

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

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Abstract: This research aims to find out and describe the influence of the principal's leadership on the performance of teachers, work discipline on the performance of teachers, and the influence of the principal's leadership and teacher work discipline together on the performance of teachers at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency. This research was carried out at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency with a research sample of 70 teachers. Data collection techniques were carried out through observation, documentation studies, and distribution questionnaires. The validity test uses construct validity, while the reliability test uses Cronbach's Alpha. The results of this research show that there is a partially significant influence between the principal's leadership and work discipline on teacher's performance, and there is a significant simultaneous influence between leadership and work discipline on teacher's performance at SD Negeri Gugus 1 Teluk Gelam District, Ogan Komering Ilir Regency. It means all schools should focus on principal's leadership and work discipline of teacher to get excellent teacher's performance.

Keywords: Leadership, Teacher's Performance, Work Discipline

A. Introduction

As educators, teachers are expected to mold their students' character and behavior into positive characters. Additionally, educators are supposed to be able to mold their pupils into individuals who can benefit the country, the homeland, and religion. Of course, instructors need to be qualified or able to do their tasks as educators to attain these admirable goals. Their performance daily demonstrates their quality and skill accomplish tasks. As per the Wahyudi (2012) perspective, an educator's performance is the outcome of their genuine efforts in terms of both quantity and quality, which they accomplish while performing their duties in compliance with their assigned responsibilities. These duties include creating lesson plans, putting them into practice, conducting assessments, and conducting evaluation analyses. The measure of teacher's performance can be seen from the sense of moral responsibility realized in carrying out their duties. This can be seen in

obedience and loyalty in carrying out their professional duties inside and outside the classroom.

The primary responsibilities of teachers, who are professionals in the field of education, are to instruct, guide, direct, train, assess, and evaluate students (Supardi, 2016). Therefore, for teachers to always function professionally, they need attention from their education supervisors as they carry out their obligations as educators. Professional educators have a great deal of responsibility for their students' growth and development. They also have a strong social conscience and produce individuals with a strong sense of culture and nationalism. Fitria (2019) stated that teachers who possess high-quality competencies and efficient interactive abilities can help create educational individuals with polite souls, good morals, and a high social spirit.

Professional teachers' social duty involves adeptness in social settings and productive interaction. They are the primary driver of human resource development initiatives, preparing students with moral principles and social skills for personal growth and contributing to society's development (Sagala, 2009). The role of the teacher cannot be replaced by technology, even though technology provides added value and makes life easier and the learning process. The Indonesian government has implemented Teacher Professional Education training to improve teacher's performance in the education system. The program aims to optimize the learning system by providing certification allowances. Teachers must meet minimum formal education qualifications of a fourth diploma or bachelor's degree and competency standards as a learning agent, as outlined in the Government Regulation of the Republic of Indonesia Number 19 of 2005.

Therefore, as stated in Government Regulation of the Republic of Indonesia Number 19 of 2005 article 28 paragraphs 1-2, a person who does not meet the requirements cannot now hold the post of teacher (Samani, 2006). The government responded by enacting Law Number 14 of 2005 about Teachers and Lecturers in chapter 1 Article 1, which defines teachers as professional educators whose primary responsibility is to instruct, mentor, lead, train, assess, and evaluate pupils in the context of children's basic education. Formal education in the early years, primary education, and secondary education. Teacher's performance indicators can be seen from the teacher's ability to plan learning activities at school, carry out learning activities at school, and assess the results of implementing learning activities for students (Mulyasa, 2018). Teachers are an important component in the world of education, therefore attention needs to be paid to the learning process in schools to create quality students.

Consequently, by paragraphs 1-2 of Government Regulation of the Republic of Indonesia Number 19 of 2005, an individual who does not fulfill the qualifications is no longer eligible to occupy the position of teacher (Samani, 2006). In response, the

government passed Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter 1 Article 1. This law defines teachers as professionals in education whose main duty is to guide, mentor, lead, train, assess, and evaluate students within the framework of a child's fundamental education. early childhood education, elementary education, and secondary education. Therefore, teachers must be able to understand and motivate their students, and need to collaborate with other parties, in this case, the school, such as the principal, who can motivate and empower students to be active in learning at school and teachers to create good performance and be able to act as professional teachers besides the teachers themselves who can improve the quality of their work.

