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

Sahadi[1]; Yasir Arafat[2]; Tri Widayatsih[3]

[1,2,3]*Department of Education Management, Universitas PGRI Palembang, Indonesia*
[1]*Corresponding Email: achmadsahadi@yahoo.co.id, Phone Number : 0812 xxxx xxxx*

Abstract: This study aims to determine the effect of principal leadership and work motivation on teacher work discipline. As for the formulation of the problem: (1) is there an influence between the principal's leadership on teacher work discipline?, (2) is there an influence between work motivation on teacher work discipline?, (3) is there a significant influence between principal leadership and work motivation jointly on teacher work discipline?. This research uses descriptive analysis method. The method used by researchers to get a view of the principal's leadership, work motivation and teacher work discipline. The sample in this study amounted to 108 teachers. From the results of the descriptive statistical analysis of the principal's leadership, the very good data category was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose the less category. For the very less category chosen by 5 (6.0%) respondents. If it is related to the mean value on the discipline questionnaire, which is 74.4819, then the average respondent chooses the sufficient category.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap disiplin kerja guru. Adapun yang menjadi rumusan masalah: (1) apakah terdapat pengaruh antara kepemimpinan kepala sekolah terhadap disiplin kerja guru, (2) apakah terdapat pengaruh antara motivasi kerja terhadap disiplin kerja guru, (3) apakah terdapat pengaruh yang signifikan antara kepemimpinan kepala sekolah dan motivasi kerja secara bersama-sama terhadap disiplin kerja guru. Penelitian ini menggunakan metode analisis deskriptif. Metode yang digunakan peneliti untuk mendapatkan gambaran mengenai kepemimpinan kepala sekolah, motivasi kerja dan disiplin kerja guru. Sampel dalam penelitian ini berjumlah 108 orang. Dari hasil analisis deskriptif statistik kepemimpinan kepala sekolah kategori data sangat baik dipilih oleh 8 dari 108 (9.6%) responden. Sedangkan kategori baik dipilih oleh 21 responden (25.3%). Kategori cukup dipilih oleh 30 responden (36.1%). Untuk kategori kurang dipilih oleh 19 (23.0%) responden. Untuk kategori sangat kurang dipilih oleh 5 (6.0%) responden. Jika dikaitkan dengan nilai rerata (*mean*) pada angket disiplin yaitu 74.4819, maka rata-rata responden memilih kategori cukup.

A. Introduction

Education and development in Indonesia are still quite interesting discussions. Tjalla (2010) states that one of them is reflected in the comparison of the Human Development Index (HDI). The policy to improve the quality of education is directed at achieving the quality of education which is increasing by referring to the National Education Standards (NES). The NES includes components of content standards, process standards, graduate competency standards, standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing standards, education assessment standards. The achievement of these various standards is used as the basis for evaluating the performance of educational units and programs, from early childhood education, basic education, secondary education, non-formal education, to higher education (Depdiknas, 2005).

Furthermore, Tjalla (2010) reveals that at the practical level, the educational problems that occur show various obstacles that hinder the achievement of educational goals as mandated in Law Number 20 of 2003 concerning the NES. The low quality of Human Resources (HR) is one of the causes of this. The problem with the low quality of HR can be seen from several macro indicators, including from the report The global competitiveness report 2008-2009 from the world economic forum (in Martin, et al, 2008), which places Indonesia in the 55th rank out of 134 countries in terms of achieving the Competitiveness Index (CI). In general, it can be understood that the current low quality of Indonesian human resources is the result of the low quality of education. This can also be seen from various micro indicators. In terms of Mathematics and Science literacy, the results of the 2007 Trends in International Mathematics and Science Study (TIMSS).

National education has the duty and responsibility to deliver this nation to be ready to welcome and be able to compete with the era of globalization and change into opportunities and then manage it into a force capable of improving the quality of life of the nation and state in the future (Kemal et al, 2019). Education needs to take real positions and roles that are dynamic, proactive, interactive, and oriented towards the future (Wirameiana & Astuti, 2013). This means that education must be able to move swiftly in facing obstacles and take advantage of existing opportunities (Susilawati, 2019). Straightforward in the sense that education has the duty and responsibility to deliver this nation to be ready to welcome and able to compete, with the era of globalization and change into opportunities and then to manage them into forces that can improve the quality of life of the nation and state in the future (Susilawati, 2019). Education needs to take real positions and roles that are dynamic, proactive, interactive, and oriented towards the future (Susilowati & Setiawan, 2019).

