



RESEARCH ARTICLE

The Influence of Principal's Leadership and Motivation on Teacher Discipline at SD N 121 Hutabargot Julu

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Abstract

This research was conducted at one of the public schools, namely SDN 121 Hutabargot Julu Skor. This research analysis aims to determine the leadership and motivation of school principals regarding teacher discipline. The data analysis technique used is an associative research method with the help of the SPSS version 19 program. This research uses multiple linear regression analysis. The sample in this study was 39 respondents. Primary data collection uses a questionnaire. The results of the research show that the leadership variable shows a tcount value of 3.994 > ttable of 2.00 with a significant value of 0.002 < 0.05, so the hypothesis H1 is accepted and H0 is rejected, meaning that leadership has a partially positive and significant effect on teacher work discipline at SD N 121 Hutabargot Julu. The test results for the motivation variable show a tcount value of 4.474 > ttable of 2.00 with a significant value of 0.000 < 0.05, so the hypothesis H2 is accepted and H0 is rejected, meaning that motivation has a partially positive and significant effect on teachers at SD N 121 Hutabargot Julu. The calculated F value is 36.628 which is greater than 2.79 and the significant value of 0.000 is smaller than 0.05 so it can be concluded that hypothesis 3 is accepted and hypothesis 0 is rejected so it can be concluded that leadership and motivation have a significant effect simultaneously on teachers in elementary schools. N 121 Hutabargot Julu.

Keyword: Leadership, Motivation and Work Discipline

Introduction

School as an institution that carries out the educational process occupies an important position, because in this institution every member of society, in this case students, can take part in the educational process with the aim of equipping them with various sciences and knowledge so that they become quality human beings in accordance with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System. One of the educational standards that is assessed directly related to the quality of education indicated by graduation competencies is the standards of educators and education personnel. This means that to achieve the desired quality of graduates, the quality of educators (teachers), education personnel (principals, supervisors, laboratories, librarians, administrative staff) must be improved.

Teachers are one of the human components in the teaching and learning process, which plays a role in the formation of potential human resources in the field of development. Therefore, teachers, who are one of the elements in the field of education, must play an active role and position themselves as professionals, in accordance with the demands of the growing society (Sardiman (2015). In this case, the teacher is not only a teacher who transfers knowledge, but also as an educator who transfers values as well as a guide and guides students in learning.

One of the main requirements that must be considered in improving education in order to contribute to improving the quality of human resources (HR), namely professional teachers and education personnel. One of the indicators of teachers who

have a competitive advantage is measured by the level of employee work discipline. Human resources are required to be able to show a good level of professionalism in the company.

According to (Hasibuan, 2019) that work discipline is a circumstance that causes or encourages a person to comply with company regulations and applicable social norms. According to (Sutrisno, 2018) Discipline is a person's behavior that is in accordance with existing rules and work procedures or discipline is an attitude, behavior, and deeds that are in accordance with organizational regulations, both written and unwritten. Discipline is the most important function of MSDM because the better the employee discipline, the higher the percentage of work that can be achieved.

This research was conducted at SD N 121 Hutabargot Julu which has a vision to create students who are noble, intelligent, skilled, accomplished, and environmentally conscious based on faith and piety and already have Accreditation A. In this study, the object of the research is the teacher. Teachers are professional educators who are responsible for teaching, guiding, directing, training, assessing, and evaluating students in the educational path.

The following is an assessment of the level of teacher work discipline at N 121 Hutabargot Julu Elementary School.

Table 1. Average Results of Teacher Performance Assessment of SDN 121 Hutabargot Julu

I t	Inform ation	2021			2022			2023		
		We ight (°)	Va lu e	Sc or e (b)	We ight (°)	Va lu e	Sc or e (°)	We ight (b)	Va lu e	Sc or e (°)
1	Compli ance and Obedie nce to iam keria	10	65	6, 5	10	60	6	10	65	6, 5

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2	Awareness Obey the rules	10	70	7	10	70	7	10	70	7
3	Responsibility	10	80	8	10	7	7	10	70	7
4	Leadership	10	80	8	10	7	7	10	75	7,5

