the goals set by the school depends, in part, on achievement. Discipline is the awareness of and readiness to abide by all corporate policies as well as relevant social standards (Hasibuan, 2012). A firm organization must implement discipline. Work discipline has a direct bearing on employee behavior and performance lends credence to this claim. Teachers are encouraged to stick to their work discipline by the principal's guidance. The traits of a teacher's performance include more than just job discipline; they also include absenteeism, rule-breaking, low output, and disinterest. As it happens, this has had a significant effect on our educational system, which still heavily relies on teachers to guide students through the learning process.

At this point, the principal's leadership is also necessary to manage the school, lead it, foster a positive work environment that will keep it from collapsing, and inspire all of its constituent parts to work together to accomplish the desired academic outcomes. Among the many factors influencing teachers' work effectiveness are their motivation for their jobs and the principal's leadership. To be a successful school administrator, one must possess the skills and knowledge necessary to establish a positive work environment and atmosphere that inspires instructors. To improve your subordinates' work performance, you must be able to inspire them as well as serve as a good example and role model for them.

As administrators of educational establishments, principals play a significant part in fostering a positive work environment. Outstanding instructors are largely produced in this supportive environment. Teachers are among the key determinants of educational performance and play a vital role in the advancement of the country as educators. "Educational personnel, especially teachers, are the soul of the school." Thus, one of a school principal's key objectives should be to raise the professionalism of the teaching staff, starting with needs analysis, planning, development, performance evaluation, work relations, and compensation. As a leader, the principal must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. Wahjosumidjo (2011) stated that the school principal as a leader must have a special character which includes personality, basic skills, professional experience and knowledge, as well as administrative and supervisory knowledge.

Teachers play a major impact in determining the caliber of graduates from educational institutions. According to Sadirman (2013), teachers are one element in the field of education that must play an active role and position themselves as professionals, by the demands of an increasingly developing society. Excellent performance is a sign of a skilled teacher. This is crucial to achieving academic objectives. High performance means that teachers can function as effective and successful educators by the targets they wish to achieve. If the goal of improving the

performance of teachers can be met, then the goal of improving the quality of education will be achieved well.

Because the quality of graduation and the level of student performance depend on the role of the teacher and are the teacher's duty, teachers need to possess a variety of abilities, and all teachers need to consider these abilities. Teachers bear a huge burden, and their load needs to be sustained by a variety of competencies. Jalal and Supriadi in Listyasari (2013) stated that "to achieve educational goals, educators are needed who have the motivation to improve education and improve themselves to become professional educators".

Teacher performance is greatly influenced by the leadership of the school principal. Based on observations and interviews conducted, it can be seen that the leadership carried out by principals in Banyuasin I District SMAs has been going well. The problem can be seen from almost 10% of teachers arriving late when entering class and only giving assignments to students and then leaving the class. In addition to the fact that Indonesian teachers perform poorly, data from Bappenas indicates that their performance is subpar (Muslim, 2013). According to the results of a UNESCO survey, Indonesia's teacher performance ranks at level 14 out of 14 developing nations. This demonstrates that Indonesian teachers' performance as educators is still below par. Put differently, certain educators in our nation have not performed as well as they should have when it comes to teaching.

In addition, the 2015 Teacher Competency Test results are used to evaluate the quality of instructors; the average national UKG score is 44.5, whereas the standard level is 75. The educational and professional skills of teachers are evaluated by the average national score. Although it doesn't seem like a major deal at first, the teachers' frequent absences from the classroom negatively impact students' learning and teaching processes, which is detrimental to our existing educational system. Additionally, how teachers who are physically present in the classroom behave attending class, assigning homework, and leaving—makes learning unproductive and deprives pupils of optimal information. If this happens continuously, it can cause other teachers to follow suit, so in this case, the principal has the task of directing and providing work enthusiasm for teachers who have poor teaching performance.