Educational institutions, able to realize their goals as an institution that can create reliable resources, are required to be able to carry out the process of teaching and learning activities in an orderly, directed and sustainable manner (Suryadi et al, 2020). School is an organization that has a specific goal, which is to create high-achieving students with quality HR who can compete in the real world.

The human factor is the main problem in every activity in it. The organization is a consciously coordinated social unit with an identifiable reactive boundary, working continuously to achieve goals. All actions are taken in activities that are planned and determined by members of the organization. Organizations need potential HR both leaders and employees in the task and supervision patterns to achieve organizational goals (Trang, 2013).

Principal leadership needs to develop staff and build a motivational climate that results in high levels of productivity. Principal leadership is a behavioural norm used by a person when that person tries to influence the behaviour of others. In carrying out his leadership function, the principal must carry out management and coaching of the school through various activities such as management and leadership activities which are very dependent on his abilities. The principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment. This is in line with the opinion of Salim (2016) which states that the principal as an education leader has the task of integrating school elements with the situation of their cultural environment, which is a condition for the creation of an effective school. The principal is an educational leader who plans, organizes, coordinates supervises and completes all educational activities in the school, in achieving educational and teaching goals. The principal has seven roles, namely the principal as an educator, manager, advisor, supervisor, leader, innovator, and motivator.

The leadership of the principal will be related to the role of the teacher. The role of teachers in improving the quality of educational outcomes is strongly influenced by professional abilities, welfare factors, work discipline, work motivation, and the facilities of the school itself. Motivation is a non-intellectual psychological factor. Its distinctive role is in the development of passion, enjoyment, and enthusiasm for learning and teaching. Students and teachers who have strong motivation will have a lot of energy to carry out teaching and learning activities.

Teacher of one of the HR who is in school. Teacher performance has an important role in achieving school goals. Performance issues are the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents. Various attempts were made to achieve good performance.

Observing teachers as one of the implementers of education in schools or madrasahs is very necessary. There are still teachers who lack passion for carrying out their duties, which causes the goals to be less successful. It is caused by various factors, one of which is the lack of teacher motivation to work. Motivation is needed as energy in a person which is marked by the emergence of feelings and begins with a response to a goal. This statement implies that motivation initiates energy changes in each individual, motivation is relevant to psychological, affection and emotional issues that can determine human behaviour, and motivation is stimulated because of a goal.

Starting from observations and interviews obtained preliminary data disciplinary conditions throughout the teacher performance Kemelaraja of east Balfour still many who do not show performance less than the maximum, which is as follows: 1) it was found that the principal whose work did not focus on school leadership, 2) it was found that the principal was not supervised in the classroom, 3) The lack of good performance of the teachers is related to the inadequacy of teachers in preparing teaching and learning activities such as lesson plans and syllabus which are late in making, 4) Teachers who violated clock rules were found, such as frequent late departures, leaving study hours for personal gain, and leaving hours before their time. There is a difference between the salaries of non-permanent teachers and government employees teachers when compared to the jobs assigned.

B. Method

This research uses descriptive analysis method, namely research on problems in the form of current facts from a population. The purpose of descriptive research is to test hypotheses or answer questions related to the current status of the subjects studied and to use a quantitative approach using descriptive analysis methods to find the influence between the variables studied.

Researchers used the method to get an idea of school leadership, motivation, and discipline of elementary school teachers Kemelaraja Kecamatan SE Balfour village east, its influence either directly or indirectly from the research variables are defined as follows:

1. Principal leadership functions as an independent variable which is then given a notation.
2. Work motivation functions as an independent variable which is then given a notation.
3. The teacher's work discipline functions as the dependent variable which is then given the Y notation.

By using the descriptive method, it is hoped that data will be obtained, the results will be processed and analyzed and finally, a conclusion is drawn. The conclusions made will apply to the entire population that is the object of the study.

The population in this study were all 108 elementary school teachers in Kemelaraja, Baturaja Timur District, Ogan Komering Ulu (OKU) Regency, including the principal and teachers with the status of the State Civil Apparatus (SCA).

Table 1. Research population

No	Name of Institution	Total of Teachers	Description
1	SD Negeri 02 OKU	26	SCA
2	SD Negeri 06 OKU	12	SCA
3	SD Negeri 11 OKU	23	SCA
4	SD Negeri 12 OKU	11	SCA
5	SD Negeri 13 OKU	12	SCA
6	SD Negeri 14 OKU	11	SCA
7	SD Negeri 38 OKU	13	SCA
Total		108	

According to Arikunto (2010) "There are 3 ways of taking samples by random sampling", namely: the lottery method, the ordinal method, and the randomization method. Based on this opinion, the researcher took the sample by lottery, with the following steps.