Sumher: N 121 Hutabargot Julu Elementary School

If the discipline of a teacher is bad, then it will automatically have an impact on the discipline of a student as the next generation of the nation. From the Table 1., It can be seen that the current condition of teacher discipline at SD N 121 Hutabargot Julu is experiencing a stable condition but there is no significant increase, this can be seen in the working conditions of employees in 2021 which is worth 74.5% which is included in sufficient conditions, and has increased in 2021 which obtained a score of 75% is in sufficient condition but has decreased in 2022 to 72% so that it is also in sufficient condition, as explained based on the teacher's work discipline assessment standards. The researcher conducted a pre-survey to see the level of teacher discipline and it can be concluded that teacher discipline is not optimal

Literature Review

Work Discipline

According to (Hasibuan, 2019) discipline is a person's awareness and willingness to obey all applicable social rules and norms. Discipline is the most important function of MSDM because the better the employee discipline, the higher the percentage of work that can be achieved. According to (Sutrisno, 2019) discipline is a person's behavior that is in accordance with existing rules and work procedures or discipline is an attitude, behavior, and deed that is in accordance with organizational regulations, both written and unwritten. Without good employee discipline, it is difficult for employees to achieve optimal results.

Factors Affecting Work Discipline

According to (Hasibuan, 2019) there are five (5) factors that affect work discipline, namely:

- Goals and Abilities
- Leadership
- Compensation
- Legal Sanctions
- Supervision

Work Discipline Indicators

According to (Hasibuan (2019) indicators in measuring the level of work discipline include:

- Presence
- Working Hours
- Norm
- Tagus

Leadership

According to (Siagian, 2018) leadership is a behavior used by a person when the person tries to influence the behavior or traits of others as seen by the leader. The achievement of the vision and mission of an organization will be determined by the leadership style of a leader in the organization. The leader is a locomotive that will be followed by his subordinates. According to (Rivai, 2017) leadership styles are a set of the characteristics used by leaders to influence subordinates to achieve organizational goals or it can also be said that leadership style is a pattern of behavior and strategies that are preferred and often applied by a leader.

Factors —Factors that Influence Leadership

According to (Siagian, 2018), in carrying out leader activities there are several factors that affect leadership style, namely:

- Personality)
- Expectations and behavior of the boss.

- Characteristic
- Task requirements
- Climate and organizational policies
- Expectations and behaviors of colleagues

Leadership Indicators

Indicators to measure motivation (Mangkunegara, 2018):

- Climate trust each other
- Respect for subordinate ideas
- Taking into account the feelings of subordinates
- Attention to work comfort for subordinates
- Taking into account the job satisfaction factor of subordinates

Motivation

According to (Robins & Judges, 2018) stated that motivation is the process of moving from understanding to the message conveyed. This means that an idea or message will mean nothing if it is not understood by others. According to (Sutrisno, 2020), motivation is a multi-meaning concept. The meaning of motivation can be distinguished based on Motivation as a social process Motivation in this meaning exists in the context of social science. Where social science experts conduct research using a motivational approach that generally focuses on human activities and the relationship between messages and behavior. Motivation helps the development of motivation by explaining to employees what to do, how well they work, and what can be done to improve substandard performance (Robins, 2018).

Motivation Indicators

- Physiological Needs
- The Need for a Sense of Security
- Social needs or a sense of belonging
- Self-esteem needs
- The Need for Self-Actualization

Method

The research used in this study is a causal associative quantitative research. According to (Manullang and Pakpahan, 2014) causal research (cause-effect relationship) is "research that wants to see whether a variable that acts as an independent variable has an effect on other variables that are bound variables. This research was carried out at SD N 121 Hutabargot Julu, the school is located in Hutabargot Nauli village, Hutabargot District, Mandailing Natal Regency, North Sumatra. The population in this study is all teachers at Stabat Preparatory Private High School which totals 39 people. In this study, the researcher carried out a sample withdrawal technique using saturated sampling (census). According to Sugiyono (2019), Saturated Sampling is a sample selection technique when all members of the population are sampled. So, the number of samples to be studied in this study is 39 respondents. Primary data is data obtained directly from respondents through questionnaires to the source, namely respondents. Data collection techniques using interviews and questionnaires

Results and Discussion

Multiple Linear regression

To see the correlation or relationship between independent variables and dependent variables. The correlation or relationship between variables can be positive or negative with multiple linear regression analysis, so it can be seen which variable among the independent variables is the most dominant influence on the dependent variable.

