

INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP AND WORK DISCIPLINE TOWARDS TEACHER PERFORMANCE

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Abstract

The research aims to determine the influence of the leadership style of the school principal and the working discipline of teacher performance. The population of this research is teachers at Elementary School (SD) in region 18 Percut Sei Tuan District as many as 106 people with samples of 78 people. The instrument used to collect data is the Likert scale questionnaire. The data analysis techniques used in description analysis include correlation analysis and regression. The results showed that the school principal's leadership style influenced the teacher's performance by 44.5%. These findings give the meaning that 44.5% of teacher performance can be predicted through the principal's leadership style. The work discipline affects the teacher's performance by 53.4%. These findings give meaning 31.60% of the teacher's performance can be predicted through work discipline. The leadership style of the school principal and work discipline jointly affects the teacher's performance by 63.9% while the remaining 36.1% is derived from the other variables outside of this study.

Keywords: leadership style, work discipline, teacher performance.

Introduction

Education for the life of mankind on the face of the Earth including the nation of Indonesia is an absolute necessity that must be fulfilled throughout life. Without education, humans are impossible to live happily and thrive in line with dreams both born and inner. Education in nation and country development is an important and fundamental issue and requires a review of various aspects. The life of the nation and the country and the purpose of country formation is reflected in the national education system.

The one factor that determines both the quality of education is highly determined by the teacher in the education process, and to become a teacher must have special qualities because the teacher is a professional position. In the learning process in school teachers should be able to plan the learning process, implement the learning process and assess the progress and learning outcomes of students. But in reality the education still remains problematic. The quality of education in Indonesia is very concern. This is evidenced by the following UNESCO, on the Human Development Index, which is the composition of education achievement. The data Balitbang Depdiknas (2010) shows from about 1.5 million Elementary School (SD) teachers about 87,4% are educated Diploma 2 education upwards. In addition, from approximately 826,482 new SLTP/MTs teachers 85,3% educated Diploma 3 education upwards. At the middle school level, from 687,524 teachers, only 80,3% have S1 and above education. In the higher education level, from 425,830 lecturers, the new 56,9% are educated S2/S3.

Sagala (2007:38) stated that the teacher's performance has not been optimally impressed. Teachers perform their duties only as routine activities, space creativity. Innovation for teachers is relatively closed, creativity is not part of the achievement. If a teacher develops the krestivits the teacher tends to be assessed wasting time and wasteful. Sagala further (2007:38) presents the results of the teacher in the field of study has not shown different working force than the performance of teachers who do not follow the upgrading. There is no control over the results of the upgrading even though the upgrading has cost quite large. Instuisi that foster the performance of teachers and educational personnel is unclear.

The teacher's job will not go well without noticing the factors affecting the teacher's success in carrying out the task.

According to Utami (2003:1) states that it should be recognized that teachers are a major factor in the educational process. Although the education facility is complete and sophisticated, but if not supported by the presence of qualified teachers, then it will be impossible to create a maximum learning and learning process. In its function as a mobilizer for teachers, the headmaster should be able to move the teacher so that the performance increases because the teacher is the spearhead to realize the quality human beings.

The teachers will work at maximum when supported by several factors among them is the leadership of the headmaster. The headmaster succeeded in his leadership if they understood the existence of the school as a complex and unique organization, and was able to perform its role as the principal. The one of the roles in question is to influence and mobilize others to work towards the vision of the school mission without compulsion. Hadari and Nawawi (2006:36) stated that leadership success was determined by the ability to control a number of people, becoming a team or a compact squad.

Based on the results of observations conducted in July 2018 to the principal, 8 teachers from each school, as well as a supervisor who served at the SD, from the observation results in three schools can be concluded that the teacher's performance is still low. The teacher attitude towards the profession is also low. The problem of low-performance teachers took place in the SD who have not fulfilled expectations to improve the quality of education from the side of the headmaster, lifting the headmaster without going through the selection and training principals, principals mastery of duties and responsibilities, empowerment of teachers and educational personnel, development support to the improvement of professional teachers is still low, the implementation of supervision of the school head is irregular, and the teacher's performance assessment is unclear.