1. Make small pieces of paper by writing the name of the institution for each paper.
2. Pieces of paper are put in bottles.
3. The paper in the bottle is shaken and removed one by one as many samples as needed.
4. The names listed on the roll of paper that came out were the research samples (Sugiyono, 2010).

Based on the steps according to Sugiyono above, the results of random sampling in this study can be seen in the following table:

Table 2. Research sample

No	Name of Institution	Total of Teachers	Description
1	SD Negeri 02 OKU	26	SCA
2	SD Negeri 06 OKU	12	SCA
3	SD Negeri 11 OKU	23	SCA
4	SD Negeri 12 OKU	11	SCA
5	SD Negeri 13 OKU	12	SCA
6	SD Negeri 14 OKU	11	SCA
7	SD Negeri 38 OKU	13	SCA
Total		108	

The data collection techniques used in this study consisted of questionnaires, interviews, documentation, and observations.

1. Questionnaire

The questionnaire is intended to collect data on teacher leadership, discipline, motivation and performance. Meanwhile, the interview is intended to capture data on the four research variables that cannot be collected using a questionnaire technique. The completeness of the data is also supported by observation.

In the preparation of the instrument used from the Likert Rensis model, namely Strongly Agree (SA), Agree (A), Enough Agree (EA), Disagree (D), Strongly Disagree (SD) options. Each option is given a weight ranging from 5 to strongly agree to a weight of 1 for the option strongly disagree.

2. Interview

According to Moleong (2013), an interview is a conversation with a specific purpose. The conversation is carried out by the interviewer to the source. Interviewing for information activities, researchers used interview guidelines and observation programs. Interview guidelines serve as guides in data collection. However, interviews are not focused on these guidelines but will be developed according to field conditions during the interview.

Interviewed material with the scope of principal leadership, work motivation, and teacher work discipline. Sources of data to be interviewed as the main source are the principal and teachers as informants to obtain information about the influence of principal leadership and work motivation on teacher work discipline. Forms of interviews that will be conducted are structured interviews and unstructured interviews. Structured interviews are used as a data collection technique to obtain basic data on principal leadership, work motivation, and teacher work discipline, as well as unstructured interviews, namely interviews, are conducted independently to complement the data obtained from structured interviews. The list of questions used in this study is an interview guide that can develop by the informants' answers.

3. Observation

Supardi (2006) states that the observation method is a method of collecting data by systematically observing and recording the symptoms being investigated. This observation is carried out to obtain a comprehensive picture of the subject to be studied. The observations made by researchers consisted of three components including:

a) Conducting observations related to the research location, namely Elementary Schools in Kemalaraja.
b) Observations of actors including the principal and the teacher council.
c) Observations of activities include observing the teaching and learning process at school, and the activities of students at school.

4. Documentation

Arikunto (2010) states that the document analysis technique or content analysis looks for data on files of school principals, organizational files, and other historical archives. The documentation method is used by researchers to obtain data related to the history of the birth of the primary school as the research sample, vision, mission and objectives, school organizational structure and school committee, circumstances and the number of educators and education personnel, conditions and number of students. Thus the method of documentation intends to find data by classifying written materials related to the research problem.

C. Result and Discussion
1. Data Description

This research is a quantitative study using the correlation method. The variables examined in this study were principal leadership (X_1), work motivation (X_2), and teacher performance discipline (Y). This research was conducted at Public Elementary Schools throughout Kemalaraja, namely SD Negeri 02 OKU, SD Negeri 06 OKU, SD Negeri 11 OKU, SD Negeri 12 OKU, SD Negeri 13 OKU, SD Negeri 14 OKU, and SD Negeri 38 OKU with a sample size 108 teachers were drawn from the entire population as the research sample. The data descriptions in this study are as follows:

a. Data Description of Principal Leadership Variables (X_1)

Statistical data on principal leadership variables (X_1) in this study is shown in the below

Table 3. Statistical description of principal leadership variable (X_1)

Statistics
e Variable of Principal Leadership (X_2)

N	Valid	108
	Missing	0
Mean		96.289
Std. Error of Mean		.68129
Median		96.00
Mode		96.00
Std. Deviation		6.2068

Variance	38.525
Skewness	.087
Std. Error of Skewness	.264
Kurtosis	-.518
Std. Error of Kurtosis	.523
Range	27.00
Minimum	83.00
Maximum	110.00
Sum	7992.0

It is known that the mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 96.28, median 96.00 and mode 96.00, respectively. This value falls within the standard deviation range of 6.206. This adjacent even the same values indicate that the data set regarding principal leadership is normal.

The data frequency distribution statistics on the principal leadership questionnaire are shown in the following table.