Achieving effective and efficient school management is greatly aided by the principal's leadership (Aprilana et al., 2016). The school principal can impart his expertise because of his leadership (Ruslan, 2020). As a result, the principal needs to possess the right attitude, traits, aptitudes, and competencies to oversee the school. To ensure that the intended performance is consistently maintained, the principal must be able to attend to the needs and emotions of both teachers and staff in his capacity as a leader. In particular, the effectiveness of teachers in raising the success of learning activities.

Teachers with expertise in their fields will have a greater beneficial influence on students' growth in their comprehension of the subject. Educators' primary responsibility is to facilitate learning, and school principals need to be able to demonstrate creativity in this area. By leveraging the talents, skills, and capacities of their personnel, principals can guide educators in altering attitudes and enhancing the vision and mission of their institutions (Andriani et al., 2018). Teachers and school principals work together to ensure that schools are successful in raising the standard of instruction (Khasanah, 2019). To ensure that the teaching and learning process in the school goes well, the principal has a major role to play in moving various components of the school. As leaders, school principals have the power and regulations to raise the standard of instruction (Tobari et al., 2018). Effective leadership for school principals should aim to enhance teacher's performance by providing education personnel with capacity-building programs (Hartani, 2011).

Enforcing work discipline is another way that school principals contribute to the development of outstanding teacher's performance. Work discipline, according to Chewe & Taylor (2021), is the capacity or mindset of an individual to promptly follow established regulations. Work discipline among teachers is a reflection of their disposition and character as demonstrated by their adherence to all school policies. For schools to meet their educational objectives, teacher work discipline is a requirement that is full of activities to adhere to established discipline. It is anticipated that this requirement will become a strong fundamental milestone. When there is discipline in the classroom, all of the staff, instructors, and students follow the rules and behave in a way that is appropriate for the school (Mulyasa, 2018).

The work discipline possessed by a teacher is a reflection of the teacher's attitude and personality which he displays in complying with all existing school regulations. The work discipline of teachers in schools is a reflection that teachers have quality as educators. By having a good disciplinary attitude, it is hoped that they can become a strong basic pillar in a school to achieve goals and hopes that will be emulated by students. When it comes to discipline it is the state in which staff members obey regulations and conduct in a way that is appropriate for the school. Work discipline in the context of completing tasks at school is associated with attitudes and behaviors that demonstrate a teacher's compliance with school policies.

This indicates that attitudes and actions to abide by school policies originate from inside, not from pressure from the administration or principal. Teachers with a disciplined spirit are known for their attitudes and actions, which include their willingness to follow rules and make numerous efforts teachers' attitudes and actions that demonstrate compliance with the rules that govern the school, such as arriving early, performing well during learning activities, leaving before the learning hour ends, taking part in Monday ceremonial activities, and dressing appropriately. The person chosen to lead is the principal of the school. The teacher's obedience in carrying out his work with discipline will have a positive impact on students following in their teacher's footsteps. Students will try not to be late in coming to school and feel embarrassed by the teacher and the people who came first. to school from him.

Teacher's performance relies on comfortable, conducive, and competitive school conditions. A supportive school climate, such as a principal's leadership style, can encourage motivation and discipline. However, if the school climate is indifferent, teachers may be absent or arrive late, affecting their performance. The principal's involvement can improve teacher attitudes, discipline, and performance by providing guidance and direction, preventing negative actions from being imitated by students. The problems that occur at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency are generally related to teacher discipline in carrying out their duties at school. The results of observations that researchers have carried out in several elementary schools under the auspices of Cluster 1, Teluk Gelam District, 24, 25, 26, 27, 28, 29 May 2023, at 7.00 WIB I was at the location, the problems that occurred in several schools almost the same, that is, researchers still found teachers who arrived late at school, researchers still found teachers who had not yet entered class while the learning bell had already rung. This condition shows that teachers' work discipline is still low in carrying out their duties.

The performance of teachers in terms of work discipline will suffer if this situation is permitted to persist. Workplace discipline is a component of instructors' performance reviews and their role in managing the educational process to enhance student learning (Khasanah, 2019). The findings of the researcher's brief interviews with several school principals about the performance of teachers in the schools they

oversee each year do not point to improvements in performance; rather, there is typically little to no change or improvement from year to year. The conditions that occur at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency are a reflection of the low level of teacher work discipline. According to Tilaar (2008) low teacher discipline will have an impact on the low quality of their performance in carrying out their duties which will have an impact on the output produced. This condition needs attention and follow-up from each school principal so that the vision and mission goals in each school can be achieved well and the quality of education in the school can be achieved well. This is a tough challenge for a school principal in enforcing work discipline among his teachers and his responsibility as a leader in carrying out his daily duties and functions.

