

The Effect of Principal Leadership and Work Discipline on Teacher Performance at SMP Daruttaqwa Gresik

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ABSTRACT

This article describes (1) the influence of a principal's leadership on teacher performance. (2) the effect of work discipline on teacher performance. (3) the simultaneous influence of the principal's leadership and work discipline on teachers' performance at SMP Daruttaqwa Gresik. The research method used is quantitative research. This study is a population study with 59 people—consisting of 1 principal, 12 teachers, 1 Administration (TU), and 46 students. The research instrument is a questionnaire. The results of this study are (1) there is an influence between the principal's leadership on teacher performance at SMP Daruttaqwa Gresik with t count 2,580 > t table 2.00 and has an effect of 10.5%. (2) there is an influence between work discipline on teacher performance at SMP Daruttaqwa Gresik with t count 7.924 > t table 2.00 and has an effect of 52.4%. (3) there is a simultaneous effect with F arithmetic 31.019 > F table 3.16. Simultaneously both of them also have an effect of 52.6% on teacher performance at SMP Daruttaqwa Gresik and have a correlation coefficient of 0.725, which is the quality of a strong relationship.

Keywords: *principal leadership, work discipline, and teacher performance*

ABSTRAK

Artikel ini menjelaskan (1) pengaruh kepemimpinan kepala sekolah terhadap kinerja guru. (2) pengaruh disiplin kerja terhadap kinerja guru. (3) pengaruh secara simultan kepemimpinan kepala sekolah dan disiplin kerja terhadap kinerja guru di SMP Daruttaqwa Gresik. Metode penelitian yang digunakan adalah penelitian kuantitatif. Penelitian ini merupakan penelitian populasi dengan jumlah 59 orang yang terdiri dari 1 kepala sekolah, 12 guru, 1 Tata Usaha, dan 46 siswa. Instrumen penelitian adalah angket. Hasil penelitian ini adalah (1) terdapat pengaruh antara kepemimpinan kepala sekolah terhadap kinerja guru di SMP Daruttaqwa Gresik dengan t hitung 2,580 > t tabel 2,00 dan berpengaruh sebesar 10,5%. (2) ada pengaruh antara disiplin kerja terhadap kinerja guru di SMP Daruttaqwa Gresik dengan t hitung 7,924 > t tabel 2,00 dan berpengaruh sebesar 52,4%. (3) ada pengaruh simultan dengan F hitung 31,019 > F tabel 3,16. Secara simultan keduanya juga berpengaruh sebesar 52,6% terhadap kinerja guru di SMP Daruttaqwa Gresik dan memiliki koefisien korelasi sebesar 0,725 yang merupakan kualitas hubungan yang kuat.

Kata kunci: *kepemimpinan kepala sekolah, disiplin kerja, dan kinerja guru*

A. INTRODUCTION

Education is an essential part of everyday life. The quality of education is strongly influenced by its elements, one of which is teacher performance. Professional teacher performance will produce quality education (Maisyaroh and Rokhman 2021; Rofifah et al. 2021). Establish a professional teacher performance. It is largely determined by the supporting elements such as the leadership quality of the principal, work discipline, educational facilities and infrastructure, work motivation, work environment, and compensation provided (Sherly et al. 2021; Mugizi, Rwothumio, and Amwine 2021).

Teachers are one of the main factors that significantly affect the value of education. Without the presence of a teacher, it will be impossible to carry out all educational activities to create quality students (Djamarah 2000). Teachers as teaching staff are positions or professions that require special skills. This work cannot be done by people who do not have the expertise to carry out activities or work as teachers (Amzat 2022). To become a teacher, special requirements are needed, especially as a professional teacher who must master the intricacies of education and teaching with various knowledge that needs to be fostered and developed through a certain period of education (Dian, Trisna, and Huda 2022; Ismail et al. 2020). Law no. 14 of 2005 concerning teachers and lecturers in Article 1 paragraph 1 also explains that the definition of a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

A professional teacher is a teacher who prioritizes the value and quality of education. The services provided by a teacher must meet the needs of the community, nation, and users of education and improve the quality of the students (Asmarani, Sukarno, and Widdah 2021; Annisa, Akrim, and Manurung 2020). To become a professional teacher as described in the Law on Teachers and Lecturers no. 14 of 2005 Chapter IV Article 10 paragraph 1 concerning competencies that a teacher must possess include pedagogic competence, personality competence, social competence, and professional competence. By having the competence described above, a teacher can carry out his duties and responsibilities to have good performance (Karim et al. 2021).