Table 4. Statistics frequency distribution of principal leadership data (X_1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83.00	1	1.2	1.2	1.2
	84.00	1	1.2	1.2	2.4
	85.00	1	1.2	1.2	3.6
	86.00	2	2.4	2.4	6.0
	87.00	2	2.4	2.4	8.4
	88.00	2	2.4	2.4	10.8
	89.00	3	3.6	3.6	14.5
	90.00	3	3.6	3.6	18.1
	91.00	4	4.8	4.8	22.9
	92.00	4	4.8	4.8	27.7
	93.00	5	6.0	6.0	33.7
	94.00	5	6.0	6.0	39.8
	95.00	5	6.0	6.0	45.8
	96.00	5	6.0	6.0	46.7
	97.00	6	7.2	7.2	53.0
	98.00	6	7.2	7.2	53.0
	99.00	5	6.0	6.0	59.0
	100.00	5	6.0	6.0	65.1
	101.00	5	6.0	6.0	71.1
	102.00	5	6.0	6.0	72.7
	103.00	5	6.0	6.0	72.8

104.00	5	6.0	6.0	73.7
105.00	3	3.6	3.6	74.7
106.00	3	3.6	3.6	78.3
107.00	3	3.6	3.6	81.9
108.00	3	3.6	3.6	85.5
109.00	3	3.6	3.6	89.2
110.00	2	2.4	2.4	91.6
111.00	2	2.4	2.4	94.0
112.00	2	2.4	2.4	96.4
113.00	1	1.2	1.2	97.6
114.00	1	1.2	1.2	98.8
115.00	1	1.2	1.2	100.0
Total	108	100.0	100.0	

The highest number of assessments is 100.00 as many as 1 (1.2%) respondents. The lowest assessment was 83.00 as many as 1 (1.2%) respondents. The most choices were in the values of 97.00 and 98.00, respectively, namely 6 (53.00%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range/range (range) will be determined the norm range for the average value. The results are shown in the following table

Table 5. Principal leadership percentage category

No	Normal Range	Frequency	%	Category
1	≥ 105	9	8,3	Very Good
2	99 s/d < 105	25	23,14	Good
3	93 s/d > 99	41	37,96	Enough
4	87 s/d < 93	23	21.29	Less
5	< 87	10	9,2	Very Poor

The data category for the sufficient value range is the largest, namely 37.96% or chosen by 41 out of 108 respondents. For good and fewer categories, the range of values selected by the respondents is not too different. If it is associated with a mean value *(mean)* the leadership of headteacher questionnaire is 96.28, then the average of respondents choose the category enough.

The histogram of the principal leadership questionnaire data can be seen in the following histogram.
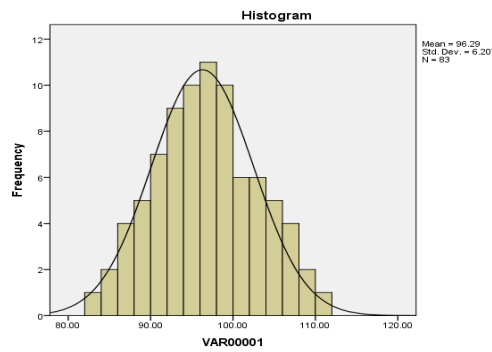
Figure 1. Histogram of principal leadership questionnaire data

b.   Data Description of Work Motivation Variables (X$_2$)

Descriptive statistics processing results data for work motivation variables (X$_2$) are as follows.

Table 6. Statistics description of work motivation variables (X$_2$)

Statistics
Description of Work Motivation Work
(X$_2$)

N	Valid	108
	Missing	0
Mean		96.2892
Std. Error of Mean		.68129
Median		96.0000
Mode		96.00
Std. Deviation		6.20686
Variance		38.525
Skewness		.087
Std. Error of Skewness		.264
Kurtosis		-.518
Std. Error of Kurtosis		.523
Range		27.00
Minimum		108.00
Maximum		110.00
Sum		7992.00

The mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 96.2892, median 96.0000 and mode 96.00, respectively. This value falls within the standard deviation range of 6.20686. These adjacent and even equal values indicate that the data set regarding work motivation is normal.

The data frequency distribution statistics in the work motivation questionnaire are shown in the following table.