Based on the findings that occurred in the schools that the researchers observed, the researchers were interested in researching teacher's performance in public elementary schools with the title: The Influence of Principal's leadership and Work Discipline on Teacher's performance at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency.

B. Methods

This research was carried out at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, South Sumatra. The research method that researchers used in this research is quantitative research methods. According to Sugiyono (2010) quantitative research methods can be defined as research methods that are based on the philosophy of positivism, used to research certain populations or samples. Meanwhile, according to Riduwan (2013), qualitative research is an in-depth study of problems based on existing theory testing efforts, which include variables.

The population in this study were all research subjects, namely teachers who taught at 6 Gugus 1 State Elementary Schools, Teluk Gelam District, Ogan Komering Ilir Regency, totaling 70 respondents. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Riduwan, 2014). Arikunto (2010) explains that if the sample is less than 100, it is better to take all of them so that the research is population research. So, the sample size used in this research was 70 respondents or all teachers who taught at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency. The techniques for collecting data in this research are observation, documentation, and questionnaires. Documentation is a data collection technique through written charts in the form of secondary data related to the research conducted (Arikunto, 2010).

C. Results and Discussion

1. The Influence of Leadership on Teacher's Performance at Gugus 1 Public Elementary School, Teluk Gelam District, Ogan Komering Ilir Regency

Testing the hypothesis that the researcher proposed uses the t-test technique. The t-test is used to determine whether there is a significant partial influence between one independent variable on one dependent variable or between the leadership variable (X1) and teacher's performance (Y). In this hypothesis we can see that the t-count = 2.468 is greater than the t-table value of 1.666 with a significance level = $0.002 < (\alpha) 0.05$, this shows that H_0 is rejected and H_a is accepted, which is meaningful. Partially, the leadership variable has a significant influence on the teacher's performance variable. SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, thus this hypothesis is proven.

This evidence shows that it is true that one of the factors that determines the level of teacher's performance is the leadership of the head of SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency in developing and providing services to teachers who work at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency. According to Griffin and Ebert in (Wijono, 2018), leadership is a process carried out by a superior to his subordinates by motivating his subordinates to work diligently to achieve the desired goals. Leadership is an activity carried out by superiors to move their subordinates to achieve the desired results by leading, guiding, and influencing other people. The success of the principal of SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency in influencing teachers has had an impact on increasing teacher's performance in carrying out quality learning activities for students at school.

According to research by Kaiman et al. (2020), the leadership style and work ethic of the principal have a big impact on how well Tungkal Jaya State Elementary School teachers perform. The value $t_{count} > t_{table}$, $0.932 > 0.05$ with a significance level of $0.450 > 0.05$, demonstrates this. This indicates that the performance of the teachers at Tungkal Jaya State Elementary School is impacted by the principal's leadership. The findings of a study by Fransiska et al. (2020) indicate that teacher's performance (Y) is significantly impacted by the principal's visionary leadership variable (X1). Results of previous research conducted by Kaiman et al (2020) and Fransiska et al. (2020) have similarities with the results of this research in that leadership has a significant effect on teacher's performance. The difference between these three studies is only in the number of research samples and research objects.

2. The Influence of Work Discipline on the Performance of Teachers at the Gugus 1 Public Elementary School, Teluk Gelam District, Ogan Komering Ilir Regency

Testing the hypothesis of the two researchers still used the t-test technique. The researcher used the t-test to determine whether there was a significant partial influence between one independent variable on one dependent variable or an influence between the work discipline variable and teacher's performance. From the calculation results in it was found that the t-count = 2.314 was greater than the t-table value of 1.666 (df (n-2) 70 - 2 = 68 which was 1.666) with a significance level = $0.002 < (\alpha) 0.05$, this shows that H_0 was rejected and H_a was accepted which partially means that the work discipline variable has a significant influence on the performance of teachers at Gugus 1 Public Elementary School, Teluk Gelam District, Ogan Komering Ilir Regency, thus this hypothesis is proven.