In addition, from the teacher side obtained from the observation with some teachers stated that KTSP has not been fully understood, the ability to prepare syllabus and RPP still need improvement, teacher attendance especially in the first hour, application of learning models/methods, teaching variations, assessment devices, analyzing evaluation results, and the implementation of remedial/enrichment. This evidence suggests that teacher performance is still low. In connection with the above description, teachers are also required to be able to perform a task that is charged to him professionally. The teachers who are professional in educating the participants will strive to develop the potential of the students. Therefore, teachers are required to be able to educate students with the most and as much as possible.

Literature Review

Mangkunegara (2005:9) stated that performance is the result of work in the quality and quantity achieved by an employee in carrying out its duties in accordance with the responsibilities given to him. Prawirosentono in Sutrisno (2006:170) suggests that performance is the result of work that can be achieved by a person or group of people in an organization, according to their respective authorities and responsibilities in order to achieve the objectives Organizations are legally, not unlawful, and in accordance with morality or ethics. Wibowo (2007:7) stated that performance comes from a performance sense as a result of work or achievement. Gibson (1994:118) states that performance is a level of success in fulfilling tasks and the ability to achieve a predetermined goal. Based on some of the above sense it can be concluded that performance is a result of work or achievement in accordance

with the authority and responsibility to achieve the desired goal can be achieved well. To accomplish a task or job, one must have the ability.

According to Usman (1992:4) He stated that the teacher is a profession that means a job title or work requiring special skills as a teacher. This type of work should not be done by any person outside the field of education, although in fact there are still people outside education. Wahjosumidjo (2003:91) stated that the teacher is a group of educators, or teachers who are specially appointed with the main task of teaching on primary and secondary education. Usman subsequently (1992:4) stated that teacher assignments as a profession included educating, teaching, and training.

Educating means forwarding and developing living values. The teaching means forwarding and developing science and technology. While practicing means developing skills on students. In line with that, Sagala (2007:103) stated that the teacher's assignment as a learning leader moves and motivates learners to have the spirit of learning so that students can master the field of science being taught. Based on the theoretical studies and descriptions above in this research the teacher's performance is the result of work demonstrated by a teacher in carrying out various tasks entrusted to him to achieve the objectives of the school, which can be measured by teacher as a teacher and teacher as a trainer. Based on the expert opinion above, the attributes or characteristics of effective leadership are explicitly explained as aspects of personality, physical and skill. But one thing is certain that the above three aspects converge in the style of leadership. The style of leadership, containing understanding as an embodiment of the behavior of a leader, is concerned with its ability to lead. The embodiment usually forms a particular pattern or shape.

This sense of leadership in accordance with the opinions of Davis and Newstrom (1995:56) states that the overall pattern of the leader's actions as perceived or referenced by the subordinate is known as Leadership style. Principals as leaders are expected to have the ability to effectively implement their leadership functions so that educational objectives can be achieved optimally. This is in accordance with the opinions of Nawawi (2000) that effective leadership will be realized when executed in accordance with the function of 1) instructive function, 2) consular function, 3) participatory function, 4) delegate function and 5) control function.

According to the opinion (Ahmad, 1988:45), the function of the principal is seven: educators, managers, administrators, supervisors, leaders, innovators, and motivators. From several theories and the defendant about the perception of the leadership style of the school principal, researchers have determined the perception of the leadership style of the school principal as follows, the teacher's view and interpretation of the way the leadership is conducted by the principals demonstrated through concepts, attitudes and behaviors applied in directing, motivating, communication, supervising the duties of teachers, guiding and delegating authority. The indicator is the way the Headmaster 1) directs teachers, 2) motivates teachers, 3) communicating with teachers, 4) guiding teachers, 5) supervising teachers 6) delegation of authority, 7) personalities, 8) knowledge of educators, 9) understanding To the school's vision and mission, 10) decision-making skills.

According to Moeliono (1993:72) The discipline means obedience to the rules of order, rules, or norms, etc. Heidjrachman and Husnan, (2008:240) reveal discipline is every individual and also a group that guarantees obedience to the commandment and takes the initiative to perform an action that is necessary in the event of no commandment. A teacher is essentially a civil servant who is required to obey and discipline the rules set by the Government in relation to his duties as a teacher.