Therefore, the performance of quality teachers is one of the principal focuses. According to (Sedarmayanti 2007), the factors that influence teacher performance include mental attitude, education, skills, leadership management, income level, salary and health, social security, work climate, facilities and infrastructure, technology, and opportunities.

The principal is a functional and professional official in the school organization whose job is to manage all school resources and utilize them by involving teachers, staff, and other employees in the school to guide and educate students to optimize their potential by following the school's goals (Huda and Rokhman 2021; Syukkur and Fauzan 2021). Want to achieve. As the highest leader in the school, the principal is considered successful if he can improve teacher performance through various forms of coaching activities on the ability of teachers in schools (Siregar, Siahaan, and Rafida 2021;

Tunnisa, Damayanti, and Baharuddin 2021). Improving the quality of teacher performance can be pursued through teacher education and training. The existence of a certification program for teachers is one of the government's concerns in improving the work ethic of teachers, increasing teacher work abilities, and improving the quality of education (Ma'arif, Zuana, and Sirojuddin 2022).

The teacher must also be able to discipline himself regarding all the rules that apply in the school where he teaches. A teacher must position himself as someone who obeys the rules and carries out his duties with a complete sense of responsibility (Mugizi, Rwothumio, and Amwine 2021). Discipline is not only a reflection of a teacher's positive attitude but will also greatly help success in carrying out their duties. With the discipline possessed by a teacher, it is hoped that his work in teaching can be carried out effectively and efficiently (Nurwasiyah 2019). Conversely, if discipline cannot be enforced properly, it is possible that the organizational goals that have been set cannot be achieved optimally (Ma'ruf and Fitri 2022; Tabroni et al. 2022). The value of discipline possessed by a teacher is not only a manifestation of his responsibility as a professional teacher but also a positive value that can be used as an example by his students. Therefore, a teacher needs to be able to continue to discipline himself at work and as an educator who is trustworthy and responsible (Budiarto and Salsabila 2022) (Salimin, Fitria, and Destiniar 2021; Wulandari, Fitria, and Wahidy 2021).

This article aims to find out how the influence of the principal's leadership on teacher performance at SMP Daruttaqwa Gresik. with the formulation of the problem as follows: (1) How is the influence of the principal's leadership on teacher performance. (2) How does work discipline affect teacher performance. (3) How is the simultaneous influence of principal leadership and work discipline on teacher performance at SMP Daruttaqwa Gresik.

B. LITERATURE REVIEW

1. Principal Leadership

According to Indriyo Gitosudarmo in (Arifin 2010) is a process of influencing the activities of individuals or groups to achieve goals in certain situations. Leadership affects people, individuals, and communities to achieve organizational goals. A leader must have the ability to control the attitudes or opinions of people or groups of people by actively making plans, coordinating, conducting experiments, and leading work to achieve organizational goals (Armstrong 2022; Sartika, Hadijaya, and Daulay 2021).

Leadership goals are an ideal framework that can provide guidelines for every leader's activities and become a benchmark that must be achieved. The principal is one of the elements of the education staff who manages the educational process in the education unit and is obliged to guide teachers to achieve academic goals (Hamzah et al. 2016).

The duties of the principal are as follows according to (Donni Juni Priansa 2014): (1) The role and duties of the principal as an educator can be seen from the ability as an educator or teacher. In

addition, the principal's knowledge can be seen from the power of the principal to guide teachers, staff, and other employees. (2) The principal as a manager can be seen from the ability to arrange programs in schools, develop appropriate staffing organizations, and the ability to mobilize staff (Sirojuddin, Aprilianto, and Zahari 2021). (3) The role and duties of the principal as an administrator can be seen from the principal's ability to manage the administration of the teaching and learning process and counseling guidance, the ability to manage student administration, and the ability to manage financial administration (Badrun et al. 2022).