This research began with the problem of the low performance of teachers at SMAN 2 Banyuasin as seen from their attendance in the teaching and learning process. Teaching discipline also influences the performance of teachers in SMAs in the Banyuasin I District. There are several problems related to teacher work discipline, as seen in table 1.

**Table 1. Teacher's Attendance Level**

No	Attendance Rate	2017/2018	2018/2019
1.	Teacher presence	85%	65%
2.	Absence	15%	35%

*Source: Administration of SMAN 2 Banyuasin I*

From this data, it can be seen that the percentage of teacher attendance in the 2017/2018 school year was 85% and in the 2018/2019 school year the percentage of teacher attendance decreased to 65%. This indicates low teacher compliance with the regulations in place where they work. This picture indicates three things simultaneously, the first is the low teaching performance of teachers. Absence from the workplace will affect the teacher's work results, the more often he is absent, the lower the work results obtained. High absenteeism also indicates low discipline of a teacher. Based on the explanation of the background to the problem, the problems that occurred at SMAN 2 Banyuasin I, the researcher felt interested in conducting research entitled "The Influence of the Principal's Managerial Leadership and Work Discipline on the Performance of SMA Teachers in Banyuasin I District".

## **B. Methods**

This research was conducted with School Principals and Work Discipline on the Performance of SMA Teachers in Banyuasin I District. This research was carried out at SMAN 1 Banyuasin I, SMAN 2 Banyuasin I and SMA YP Mantra Mariana, Banyuasin I District. The research carried out by the author used the method of descriptive analysis, namely research into several problems in the form of current facts about a population. The population of this study was 121 SMA teachers in Banyuasin I District, Banyuasin Regency. According to Istijanto (2005) population is the total number of all members studied. Furthermore, the sample taken was 93 people. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2011). In this sampling technique, the author uses a probability sampling technique.

Data collection methods are the methods used by researchers in collecting research data. To obtain the data needed in this research, several methods were used as follows questionnaire method, interview, documentation method. Documentation according to Sugiyono (2015) is a method used to obtain data and information in the form of books, archives, documents, written numbers, and images in the form of reports and information that can support research.

## **C. Results and Discussion**

### **The Influence of the Principal's Managerial Leadership (X1) on Teacher Performance (Y)**

For a school principal to effectively lead and manage the school, they must also be able to create a positive work environment for teachers, also known as a "climate maker." Leadership is defined as the capacity to persuade or inspire an individual or group of individuals to work voluntarily toward specific goals or targets in particular situations. Several metrics in this study showed the school principal's administrative leadership: Planning, Organizing, Coordinating, and Supervision are the first four.

The results of this research found that Hypothesis H01 was rejected and Hypothesis Ha1 was accepted or in other words, individual managerial leadership variables influence the performance of teachers in SMAs in the Banyuasin I sub-district.  $\alpha = 0.05$  then we get  $t_{table} = 1.98638$  so  $t_{count} = 7.796 > t_{table} = 1.98638$ , then Ha1 is accepted and Ho1 is rejected. The correlation coefficient (R) value of 0.881 and the coefficient of determination (R<sup>2</sup>) value of 0.777, or 77.7%, indicated the strength of the relationship between managerial leadership and teacher performance, indicating that there was a 77.7% change in teacher performance as a result of the managerial leadership variable. The results indicate that there is a significant correlation between managerial leadership variables and teacher performance. The adjusted R-value of 0.774 falls into the strong category.

The test's results demonstrate that teacher performance is positively impacted by the principal's administrative leadership. Accordingly, the effectiveness of the school principal's administrative leadership will determine whether SMA teachers in Banyuasin I Regency perform well or poorly, with further criteria determining performance to 100%. Thus, it may be concluded that teachers perform better when the head's administrative leadership is more effective, and vice versa.