Table 7. Frequency distribution statistics of work motivation data (X_2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83.00	1	1.2	1.2	1.2
	84.00	1	1.2	1.2	2.4
	85.00	1	1.2	1.2	3.6
	86.00	2	2.4	2.4	6.0
	87.00	2	2.4	2.4	8.4
	88.00	2	2.4	2.4	10.8
	89.00	3	3.6	3.6	14.5
	90.00	3	3.6	3.6	18.1
	91.00	4	4.8	4.8	22.9
	92.00	4	4.8	4.8	27.7
	93.00	5	6.0	6.0	33.7
	94.00	5	6.0	6.0	39.8
	95.00	5	6.0	6.0	45.8
	96.00	6	7.2	7.2	53.0
	97.00	5	6.0	6.0	59.0
	98.00	5	6.0	6.0	65.1
	99.00	5	6.0	6.0	71.1
	100.00	3	3.6	3.6	74.7
	101.00	3	3.6	3.6	78.3
	102.00	3	3.6	3.6	81.9
	103.00	3	3.6	3.6	85.5
	104.00	3	3.6	3.6	89.2
	105.00	2	2.4	2.4	91.6
	106.00	2	2.4	2.4	94.0
	107.00	2	2.4	2.4	96.4
	108.00	1	1.2	1.2	97.6
	109.00	1	1.2	1.2	98.8
	110.00	1	1.2	1.2	100.0
	111.00	5	6.0	6.0	33.7
	112.00	5	6.0	6.0	39.8
	113.00	5	6.0	6.0	45.8
	114.00	5	6.0	6.0	65.1
	115.00	5	6.0	6.0	71.1
	Total	108	100.0	100.0	

The highest number of assessments is 115.00 as many as 5 (6.0%) respondents. The lowest assessment was 108.00 as many as 1 (1.2%) respondents. The highest choice was 96.00, namely 6 (7.2%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range (*range*) will be determined the norm range for the average value. The results are shown in the following table.

Table 8. Category of work motivation percentage

No	Normal Range	Frequency	%	Category
1	≥ 105	32	29,63	Very Good
2	99 s/d < 105	17	15,75	Good
3	93 s/d > 99	31	28,70	Enough
4	87 s/d < 93	23	21,30	Less
5	< 87	5	4,62	Very Less

The highest number of assessments is 115.00 as many as 5 (6.0%) respondents. The lowest assessment was 108.00 as many as 1 (1.2%) respondents. The highest choice was 96.00, namely 6 (7.2%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range (*range*) will be determined the norm range for the average value. The results are shown in the following table.
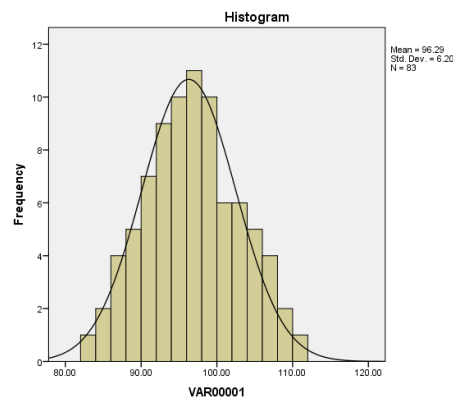
Figure 2. Histogram of work motivation questionnaire data

c. Description of Variable Data on Teacher Work Discipline (Y)

Data processing results of descriptive statistics on teacher discipline variables (Y) are as follows.

Table 9. Descriptive statistics of teacher work discipline variables (Y)

Statistics

Descriptive Variable of Teacher Discipline (X_1)

N	Valid	108
	Missing	0
Mean		74.4819
Std. Error of Mean		.55265

Median	74.0000
Mode	74.00[a]
Std. Deviation	5.03491
Variance	25.350
Skewness	.011
Std. Error of Skewness	.264
Kurtosis	-.662
Std. Error of Kurtosis	.523
Range	21.00
Minimum	64.00
Maximum	85.00
Sum	6182.00

The mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 74.4819, respectively; median 74.00; and 74.00 modes. This value is within the standard deviation range of 5.03491. The adjacent values are even the same, this indicates that the data set regarding the discipline is normal.

The data frequency distribution statistics on the discipline questionnaire are shown in the following table.

Table 10. Descriptive variable of teacher discipline (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64.00	1	1.2	1.2	1.2
	65.00	2	2.4	2.4	3.6
	66.00	2	2.4	2.4	6.0
	67.00	3	3.6	3.6	9.6
	68.00	3	3.6	3.6	13.3
	69.00	4	4.8	4.8	18.1
	70.00	4	4.8	4.8	22.9
	71.00	5	6.0	6.0	28.9
	72.00	5	6.0	6.0	34.9
	73.00	6	7.2	7.2	42.2
	74.00	7	8.4	8.4	50.6
	75.00	7	8.4	8.4	59.0
	76.00	5	6.0	6.0	65.1
	77.00	5	6.0	6.0	71.1
	78.00	5	6.0	6.0	77.1
	79.00	4	4.8	4.8	81.9
	80.00	4	4.8	4.8	86.7