(4) The role and function of the principal, who has a very strategic position, is the principal's ability as a supervisor. The principal's ability as a supervisor can be seen from the knowledge of the educational supervision program, the ability to implement an excellent academic supervision program, and the ability to utilize the results of educational supervision to improve and improve the quality of education in schools (Suhifatullah 2022). (5) The principal as a leader, must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. (6) An effective school must be led by a principal who has effective leadership. For this reason, schools need principals who have high innovation. The principal's ability as an innovator can be seen in the ability to seek and find ideas for reform in schools and the ability to carry out reforms in schools. (7) The task as a motivator is to motivate all school members to carry out their duties at school correctly and adequately. The ability of the principal as a motivator can be seen from the power of the principal to regulate the work environment at school, the ability to control the work atmosphere so that the work atmosphere becomes comfortable and calm and can lead to creativity and brilliant ideas from school residents.

2. Teacher Work Discipline

According to The Liang Gie, discipline is an orderly state in which people who join an organization obey the existing rules with a sense of calm. According to (Hasibuan 1989), discipline is the awareness and willingness of a person to obey and follow the regulations in the company or institution and the prevailing social norms.

From the above understanding, it can be concluded that work discipline is the formation of teacher attitudes and behavior voluntarily in complying with all written and unwritten guidelines and regulations that have been determined to improve work performance to achieve organizational goals.

Hodges in (Wardan 2020) argues that indicators in work discipline are as follows: (1) Work discipline is not merely obedient and obedient to regulations regarding working hours, for example, coming and going home according to schedule, not being absent from work, and not stealing. Steal time; (2) Efforts to comply with regulations are not based on feelings of fear or coercion; (3) Commitment and loyalty to the organization, which is reflected in how the attitude at work.

Veithzal (Rivai 2009) explained that work discipline has several components: (1) Attendance. Attendance, in this case, is the fundamental indicator used to measure domain, and usually, employees who have a low level of discipline will get used to coming late. (2) Obedience. The

intended obedience is to the regulations at work. Employees who are disciplined in work regulations will not neglect every working procedure and always obey all the company's work guidelines. The magnitude can see compliance with work standards of the employee's responsibility for the tasks that have been entrusted to him. (3) A high level of vigilance, employees who have a high sense of vigilance will always be careful, calculating, and thorough and will use everything effectively and efficiently. (4) Working ethically, employees can sometimes be rude to customers or engage in unwelcome actions. In this case, it can be disciplinary action so that it works well as a manifestation of employee discipline (Purwoko 2018).

3. Teacher Performance

Muhammad (AS'AD 1991) revealed that performance is a person's success in carrying out a job. Performance is related to what a person produces from his work behavior. Malay (Hasibuan 1989) defines performance or work performance as work achieved by a person carrying out the tasks assigned to him based on skills, experience, sincerity, and time. Based on the experts' opinions above, it can be concluded that teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience, sincerity, and time, with the resulting output reflected in both quality and quantity.

(Sedarmayanti 2007) stated that several factors influence performance, including (1) mental attitude (work motivation, work discipline, work ethic, and work culture); (2) education; (3) skills; (4) leadership management; (5) income level; (6) salary and health; (7) social security and welfare; (8) work climate; (9) adequate facilities and infrastructure; (10) technology; and (11) opportunities for achievement.

The teacher's performance can assess several essential aspects: (1) Preparation of the Learning Implementation Plan. This stage sets whether the teacher can plan the implementation of learning systematically and measurably, which is following the curriculum, school conditions, and the needs of students so that the plan can accelerate the achievement of learning objectives effectively. (2) Implementation of the learning process. The process of delivering teacher learning materials in the classroom is identical to three main interrelated issues: classroom management, the use of media and learning resources, and the use of learning methods. (3) Assessment of learning outcomes is an activity or method aimed at knowing whether or not the learning objectives have been achieved and the learning process carried out. At this stage, a teacher is required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, and process and use evaluation results aimed at improving the quality of learning and students.