According to Budiarto (2009:19), discipline and regulatory adherence are attitudes that must be implanted and grown in every civil servant. Because a civil servant should be able to make himself as an example for the community in terms of adherence to every rule and law that is made to build order of living in society. Similarly, it should be implanted and put on a loyal attitude and fully responsible for every task that has been given, to be able to exercise the role of a public servant.

Based on the previous description, it can be explained that a teacher must apply discipline in the work, be loyal and fully responsible for every task that has been given, do all the activities in accordance with the norms/rules that have been set and are willing to accept the sanction of every offense. In this study, referred to as teacher discipline is a condition created and formed in teachers through a process that demonstrates obedience, obedience, loyalty, regularity, and order in terms of carrying out duties as teachers in classroom learning.

Method

This research was conducted in the SD 18 district of Percut Sei Tuan Deli Serdang Regency which amounted to 21 schools, with the teacher as the subject of his research. The implementation of this research was planned for 4 months from December 2018 to March 2019. The research was backed by observations conducted in July 2018 to the principal, 8 teachers from each school, and a supervisor in charge of SD showed that the teacher's performance is still low. The teacher attitude towards the profession is also low. The problem of low-performance teachers occurred in SD that has not fulfilled expectations to improve the quality of education from the side of the headmaster, lifting the headmaster without going through the process of selection and training of prospective principals, mastery of the principal of duties and responsibilities, empowerment of teachers and education, development support to the improvement of professional teachers is still low, the implementation of supervision of the school principal is irregular, and the performance assessment of the teacher is unclear.

In this study used quantitative research methods, the type of correlational research using descriptive and inferential approaches as well as by classifying free variables and bound variables. The nature of descriptive research illustrates the fact it is. These facts are examined to see the contributions of free variables to a bound variable. This research is also inferential which not merely analyzes and concludes data, but can predict the trend that will occur in the population. Arikunto (2006:120) suggests that for the mere sampling, when the subject is less than one hundred, it is better taken all, so that the research is a population study. Next if the subject is large, it can be taken between 10%, 15% or 20%, or more than 25%. Noting the above statement, as the number of population (the teachers) is less than 100 people, then the entire population in this research is used as a sample (total sampling) amounting to as many as 78 people. In this research the collected data is processed and analyzed by a correlation and regression analysis technique. To strengthen the validity of the data from findings and to maintain research validators, researchers have been on the hermaply and regression trials and regressions, the test of the normality of the research variables, the scarred test and double regression articulate, and the test of the homogeneity.

Results and Discussion

The findings showed that the magnitude of influence of the school's leadership style to the teacher's performance amounted to 44.5% of its interest to optimize teacher performance determined by the leadership factor of the principal. The headmaster had a huge role and was the highest leader in the school. Where his leadership will influence and even determine the progress of the school. Therefore in modern education the head of school leadership is a strategic role in achieving educational objectives. According to (Wahjosumidjo, 2002:104), leadership is an important force in management, therefore the ability of an effective leader is key as an effective leader, so that not just anyone can be the principal. Because to be a principal must fulfill certain conditions, such as a diploma that is used as a formal requirement, then the experience of teaching and maximum age. The principals are responsible for organizing education activities, school administration, education, and utilization, and maintenance of educational facilities, and infrastructure.

The findings of these two studies found great influence of working discipline affects the teacher's performance by 53.4%. Thus it can be said that the higher the discipline of the work then the performance of the teacher will be higher. Carrell, Elbert, and Hatfield (1995:702) mention that discipline is the part that plagiarized overall management functions to improve the performance of each individual and organization. Discipline is included in the psychological factor of attitude, discipline is a person's attitude to obey all rules and procedures that have been established in conducting an activity or work.

The teachers who have a good working discipline is the discipline of time, work procedures, and discipline of everything related to the utilization of facilities and infrastructure of teaching activities. By complying with all the rules in the work then the teacher's performance will be better. The teacher work discipline is indispensable to a teacher in carrying out his duties. Discipline is the operational function of human resource management. Discipline is the most important operative function because the better the discipline of the employees is the higher the work disciplines that can be achieved.

