The Influence of Principal Leadership on Work Discipline of State Junior High School Teachers in Lubuk Begalung District

Syafeta Fitrian[1*], Nellitawati[2], Hadiyanto[3], Sari Febrianti[4]

[1234] Departement of Educational Administration, Padang Satate University, Padang, Indonesia

A R T I C L E I N F O

A B S T R A C T

The research is a quantitative research with associative correlational research type. The subjects of the research were state junior high school teachers in Lubuk Begalung District, with a population of 179 people and the sample was determined using the Cochran formula totaling 129 people. The data collection tool used a Likert scale model questionnaire that had been tested to see the validity and reliability, and the results of the trial showed that the questionnaire was valid and reliable. The data analysis technique used the Simple Linear Regression technique with the help of the SPSS program version 26 For Windows. The results of the study indicate that 1) The work discipline of junior high school teachers in Lubuk Begalung District has been implemented very well 2) The leadership of the principals of junior high schools in Lubuk Begalung District has been implemented very well 3) There is a significant influence between the leadership of the principal and the work discipline of teachers. Based on the results of this study, it can be concluded that there is a significant influence between the leadership of the principal and the work discipline of junior high school teachers in Lubuk Begalung District.

Corresponding Author:
Syafeta Fitrian
Email: gsyafetafitrian@gmail.com

1. INTRODUCTION

Teachers as the spearhead of education have a great responsibility in creating an effective learning process. To carry out their duties optimally, a teacher must have high work discipline. According to Alvionita (2015), discipline is an attitude of conscious obedience to applicable rules and norms in order to avoid sanctions and achieve certain goals. Teacher work discipline plays an important role in maintaining the order of the learning process. Without discipline, teachers tend to ignore their main tasks and functions, which can ultimately reduce the quality of education in schools.

However, the problem related to low teacher work discipline is still a challenge in various schools. (Srinawati & Achmad, 2020) stated that discipline arises from a person's heart and soul, which encourages them to obey the applicable rules. However, in reality, there are still many teachers who arrive late, are not present according to schedule, or do not start lessons on time. Data from the (Kebijakan, 2014) revealed that around 10–11% of teachers were absent when scheduled to teach, and more than 12% of teachers were at school but not in class during teaching hours. This condition indicates that the implementation of teacher work discipline is not optimal and needs more serious handling.

The principal's leadership is an important factor in improving teacher discipline (Uriatman, 2015). This statement is reinforced by (Nellitawati, Ganefri, et al., 2024) Integrating teacher instruction in the educational environment is inherently related to the important leadership functions assumed by school administrators. emphasized that improving teacher discipline and competence is highly dependent on the

role of the principal. (Haryani, 2013) also explained that work discipline is a form of obedience and responsibility to work rules. which will be achieved if there is clear leadership direction. The principal as an educational leader has the authority to regulate, supervise, and provide motivation so that teachers can work according to the rules. Strong leadership will encourage a disciplined work culture, while weak leadership has the potential to trigger disobedience among teachers.

In junior high schools throughout Lubuk Begalung District, a number of symptoms of low teacher work discipline were found, such as late attendance, violations of rules without sanctions, and lack of awareness of the importance of discipline. Temporary research shows that some teachers do not start lessons on time and ignore the applicable rules. This is thought to be due to weak supervision and follow-up from the principal. In addition, the school culture that does not fully support the enforcement of discipline also exacerbates this condition. According to (Lumban Gaol et al., 2020), teachers should complete their assignments on time or even faster, but the reality is still far from expectations. Based on this phenomenon, this study aims to examine the influence of principal leadership on teacher work discipline in junior high schools in Lubuk Begalung District, Padang City. The selection of this location was based on the need to determine the extent to which the principal carries out his role in creating a disciplined and professional work environment. As stated by (Rusmawati, 2013), the success of the principal in managing and motivating teachers will determine the level of work enthusiasm and student learning outcomes. Thus, this study is expected to contribute to improving the quality of education by strengthening the role of principal leadership in forming better teacher work discipline.

2. METHOD, DATA, ANALYSIS

The method used in this study is a correlational research type with a quantitative approach, which is included in the correlational associative research type. Correlational research aims to determine whether or not there is a relationship between two or more variables and the extent of the strength of the relationship. According to Sudaryono (2017), correlation research is closely related to the data collection process to determine the existence and level of relationship between the variables studied. This approach was chosen because it is in accordance with the purpose of the study, namely to test the extent of the influence of principal leadership on teacher work discipline in Public Junior High Schools throughout Lubuk Begalung District.