The evidence presented demonstrates that the ability of the principal of SD Negeri Gugus 1, Teluk Gelam District Ogan Komering Ilir Regency, to enforce and administer discipline to teachers at Public Elementary Schools is a factor that does affect the performance level of teachers at Gugus 1 Public Elementary School. Cluster 1: Ogan Komering Ilir Regency, Teluk Gelam District. According to Agustini (2019), work discipline is the attitude of subordinates' adherence to the rules that are in place in an organization and that they must follow to accomplish the declared organizational goals.

Meanwhile Hasibuan (2017) said that work discipline is an attitude of awareness of subordinates to comply with the rules and norms that have been made by the leadership and mutually agreed upon to achieve the stated organizational goals. Work discipline adhered to by subordinates will be able to improve subordinate performance to achieve set organizational goals. By implementing good work discipline in schools, teachers will try to achieve optimal work results

Results of research conducted by Yuliana et al. (2020) that there is an influence of work discipline on teacher's performance at SMP Negeri 3 Prabumulih. This means that the higher the work discipline, the teacher's performance at SMP Negeri 3 Prabumulih will increase. results of research conducted by Imansyah et al. (2020) that there is a positive and significant influence of work discipline on teacher's performance. Results of previous research conducted Yuliana et al. (2020) and Imansyah et al. (2020) have similarities with the results of this research in that work discipline has a significant influence on teacher's performance. The difference between previous research and this research is the number of samples and research objects.

3. The Influence of Teacher Leadership and Work Discipline on Teacher's Performance at Gugus 1 Public Elementary School, Teluk Gelam District, Ogan Komering Ilir Regency

To test this hypothesis, the researcher uses the f-test technique. The f-test is used to determine whether there is a significant simultaneous influence between more than one independent variable on one dependent variable. In this hypothesis, we can see that based on the table above, by testing using SPSS 25.0 for Windows, it can be seen that the calculated F obtained is $5.328 > F\text{-Table} = 2.74$, where $df = n - k - 1 = 70 - 3 - 1 = 66$ is 2.74 and the level of simultaneous significance is $0.002 < (\alpha) = 0.05$ so H_0 is rejected and H_a is accepted. This means that it shows that together (simultaneously) the independent variables, namely leadership and discipline, have a significant simultaneous influence on the dependent variable, namely teacher's performance at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency. This means that the truth is proven and the hypothesis can be accepted.

This evidence shows that it is true that one factor that determines the performance of teachers at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency is that it can be seen as the leadership of the principal and the teacher's work discipline in carrying out their duties. This is related to the expectations of students and parents, of course, students want to gain good knowledge and have competencies that are ready to compete when they finish school. If students have good abilities as a result of the teacher's performance in carrying out their duties, there is a possibility that students will feel satisfied with school at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency. Parents or guardians will feel satisfied with the success of their children in studying at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, and will send their children to this school again.

Results of research conducted by Imansyah et al. (2020) that 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's performance is influenced by other factors. results of research conducted by Fransiska et al. (2020) that the principal's visionary leadership and teacher discipline influence teacher's performance together Similar to the results of previous research conducted by Imansyah et al. (2020) and Fransiska et al. (2020) with the results of this research is that leadership and work discipline both have a positive effect on teacher's performance. The difference between these three studies is the number of samples and research objects.

Furthermore, this is also confirmed by research Anisa & Narpati (2023) which states that leadership style and work discipline on teacher effectiveness at SDN Gugus 2 Harapan Jaya Village: The findings indicate that either H_0 is rejected or H_1 is accepted, demonstrating the significant impact that work discipline and leadership philosophies have on teacher effectiveness. The research findings were then used to

conclude that work discipline and leadership both significantly impacted teacher's performance at the same time. Teacher's performance is significantly impacted by leadership, at least in part. Workplace discipline partially has no discernible impact on teachers' performance (Ramdani et al., 2023).

D. Conclusion

From the results of data collection and data analysis carried out by researchers, the conclusions of this research are as follows:

1. There is a partially significant influence between the principal's leadership on teacher's performance at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, where the calculated t value is greater than t-table
2. There is a partially significant influence between work discipline on teacher's performance at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, where the calculated t value is greater than t-table
3. There is a significant simultaneous influence between leadership and work discipline on teacher's performance at SD Negeri Gugus 1, Teluk Gelam District, Ogan Komering Ilir Regency, where the calculated f value is greater than f-table

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