The results of this research are also strengthened by the literature where the results of previous research state that a direct positive and significant relationship was obtained between the principal's managerial ability and teacher achievement. This means that the higher the influence of the principal's managerial ability on teacher performance, the higher the influence on teacher performance in Kindergarten Region 1 Aceh Besar Regency. Further research Zulfahanim et al. (2024) stated that The results of this study show that the principal's leadership style and managerial competence partially influence the performance of teachers of the SMP Negeri Kayuagung District.

The study's findings further support the notion that the SMA principals in the Banyuasin I subdistrict have solid leadership and managerial skills, and that their comprehension of these responsibilities is sufficient. is among the most crucial elements in accomplishing school objectives to raise teacher performance since educational objectives are hard to meet without a grasp of managerial leadership. To fulfill his duties as a leader, a school principal must perform the following duties: a) as an educator; b) as a manager; c) as an administrator; d) as a supervisor; e) as a leader (leader); f) as an innovator; and g) as a motivator in the community (Mulyasa, 2009).

This research also proves the opinion of Yamin & Maisah (2011) who state that one of the factors that influences teacher performance is: the leadership factor, having aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction, and work support to teachers. Thus, a principal of a school ought to be capable of performing all the tasks associated with being a leader, such as organizing, planning, leading, coordinating (implementing), and overseeing. Along with providing constant direction and advice, a leader must also be able to lead by example and serve as a role model for those under him. Planning, organizing, directing, and supervising are the same duties that are generally associated with educational administration, and the managerial leadership of the school principal must be able to carry them out (Ula, 2013). Management is essentially a process of planning, organizing, implementing, leading, and controlling the efforts of members of an organization and utilizing all organizational resources to achieve predetermined goals. It is said to be a process because all managers with the dexterity and skills they possess strive for and utilize various interrelated activities to achieve goals (Mulyasa, 2009).

### **Effect of Work Discipline (X2) on Teacher Performance (Y)**

When it comes to implementing the teaching and learning process in schools, teachers are at the forefront. Instructors must also perform well and with excellence. Maintaining a disciplined mindset is one technique to help teachers perform better. Teacher performance is not something that just happens; it is the outcome of various factors that impact it. One of the key determinants of an organization's success is the development of work discipline among its staff, with the understanding that in a disciplined environment, the organization will be able to carry out its work programs to achieve the goals that have been set.

After the data was processed, it was determined that the t-test produced a value of t-count = 7.892 with a significant value threshold of  $\alpha = 0.05$ . This means that t-table = 1.98638 is acquired, meaning that t-count = 7.892 > t-table = 1.98638, which means that  $H_{a2}$  is accepted and  $H_{02}$  is rejected. Stated differently, the findings of the partial test (t-test) examining the relationship between work discipline and teacher

performance indicate that work discipline has a favorable impact on the performance of SMA teachers in the Banyuasin I sub-district. The strength of the relationship between the two can be seen from the value of the coefficient of determination (Adjust R Square) of 0.776 which is included in the strong category. Apart from that, the correlation coefficient (R) is 0.883 and the coefficient of determination (R<sup>2</sup>) is 0.779 or 77.9%, meaning that the contribution of the work discipline variable to performance is 77.9%. The rest is explained by other factors outside the research variables.

This indicates that the performance of SMA teachers in the Banyuasin I sub-district will likewise improve if teachers exhibit a high degree of work discipline. On the other hand, the performance of SMA teachers in the Banyuasin I sub-district will likewise decline if teachers encounter a decline in the degree of work discipline. This indicates that the performance of SMA teachers in Banyuasin I District will significantly improve if teachers' work discipline—which is evaluated based on indicators of punctuality, use of facilities, high level of responsibility, and obedience to school rules—is implemented and followed by teachers. On the other hand, if the indicators are not implemented and are not adhered to by teachers, then the performance of SMA teachers in Banyuasin I District will also decline. Because there is no good performance from a teacher if the teacher has a low level of work discipline. This is a task that must be completed by a leader or principal if someone in their school experiences a decline in the level of work discipline.