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, Sugiyono (2014). The population in this study was 179 Public Junior High School teachers throughout Lubuk Begalung District. A sample is part of the research population used to estimate the results of a study. A sample is part of the number and characteristics possessed by the population, Sugiyono (2014). The sample was taken from the population using a percentage error rate of 5%. The technique used in taking the sample was by using the Proportionate Stratified Random Sampling Technique. Thus, the sample size of teachers in Junior High Schools throughout Lubuk Begalung District was obtained as 129 teachers using the strata of teacher tenure and education level.

3. RESULTS AND DISCUSSIONHasil

Result

a. Description of Teacher Work Discipline Data

Data collection on teacher work discipline was obtained from distributing questionnaires with 40 questions to 129 teachers (respondents). From the results of the questionnaires collected, the score obtained by the respondents with the highest score was 200 and the lowest score was 160. From the results of data processing using SPSS 26, the average score = 186.82, median = 190, mode = 200 and standard deviation = 12.119.

Table 1. Description of Teacher Work Discipline Data

No	Indicator	Total		
		Average	TCR	Classification
1.	Obedience	4.54	90.78 %	Very Good
2.	Punctuality	4.53	90.68 %	Very Good
3.	Responsibility	4.52	90.42 %	Very Good

4.	Avoiding Punishment	4.68	93.50	Very Good
	Results	4.56	91.34	Very Good

Based on the table above, it can be concluded that the obedience indicator is in the very good category with a score achievement level of 90.78%. The punctuality indicator is in the very good category with a score achievement level of 90.68%. The responsibility indicator is in the very good category with a score achievement level of 90.42%. The avoidance of punishment indicator is in the very good category with a score achievement level of 93.50%. Overall, if all the teacher work discipline indicators are added up, they are in the very good category with a score achievement level of 91.34%.

b. Description of Principal Leadership Data

Data collection on principal leadership was obtained from distributing questionnaires with 40 questions to 129 teachers (respondents). From the results of the questionnaires collected, the scores obtained by respondents with the highest score were 200 and the lowest score was 160. From the results of data processing using SPSS 26, the average score = 182.32, median = 186, mode = 200 and standard deviation = 15.781.

Table 2. Description of of Principal Leadership Data

No	Indicator	Total		
		Average	TCR	Classification
1.	Directing	4.54	90,76 %	Very Good
2.	Guiding	4,53	90,51%	Very Good
3.	Influencing	4.54	90,73%	Very Good
4.	Managing	4.58	91,58%	Very Good
	Results	4.51	90,67%	Very Good

Based on the table above, it can be concluded that the directing indicator is in the very good category with a score achievement level of 90.76%. The guiding indicator is in the very good category with a score achievement level of 90.51%. The influencing indicator is in the good category with a score achievement level of 90.73%. The managing indicator is in the good category with a score achievement level of 91.58%. Overall, if all the principal leadership indicators are added up, they are in the very good category with a total score achievement level of 90.67%.

Discussion

This study shows that the work discipline of junior high school teachers in Lubuk Begalung District is in the "very good" category with an achievement percentage of 93.41%. High work discipline is reflected in compliance with school rules, responsible implementation of tasks, and time discipline. Of the five indicators analyzed, the indicator of avoiding punishment has the highest value of 93.50%, while the responsibility indicator recorded the lowest value of 90.42%. According to (Hamidi et al., 2019) responsibility is a reflection of teacher professionalism, which is closely related to the awareness to carry out tasks and face the consequences of their role in the world of education. This statement is reinforced by (Nellitawati, Ose, et al., 2024) that a single school leader is responsible and has the authority.

The importance of teacher responsibility in supporting work discipline also depends on the leadership of the principal. Wahyudi (2012) in (Syahputra et al., 2023) states that increasing responsibility can be done through two leadership style approaches, namely instructive and delegative. The instructive style is effectively applied to teachers who do not yet have work independence, where the principal provides direction and strict supervision. In contrast, the delegative style allows teachers to manage their responsibilities independently with minimal support from the leadership, according to the level of professional maturity possessed by the teacher.

The principal's leadership in this study also received a "very good" rating with a percentage of 90.67%. Of the various indicators, the managing indicator received the highest score, namely 91.58%, while the guiding indicator received the lowest score, 90.51%. This shows that the principal has carried out managerial functions optimally, but still needs to increase the intensity of guidance to teachers. As expressed by (Abdillah et al., 2022), principal guidance is important in helping teachers overcome learning obstacles and encouraging an increase in their competence and professionalism.

Statistically, there is a positive and significant influence between principal leadership and teacher work discipline. The results of the analysis show a correlation coefficient (R) value of 0.627 and a

determination value (R^2) of 0.393. This means that 39.3% of the variation in teacher work discipline can be explained by the principal's leadership. In other words, improving the quality of principal leadership has a direct impact on increasing teacher work discipline. This finding supports the theory put forward by Juniarti (2010) in (Rifa'i, 2018), that the principal's leadership has an important role in shaping teacher discipline in the school environment.