Table 2. Multiple Linear Regression Coefficients^o

Type	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	1.881	3.271	

Leadership	0.400	0.100	0.410
Motivation	0.374	0.084	0.459

a. Dependent Variable: Work Discipline
Source : primary data processed (2024)
Based on the table above, the Multiple Linear Regression equation can be formulated as follows:

$$Y = 1.881 + 0.400 X_t + 0.374 X$$

The above multiple linear regression equation interperformance is as follows:

1. A constant value of 1.881 indicates a positive sign which means that if leadership and motivation are considered zero, then work discipline is 1.881 units.
2. The regression coefficient value for the leadership variable shows a positive value of 0.400 which means that if the leadership variable increases by one unit, then work discipline will increase by 0.400 units.
3. The value of the regression coefficient for the variable motivation shows a positive value of 0.374 which means that if the compensation variable increases by one unit, then the work discipline will increase by 0.374 units.

Partial Hypothesis Test (t-Test)

Table 3. Hypothesis Test Results

Type	Coefficients"				Sig
	Unstandar dized Coefficients		Standardi zed Coefficien ts	t	
	B	Std · Err or	Beta		
(Constant)	1.881	3.271		0.575	0.568
Leadership	0.400	0.100	0.410	3.994	0.000
Motivation	0.374	0.084	0.459	4.474	0.000

a. Dependent Variable: Work Discipline
Source : primary data processed (2024)

1. The test results for the leadership variable showed the value of 3.994 table 2.00 with a significant value of $0.002 < 0.05$, then the H_t hypothesis is accepted and H_0 is rejected, meaning that leadership has a positive and partially significant effect on work discipline.
2. The test results for the motivation variable showed a t-value of 4.474 table 2.00 with a significant value of $0.000 < 0.05$, then the H_z hypothesis was accepted and H_0 was rejected, meaning that motivation had a positive and partially significant effect on work discipline.

Test F

The following can be presented the results of simultaneous testing between independent variables and dependent variables as follows:

Table 4. ANOVA^a

Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1054.225	2	527.112	36.628	.000
Residual	791.499	34	14.391		
Total	1845.724	37			

- a. Predictors: (Constant) Leadership, Motivation
b. Dependent Variable: Work Discipline

The simultaneous hypothesis test or F test proves that the value of F is calculated as 36.628 which is greater than 2.79 and the significant value of 0.000 is less than 0.05 so it can be concluded that hypothesis 3 is accepted and Hypothesis 0 was

rejected so that it can be concluded that leadership and motivation have a significant effect simultaneously on employee performance.

R2 Test (Determination)

The following can be presented the results of the determination test of the independent variables (leadership and motivation) explaining the dependent variables (work discipline) as follows:

Table 5. Determination Coefficient Test Results

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.556	3.793

a. Predictors: Dependent Variable: Work Discipline

The results showed that the adjusted R Square value of 0.556 which can be called the determination coefficient which in this case means that 55.6% of work discipline can be obtained and explained by leadership and motivation, while the remaining 44.6% is explained by other factors or variables outside the research model.

Discussion

The Influence of Leadership on Teacher Work Discipline at SD N 121 Hutabargot Julu

By In the results of the study, show that Leadership have a positive and significant impact on teachers' work discipline in SD N 121 Hutabargot Julu. This can be seen from the hypothesis test with the value of The t, 3,994 Isabel 2.00 with a significant value of $0.000 < 0.05$, then the hypothesis H_1 accepted and H_0 rejected.

The positive direction shows that with the increase in the influence of leadership, it leads to an increase in teachers' work discipline, in other words when there is an increase in leadership with indicators of climate of mutual trust, respect for subordinates' ideas, taking into account the feelings of subordinates, attention to the comfort of subordinates and taking into account the job satisfaction factor of subordinates, then teachers' work discipline will increase. The results of this study are the same as the results of the study (Fauzi and Jubaeri, 2016) which states that leadership has a positive and significant effect on teachers' work discipline. The results of the study are in accordance with the research objectives to find out whether leadership affects teachers' work discipline and answer problems related to leadership in schools.