This is also supported by previous research which is in research Abdurrahman, (2021) states that from the results of the T-test (partial), Work Discipline (X1) influences Teacher Performance at SMK Negeri 3 Palembang with a significance level of less than 5% with the count value for the Work Discipline variable being 5.309 and t-table with  $\alpha = 5\%$ , thus t-count is more is greater than t-table ( $5.309 > 1.674$ ), meaning that Work Discipline has a positive effect. Furthermore, the research that has been carried out has found that based on the research, it can be concluded that work discipline influences the performance of teachers at SMP Negeri 258 East Jakarta (Herawati et al., 2022).

Indicators of high responsibility, usage of facilities, timeliness, and adherence to school rules were used in this study to quantify work discipline. This demonstrates that the work discipline indicated by these indicators is a causative element that can enhance the effectiveness of teachers. if everyone satisfies the requirements for work discipline and is aware of their obligations without using force from the leadership. The performance of the concerned teacher will be greatly impacted if the teacher is aware of his obligations and carries them out by the laws and regulations in force. The higher the awareness of one's duties and responsibilities, the more obedient one is to the rules or regulations, it is hoped that this will foster work enthusiasm thereby creating better performance. Sinungan (2014) defines discipline as the

mentality of an individual or a group of individuals who consistently want to follow or obey all established rules and decisions.

This research concludes that: (1) Work discipline, leadership style, and job satisfaction simultaneously have a significant effect on teacher performance at SMA Negeri 7 Palu; (2) Work discipline has a significant effect on teacher performance at SMA 7 Palu; (3) Leadership style has a significant effect on teacher performance at SMA 7 Palu, and (4) Job satisfaction has a significant effect on teacher performance at SMA Negeri 7 Palu.

The findings of the Saputri (2019) study, which examined the effects of work motivation and discipline on teacher performance in cluster 1 of State Elementary Schools in the Lalan subdistrict of the Musi Banyuasin Regency, are likewise supported by this research. The work discipline variable's t-test result value is 3.844, and its significance value is 0.001, according to the data processing results using the t-test. If the significance value is compared with the significance level used in this research ( $\alpha=0.05$ ), it is proven that the significance value is smaller than the significance level used ( $0.001 < 0.05$ ). This means that there is an influence of the work discipline variable on teacher performance at 1 State Elementary School, Lalan sub-district, Musi Banyuasin Regency. Thus the proposed hypothesis is accepted at the 95% confidence level. Then the magnitude of the contribution of work discipline to teacher performance was obtained by an R Square value of 0.089, meaning that the change in teacher performance due to the influence of work discipline was 8.9%.

Based on this description, it is very clear that discipline is very important in efforts to improve teacher performance. Agrees with Nawawi (2013) who states that discipline is an effort to prevent violations of a mutually agreed provision so that the imposition of law on someone is avoided. We can understand from this opinion that discipline is an effort made to avoid punishment, namely by limiting and preventing oneself as much as possible from violating a predetermined rule.

According to the Minister of State Apparatus Empowerment Regulation Number: PER/87/M.PAN/8/2005, discipline is the state apparatus human resources' mental attitude that manifests itself in individual or group actions and behavior, as well as in conscious adherence to work rules, laws, and norms of society, the country, and the state. Work discipline is the manifestation of cultural norms that all government employees uphold and use to accomplish the goals each institution or agency has set forth. Thus, teacher work discipline is a teacher's action to comply with mutually agreed regulations. If this action is carried out correctly and continuously, it will become a habit that is embedded in the teacher's behavior and will help achieve the predetermined work goals.

### **The Influence of the Principal's Managerial Leadership (X1) and Work Discipline (X2) on Teacher Performance (Y)**

The study's findings indicate that work discipline and managerial leadership from the principal have an impact on teachers' effectiveness. This validates the researcher's premise, according to which work discipline and managerial leadership from the principal both affect teacher effectiveness. The computed F value, with a significance level of 0.000, is 29.595, according to the F test results. The F table value for degrees of freedom is  $df_1 = 3 - 1 = 2$ , and  $df_2 = 93 - 3 = 90$ . The F table = 3, 10, yielded the obtained findings.  $H_0$  is rejected, while  $H_a$  is accepted since F calculated > from F table ( $29.595 > 3.10$ ) or significant < 0.000.