4. CONCLUSION

Based on the results of the research and data analysis using simple linear regression analysis techniques that have been carried out in this study, several things can be concluded, namely the Work Discipline of Junior High School Teachers in Lubuk Begalung District is very good, namely with a respondent achievement rate of 91.34%, Principal Leadership is very good, namely with a respondent achievement rate of 90.67%, and there is a significant positive and significant influence between principal leadership and teacher work discipline of 39.3%. This means that good principal leadership will be followed by an increase or change in teacher work discipline.

5. REFERENCES

Abdillah, F., Arif, M., Manurung, P., Hafizah, C. V., Anisa, D., Maysarah, N. S., & Rahayu, S. (2022). *PENTINGNYA SUPERVISI DALAM MENINGKATKAN MUTU PENDIDIKAN SEKOLAH*. *16*(2). https://doi.org/10.30595/jkp.v%vi%i.13717

Alvionita, Reza. 2015. Disiplin Kerja Guru Di Sekolah Menengah Kejuruan Negeri 6 Kota Padang. Hal.10.Universitas Negeri Padang.

Hamidi, H., Nuzuwar, N., & Nurmal, I. (2019). Peran Kepala Sekolah Sebagai Administrator dan Supervisor. *Journal of Administration and Educational Management (Alignment)*, *2*(1), 39–47. https://doi.org/10.31539/alignment.v2i1.743

Haryani, R. (2013). Disiplin Kerja Pegawai Dinas Pendidikan Kota Padang. *Bahana Manajemen Pendidikan*, *1*(1), 204–461. file:///C:/Users/SONY-PC/AppData/Local/Temp/2697-5793-1-SM.pdf

Kebijakan, R. (2014). *ACDPINDONESIA Education Sector Analytical And Capacity Development Partnership Ketidakhadiran Guru di Indonesia*. https://repositori.kemdikbud.go.id/8571/1/Policy-Brief-ACDP-Teacher-Absenteeism-Indonesia-FINAL1.pdf

Lumban Gaol, J., Hutabarat, L., & Meisari Bate, E. (2020). PENGARUH FASILITAS KANTOR DAN KEDISIPLINAN KERJA TERHADAP KINERJA PEGAWAI DINAS KETENAGAKERJAAN KOTA MEDAN Oleh. In *Agustus* (Vol. 28, Issue 2).

Nellitawati, Ganefri, Rusdinal, Hardianto, Setiawan, M. N. A., Ginanjar, S., & Arwildayanto. (2024). The influence of instructional leadership and work commitment on teacher performance. *Cakrawala Pendidikan*, *43*(3), 546–561. https://doi.org/10.21831/cp.v43i3.66677

Nellitawati, N., Ose, F., Idris, I., Fadilah, R., & Yahya, Y. (2024). Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Motivasi Kerja Tenaga Kependidikan. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, *9*(1), 109–114. https://doi.org/10.34125/jkps.v9i1.98

Rifa'i, M. (2018). PENGARUH KEPEMIMPINAN KEPALA SEKOLAH TERHADAP DISIPLIN KERJA GURU DI SD NEGERI 060794 KECAMATAN MEDAN AREA. *HIJRI - Jurnal Manajemen Pendidikan Dan Keislaman*, *7*, 42–50.

Rusmawati, V. (2013). *PERAN KEPEMIMPINAN KEPALA SEKOLAH DALAM UPAYA MENINGKATKAN DISIPLIN KERJA GURU PADA SDN 018 BALIKPAPAN*. *1*(2), 395–409.

Srinawati, L. R., & Achmad, F. (2020). *Pengaruh Kedisiplinan Guru Terhadap Motivasi Belajar Peserta Didik Di Madrasah Ibtidaiyah Muhammadiyah Labakkang*.

Sudaryono. 2017. METODOLOGI PENELITIAN: Kuantitatif, Kualitatif, dan Mix Method. Depok: PT RAJAGRAFINDO PERSADA.

Sugiyono. 2017. METODE PENELITIAN Kuantitatif, Kualitatif, dan R&D. Bandung: ALFABETA, cv.

Syahputra, E., Pristiani, R. L., Siregar, T., Budiarta, K., & Hasyim. (2023). Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru SMA Negeri 1 Stabat. *Maneggio: Jurnal Ilmiah Magister Manajemen*, *6*(2). https://doi.org/10.30596/maneggio.v6i2.16634

Uriatman, M. N. (2015). *UPAYA KEPALA SEKOLAH DALAM MENINGKATKAN KEDISIPLINAN GURU*.