The working discipline can be interpreted as a form of obedience to the behavior of a person in complying with certain rules and regulations related to the work. The related elements in the teacher's working discipline are the rules, implementation guidelines, sanctions and penalties, awareness and willingness to obey and reinforce the organization's guidelines. From the description it can be explained that working discipline is one form of awareness and willingness of workers to respect and obey, and adhere to the regulations that apply either written rules or unwritten rules with the consequences Ready to bear sanctions when making mistakes.

According to (Imam Barnadib, 1986:23), discipline is related to self control, which is self-control so that the behaviour does not deviate from the value, moral or rules set. In line with the findings of research (Nugraheni & Rahmayanti, 2016:277) also concluded that Dispin work is very influential and significant to the performance of teachers in MI, seen from the value of t_{count} (variable X-Y ($7.450 > 2.262$)). From the value of R Square seen a donation of 0.686 or 68.9% of the teacher's performance variables can be explained by the work discipline variables, while the remainder ($100\% - 68.9\% = 31.1\%$), the influenced by other factors not researched. The point of view Hengki (2009) also concluded that the working discipline has a significant and positive influence on the employee's performance in the tourism culture office of Central Sulawesi province.

The third findings of the study showed that the leadership style of the school principal and working discipline jointly influenced the teacher's 82.4% performance and the remaining 17.6% more influence caused by other factors not revealed in This research. The findings were in line with the research conducted by Syafar and Muelyono (2015:14) which concluded that the work discipline and leadership style jointly affect the performance of high School 7 Palu teachers with the value of R^2 of 0.639. It is thus known that the performance values that can be explained by the work discipline variables and leadership styles are 63.9%, while the rest is 36.1% described by other variables that are not researched. Ceceng (2006) also concluded that situational leadership, work discipline and work satisfaction simultaneously impact the performance of forestry service organizations in central Sulawesi province.

The summary of this research findings at least gives a refirmity that these two factors need to be noticed for the stakeholders of education in the district government of Deli Serdang dedicated to the education and cultural office that strong leadership roles are believed to encourage the emergence of teacher performance improvement. The leadership roles in organizations are as a vision manager, motivator, analyst, and job mastery. The success of organizational development business activities, largely determined by the quality of leadership or management and the commitment of the top leadership of the organization to the required energy investment and personal efforts of the leadership.

The leadership of one in the organization is the leader as a planner, leader as policymaker, leader as member, leader as executive, leader as controller, leader as gift giver or punishment, leader as Symbols, leaders and emblems, the leader as a place of fault, and the leader in lieu of another member's role. Therefore, the lead ability of a school principal becomes an important condition. If the headmaster leadership style is appropriate, then it can be assumed that the teacher's performance will also increase. Likewise, the teachers' working discipline should also be a concern, this is to remember the teacher's work discipline also determines the performance improvement. Based on these findings, at least it is recommended that advanced research is still needed to uncover factors that contribute to improving the performance of SD teachers in addition to the leadership factors of the principal and the discipline work.

Conclusion

The school principal's leadership style affects 44.5% of ELEMENTARY teachers ' performance. These findings give the meaning that 44.5% of teacher performance can be predicted through the principal's leadership style. Working discipline affects SD Teacher's performance by 53.4%. The findings give a 31.60% significance that the teacher's performance can be predicted through work discipline. The leadership style of the school principal and work discipline jointly affects the SD teacher's performance by 63.9% while the remaining 36.1% is derived from other variables outside of this research variable.

In an effort to improve teacher performance should leaders and other related lines provide special attention especially in relation to the leadership style of the school principal and the working discipline of teachers in the future, this be noteworthy considering this aspect is expected to foster openness, encouragement to excel and demonstrate the best work, attitude to put together interests, mutual open attitudes and foster a sense of pride to be part of the organization. The teachers can be pursued in a planned and ongoing manner through effective training and upgrading, which will be a positive driving factor for overall school performance improvement.

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