We can therefore conclude that teacher performance will rise in proportion to the work discipline and managerial leadership of the school principal, and that teacher performance will fall in proportion to the principal's managerial leadership. based on the coefficient of determination ( $R^2$ ) value of 0.868 and the correlation coefficient (R) value of 0.932. This indicates that the work discipline management leadership variable explains 86.8% of the teacher performance variable. The remaining portion, however, can be explained by characteristics not included in the research, such as environment, motivation for the job, competency, and working conditions. As for the magnitude of the relationship between managerial leadership variables and teacher performance, an Adjusted R-value of 0.346 was obtained, which is included in the medium category.

This is supported by several previous studies where the results of the research show that the principal's leadership has a significant positive effect on teacher performance, the principal's leadership has a significant positive effect on effectiveness, work discipline has a significant positive effect on effectiveness and work discipline has a significant positive effect on performance (Hidayat et al., 2023). The results of further research also state that the principal's leadership and work discipline both partially and simultaneously influences the professional competence of State SMA and Vocational School teachers in Lais District, Musi Banyuasin Regency. Good leadership and high work discipline will improve the professional competence of State SMA and Vocational School teachers in Lais District, Musi Banyuasin Regency (Haudi et al., 2022). The results of the latest research state that: 1) there is a positive and significant influence of the principal's leadership on teacher performance; 2) there is a positive and significant influence of work discipline on teacher performance; 3) there is a simultaneous influence between the principal's leadership and work discipline on the performance of elementary school teachers in Sembawa Banyuasin District, namely 49.9% and the remaining 50.1% of teacher performance is influenced by other factors (Rohani et al., 2020).

Through the management function, the principal's managerial competence must be able to support teachers' performance by exhibiting a sense of camaraderie, intimacy, and thoughtfulness for teachers as individuals and as a collective. The ability of a strong school principal to inspire, guide, and motivate all staff members to collaborate in achieving the school's vision, mission, and objectives. The outcome attained by the teacher in completing the assignments given to him by his level of expertise, experience, seriousness, and time management is known as his work performance or teacher performance.

A teacher will perform well if they have incorporated the following elements: a good personality, honesty, and objectivity in guiding students, mastery, and development of learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all members of the school community, leadership as a role model for students, and responsibility for their duties. Because management actions always result in the achievement of the anticipated organizational goals, the principal, as a leader, must be able to employ management functions in his managerial leadership.

Thus, the principal's managerial leadership and work discipline are very important factors in efforts to improve teacher performance. All SMA teachers in Banyuasin I District should provide the highest performance in carrying out their duties and functions in the process of educating students by carrying out the learning process in class effectively and efficiently. Judging from the results of descriptive statistical research, show that the managerial leadership of school principals and the work discipline of SMA teachers in Banyuasin I District are quite high, so this will have an impact on increasing teacher performance.

#### **D. Conclusion**

Based on the results of data analysis and discussions carried out in the previous chapter, there are several conclusions from the implementation of this research. The conclusions are 1) there is an influence of the principal's managerial leadership and work discipline on the performance of SMA teachers in Banyuasin I District. This means that the higher the principal's managerial leadership, the higher the teacher's performance; 2) there is an influence of work discipline on the performance of SMA teachers in Banyuasin I District. This means that the higher the work discipline, the higher the teacher's performance; 3) there is an influence of the principal's managerial leadership and work discipline on the performance of SMA teachers in Banyuasin I District. Thus, the principal's managerial leadership and work discipline can influence teacher performance with a contribution of 86.8% while the remaining 13.2% is explained by factors- Other factors outside the research variables include competence, work motivation, working conditions, and work environment.

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