81.00	3	3.6	3.6	90.4
82.00	3	3.6	3.6	94.0
108.00	2	2.4	2.4	96.4
84.00	2	2.4	2.4	98.8
85.00	1	1.2	1.2	100.0
Total	108	100.0	100.0	

The highest number of assessments is 85.00 as many as 1 (1.2%) respondents. The lowest assessment is 64.00 as many as 1 (1.2%) respondents. Most assessments were in the values of 74.00 and 75.00, namely 7 or (8.4%) of respondents, the distribution of other options was almost even. This can be seen in the most data selected by 5 respondents (6.0%) at a value of 71.00; 72.00; 76.00; 77.00; 78.00; 81.00; and 82.00.

Furthermore, from the highest value (maximum), lowest value (minimum) and range/range (*range*) will be determined the norm range for the average value. The results are shown in the following table.

Table 11. Teacher work discipline percentage category

No	Normal Range	Frequeny	%	Category
1	≥ 82	8	9,6	Very Good
2	77 s/d < 82	21	25,3	Good
3	72 s/d > 77	30	36,1	Enough
4	67 s/d < 72	19	23,0	Less
5	< 67	5	6,0	Very Less

The data category for the very good norm range was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose less category. For the very less category chosen by 5 (6.0%) respondents. If it is associated with a mean value the disciplinary inquiry is 74.4819, the average respondent chooses the category enough. The histogram of the discipline data can be seen in the following histogram.
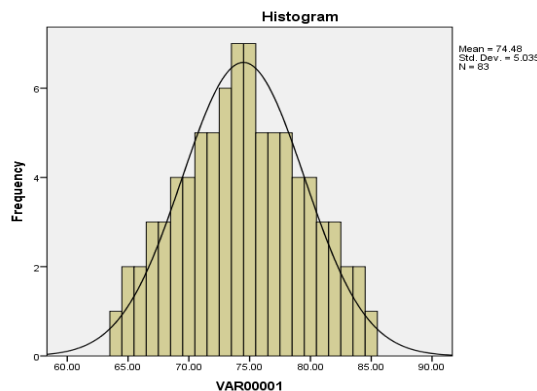

Figure 3. Histogram of teacher work discipline questionnaire data

1. Hypothesis Testing

After it is stated that the data meets the requirements to be tested. Then the hypothesis is tested with the r test and the F test to determine the effect simultaneously and partially.

a. *The Influence of the principal's leadership on the discipline of teacher performance*

The hypothesis is as follows.
Ha : There is a significant effect of discipline on the discipline of teacher performance.
Ho : There is no significant effect of discipline on teacher performance discipline.

The influence of the principal's leadership on the discipline of teacher performance is expressed in the form of the regression equation $Y = 8,088 + 0.489 X_1$. The regression equation significance test can be presented in the following table.

Table 12. Hypothesis test on the effect of principal leadership

Against Teacher Work Discipline
Coefficients[a]

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	Beta	T	Sig.
1 (Constant)	8.088	11.290		776.033	.000
Principal Leadership	.406	.825	.460	4.593	.000
	.489	-.019	.532	5.311	.000
Teacher Work Discipline					

Dependent Variable: principal leadership

Based on simple regression test above, the value of t_{count} equal to 5.311> priced t_{table} of 2.006 where the price of t is greater than t_{table} then Ho_1 was rejected, so a significant difference between the leadership of the principal to discipline teachers' work.

b. *The influence of work motivation on teacher work discipline*

The hypothesis is as follows.
Ha₂: There is a significant influence between work motivation on teacher work discipline.
Ho₂: There is no significant influence between work motivation on teacher work discipline.

The model of the relationship between work motivation and teacher work discipline is expressed in the form of the regression equation $Y = 8,088 + 0.406X_2$. The regression equation significance test can be presented in the following table.

Table 13. Hypothesis test of the effect of work motivation

Against Teacher Work Discipline

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	8.088	1.290			6.227.	.000
Teacher work discipline	.489	.019	.532	5.311		.000
	.406	.825	.460	4.593		.000

Dependent Variable: Teacher Work Discipline

Based on the significance test variable work motivation on work discipline teachers obtained value$_t$ of 4.593 ≥tprices$_{table}$ 2.006 of where the price of$_t$ is greater than t$_{table}$ then Ho$_2$ rejected, so that there is significant influence between work motivation on work discipline teachers.

c. *The influence between principal leadership and work motivation on teacher motivation*

The hypothesis is as follows.

Ha$_3$: There is a joint influence between principal leadership and work motivation on teacher work discipline.

Ho$_3$: There is no joint influence between principal leadership and work motivation on teacher work discipline.