The Effect of Motivation on Teachers' Work Discipline at SD N 121 Hutabargot Julu

By at result research show that motivation have a positive and significant impact on teachers' work discipline in SD N 121 Hutabargot Julu This can be seen from the hypothesis test with the value of tgitunt 4,474 Isabel 2.00 with a significant value of $0.000 < 0.05$, then the H_z hypothesis accepted and H_0 rejected.

The positive direction shows that with an increase in motivation, it leads to an increase in teacher work discipline, in other words when there is an increase in motivation with indicators of Physiological Needs, Needs for Security, Social Needs or Sense of Belonging, Needs for Self-Esteem and Self-Actualization Needs then employee work discipline will increase. The results of this study are the same as the results of the study (Husna and Cipta, 2022) which stated that motivation has a positive and significant effect on teachers' work discipline. The results of the study are in accordance with the research objectives to find out whether motivation affects teachers' work discipline and answer problems related to teachers' work motivation in schools.

The Influence of Leadership and Motivation on Teachers' Work Discipline in SD N 121 Hutabargot Julu

Based on the results of the study, it was shown that leadership and motivation simultaneously had a positive and significant effect on the work discipline of teachers at SD N 121 Hutabargot Julu. The results of this study explain that leadership and motivation have a positive and significant effect simultaneously on the work of teachers at SD N 121 Hutabargot Julu.

This can be seen from the value of F calculation of 36.628 which is greater than 2.79 and the significant value of 0.000 is less than 0.05 so that it can be concluded that hypothesis 3 is accepted and hypothesis 0 is rejected so that it can be concluded that leadership and motivation have a significant effect simultaneously on teachers' work discipline. The positive direction shows that every increase in leadership and motivation will lead to an increase in teachers' work discipline at the same time. The results of this study are in accordance with the purpose of the research carried out, namely to determine the simultaneous influence of leadership and motivation on employee work discipline has been implemented. The results of this study have solved problems related to poor employee work discipline.

Conclusion

The test results for the leadership variable showed a t_{hitung} value of 3,994 t_{tabel} 2.00 with a significant value of 0.002 0.05, then the hypothesis H_1 accepted and H_0 rejected, meaning that leadership has a positive and partially significant effect on the work discipline of teachers at SD N 121 Hutabargot Julu.

The test results for the motivation variable showed a t_{hitung} value of 4,0474 t_{tabel} of 2.00 with a significant value of 0.000 0.05, then the H_2 hypothesis was accepted and H_0 was rejected, meaning that motivation had a positive and partially significant effect on teachers at SD N 121 Hutabargot Julu.

The value of F is calculated as 36.628 which is greater than 2.79 and the significant value of 0.000 is less than 0.05 so it can be concluded that hypothesis 3 is accepted and hypothesis 0 is rejected so that it can be concluded that leadership and motivation have a significant effect simultaneously on teachers in SD N 121 Hutabargot Julu.

Suggestion

Schools must be able to increase effective leadership roles by building effective communication, namely being a good partner and open to input from employees. The principal must be able to encourage two-way communication with employees. Leaders must be able to empower employees by recognizing and rewarding employees and providing opportunities for employees to grow. School principals need to set an example and ensure that school principals comply with applicable rules. Encourage leaders to enforce discipline firmly but fairly. Provide leadership training in terms of upholding discipline.

Schools must be able to increase teachers' work motivation by giving appreciation and appreciation for teachers' achievements and contributions. Holding award events or providing incentives for outstanding teachers. Provides opportunities to develop careers and take on leadership roles. Schools should create a fair compensation system by aligning the compensation system with the company's long-term strategy and goals. Ensure that the compensation supports the achievement of the expected performance.

It is recommended to the school to improve teachers' work discipline in teaching by conducting routine monitoring and evaluation of teachers' work discipline. Analysis of data on attendance, punctuality, and teacher attendance. Use the results of the evaluation to improve work discipline programs and policies.

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