Table 14. Multiple Regression Test Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	8.088	11.290			776.033	.000
Teacher work	.489	-.019	.532	5.311		.000
work motivation	.406	.825	.460	4.593		.000

Dependent Variable: Teacher Work Discipline

Based on the results of the multiple regression test above, the regression equation constant value (*a*) *is* 11,290 and the coefficient value of the independent variable (b$_1$) is -0.019 and the value (b2) is 0.825, the regression equation is obtained as follows.

$$Y = a + b_1X_1 + b_2X_2$$
$$Y = 11{,}290 - 0.019\,X_1 + 0.825X_2$$

This means that the discipline of teacher performance has increased positively through the leadership of the principal and teacher work motivation. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of discipline variables and work motivation on teacher performance variables. The testing criteria are as follows.

a) If the probability value (significant) <0.005, then H_{03} is rejected

b) If the probability value (significant)> 0.005, then H_{03} is accepted. Then for the F test, the test criteria are as follows.

H_{a4} is accepted if $F_{count} > F_{table}$

H_{04} is accepted if $F_{count} \leq F_{table}$

The research hypothesis is as follows.

Ha_3 : There is a significant influence jointly between discipline and work motivation on the discipline of teacher performance.

Ho_3 : There is no significant effect jointly between the leadership of the principal and work motivation on the work discipline of public elementary school teachers in Kemalaraja.

The results of multiple regression analysis can be seen in the following table.

Table 15. Coefficient of determination model summary

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.984ª	.968	.967	0.513

a. Predictors: (Constant), Work Motivation and Teacher Work Discipline

b. Dependent Variable: Teacher Performance

Source : data processing with data processing software

Based on the table, it can be obtained that the R value is *square* 0.968, thus the coefficient in terms of 96.8% so that it can be concluded that the influence of the principal's leadership and work motivation on the work discipline of public elementary school teachers in Kemalaraja together is 96, 8% and the remaining 3.2% influenced by other factors not examined in this study.

Based on the explanation of the research method above, the description section of the research results shows that the students' ability to write free poetry about natural beauty through the test method is classified as good. This can be seen through the tabulated data, in the table (4), namely the learning test table with values obtained ranging from 70 to 81. Based on the data in the table (2), the percentage is 77.47%. Through the presentation data, it can be said that the students' mastery of the ability to write poetry about natural beauty using image media is classified as good.

Discussion

It can be argued that the principal's leadership and work motivation jointly influence teacher work discipline. From the results of the descriptive statistical analysis of the principal's leadership, the very good data category was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose less category. For the very less category chosen by 5 (6.0%) respondents. If it is associated with a mean value*(mean)*the disciplinary inquiry is 74.4819, the average respondent chooses the category

enough. The results of the analysis indicate that the principal's leadership is in a sufficient category.

Then the results of the statistical description analysis of work motivation showed that the sufficient data category was the largest, namely 37.30% or was chosen by 31 out of 108 respondents. For good and fewer categories, the range of norms chosen by respondents is not too different. If it is associated with a mean value*(mean)*on work motivation questionnaire is 96.2892, the average respondent chooses the category enough. The results of the analysis indicate that the work motivation of public elementary school teachers from Kemalaraja is in a quite good category.

The results of the descriptive statistical analysis of the work discipline of public elementary school teachers in Kemalaraja showed that the data category was quite good, most were selected, namely 37.30% or chosen by 31 out of 108 respondents. For good and fewer categories, the range of norms chosen by respondents is not too different.

The above conditions indicate that the level of principal leadership and work motivation is also followed by the high and low level of work discipline for elementary school teachers in Kemalaraja. In addition, it can also be argued that in order to obtain good working discipline for public elementary school teachers in Kemalaraja, it is also necessary to have school principal leadership and good work motivation.

Thus, to obtain good work discipline for public elementary school teachers from Kemalaraja, it is necessary to have a principal who has carried out his leadership function very well. Based on the percentage of principal leadership and work discipline of public elementary school teachers in Kemalaraja in the good category, it means that if the principal carries out his main duties and functions, then the work discipline of public elementary school teachers in Kemalaraja tends to increase in carrying out the main duties of the teacher, namely planning to learn, implementing learning and learning assessment. Therefore, the success of teachers in carrying out their main tasks is a reflection of the leadership of the principal himself. This is evidenced by the results of a simple regression test, the value of t_{count} equal to 5.311> priced t_{table} of 2.006 where the price of$_t$ is greater than t_{table} then Ho_1 rejected, so a significant difference between school leadership to work discipline elementary school teacher country in the Kemalaraja.

Burhanuddin (2014) states that the loss of creativity of teachers in schools and low teacher motivation is caused by the inability of the principal to manage resources. This statement implies that the principal is responsible for motivating teachers in carrying out their main duties and functions. If it is related to this research, if the work discipline of public elementary school teachers in Kemalaraja decreases, one way that can be implemented is to apply a work motivation attitude that can improve the work discipline of public elementary school teachers from Kemalaraja. Based on the results of the statistical analysis, it shows that the work motivation and performance discipline of teachers in public elementary schools throughout Kemalaraja are in good categories. Thus, it can be argued that to obtain good performance, high work motivation is required. This was proved by the test results analysis based on tests of significance motivation variable work facing the disciplinary performance of teachers in public elementary schools throughout Kemalaraja obtained values of 4.593, so a significant difference between work motivation on work discipline primary school teachers in the country throughout Kemalaraja.

There is a significant influence jointly between the discipline 778,033 with a significance level of 0, entrepreneurial competence is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers in Kemalaraja.

The leadership of the principal in terms of the competence of supervision is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers from Kemalaraja. Principal leadership in terms of social competence is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers from Kemalaraja.

Research conducted by Useandi (2016) with the results of research which states that 1) there is a significant effect of discipline on teacher performance; 2) there is a significant effect of teacher competence on teacher performance; 3) the significant influence of teacher discipline and competence on teacher performance; 4) the discipline of teacher performance contributes to the influence of graduate achievement; 5) discipline has a significant effect on graduate achievement through teacher performance, and 6) teacher competence has a significant effect on graduate achievement through teacher performance.

Setiyati (2014) with the results of research which states that 1) there is a positive and significant influence between discipline, teacher work motivation, school culture on teacher performance; 2) there is a positive and significant influence between discipline on teacher performance; 3) there is a positive and significant influence between work motivation on teacher performance, and 4) there is a positive and significant influence between school culture effectiveness on teacher performance.

Baihaqi (2015) with the results of research which states that there is an influence of leadership and work motivation on teacher work discipline based on the Anova test results, namely 1) discipline has a significant effect on teacher performance; 2) Motivation has a significant effect on teacher work discipline; and 3) Leadership and work motivation have a significant effect on teacher work discipline.

D. Conclusion

Based on the results of research through data analysis, hypothesis testing and discussion, it can be concluded that:

1. There is a significant influence between the principal's leadership (X_1) on teacher work discipline (Y). There is an influence between the principal's leadership (X_1) on teacher work discipline (Y) with an R value of 0.968 because the multiple correlation value is between 0.40-0.984. From the simple linear regression equation, a positive coefficient is obtained, meaning that there is a positive relationship between the principal's leadership variable (X_1) and the teacher's work discipline (Y). In addition, the variable of school leadership as one independent variable influence on teachers' work discipline by 96.8%, as evidenced by the value of the coefficient of determination (R^2) which indicates the number 0.968 or 96.8%.

2. There is a significant influence between work motivation (X_2) on the teacher work discipline variable (Y). The coefficient is positive on the results of linear regression, meaning that there is a positive relationship between work motivation and teacher work discipline. So the better the work motivation, the better the work discipline of elementary school teachers in Kemalaraja. The correlation between work motivation (X_2) and the teacher work discipline variable (Y) is 0.387. Because the multiple correlation value is between 0.02 - 0.399, it can be concluded that there is a low relationship between work motivation (X_2) and teacher work discipline (Y). The coefficient of determination (R^2) is equal to 0.150 or 15%. This means that the percentage contribution of the influence of the work motivation variable as independent variable 2 on teacher work discipline has an effect of 15%.

3. There is a significant influence between the principal's leadership (X_1) and work motivation (X_2) on the teacher work discipline variable (Y) SD throughout Kemalaraja. There is an adequate relationship between principal leadership and work motivation on teacher work discipline with an R value of 0.524. From the multiple linear regression equation, the coefficient value is positive, meaning that there is a positive relationship between principal leadership and work motivation with teacher work discipline. The percentage of the contribution of the influence of the principal's leadership variable (X_1) and work motivation (X_2) to the teacher work discipline variable (Y) was 27.5%. While the remaining 72.5% is influenced by other variables which are not included in this research model. So, the principal's leadership and work motivation significantly influence the work discipline of elementary school teachers in Kemalaraja. The better the application of the principal's leadership in carrying out their roles and duties, and always increasing attention in motivating teachers to work, will improve teacher work discipline as well. It is hoped that the increasing work discipline of elementary school teachers in Kemalaraja will also have an impact on increasing teacher work motivation, so that educational goals can be achieved effectively and efficiently.

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