C. METHOD

In this study, the type of method used is a quantitative method. This research is a population study. (Sugiyono 2008) understands that population is a generalization area consisting of objects or subjects that become specific quantities and characteristics determined by researchers to be studied

and then drawn conclusions. The population in question in this study is based on school data, namely the number of teachers in the school totaling 12 people, TU 1 person, students totaling 46 people, and the principal. The total population in this study amounted to 59 people. The research instruments used are as follows: (1) Questionnaire, (2) Observation sheet, and (3) Documentation.

In this study, the type of instrument validity used was content validity. According to Guion, content validity can only be determined based on the judgment of experts. A reliability test is used to determine how precisely the measuring instrument measures what it measures. In this reliability test, the researcher uses the provisions of the theory according to Nunnally, Kaplan, and Saccuzo, (SURAPRANATA 2006) which states that the reliability coefficient of 0.7 to 0.8 is relatively high for a fundamental study.

Table 1. Test the reliability of the principal's leadership instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.890	22

Based on the table above, it can be seen that with a total of 59 respondents, the principal's leadership instrument reliability test results were 0.890. According to Nunnally, Kaplan, and Saccuzo, the reliability coefficient of 0.7 to 0.8 is relatively high for basic research.

Table 2. Reliability test of work discipline instruments

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	16

Based on the table above, it can be seen that with a total of 59 respondents, the results of the work discipline instrument reliability test were 0.894. According to Nunnally, Kaplan, and Saccuzo, the reliability coefficient of 0.7 to 0.8 is quite high for basic research.

Table 3. Test the reliability of the teacher's performance instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.935	33

Based on the table above, it can be seen that with a total of 59 respondents, it was found that the results of the teacher's performance instrument reliability test were 0.935. According to Nunnally, Kaplan, and Saccuzo, the reliability coefficient of 0.7 to 0.8 is relatively high for basic research.

D. RESULT AND DISCUSSION

This study aims to determine the effect of a principal's leadership and work discipline on teacher performance at SMP Daruttaqwa Gresik. Implementing the research that the researcher has carried out runs smoothly according to what was designed and planned by the researcher. An overview of the discussion of research results from each variable can be described as follows.

Table 4. The influence of a principal's leadership on teacher performance

Coefficients

Unstandardized Coefficients		Standardized Coefficients
B	Std. Error	Beta
74.314	20.344	
.640	.248	.323

a. Dependent Variable: Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.323 ^a	.105	.089	17.37839

a. Predictors: (Constant), Principal

Based on the research results conducted on the principal's leadership at SMP Daruttaqwa Gresik with 59 respondents and 22 statement items. It is known that the total score of the questionnaire is 4805, with an average answer score of 81,440, the highest score is 96, and the lowest score is 61. In addition, the category of principal leadership at SMP Daruttaqwa Gresik is also determined is in the medium category with a frequency of 40 or 67.79%. The results of the research data processing found that t count $2.580 > t$ table 2.00 , which can be concluded that the principal's leadership affects teacher performance. In addition, it is also known that the leadership of the principal at SMP Daruttaqwa Gresik has an influence of 10.5% on teacher performance, and other factors influence the additional 89.5%.

The test results from the second problem formulation are described in the following table:

Table 5. The effect of work discipline on teacher performance

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.701	12.824		2.004	.050
	Disiplin Kerja	1.564	.197	.724	7.924	.000

a. Dependent Variable: Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.724 ^a	.524	.516	12.66833

a. Predictors: (Constant), work discipline

The research results were conducted on work discipline at SMP Daruttaqwa Gresik with 59 respondents and 16 statement items. It is known that the total score of the questionnaire is 3801, with an average answer score of 64,423, the highest score is 74, and the lowest score is 28. In addition, the category of work discipline at SMP Daruttaqwa Gresik is also determined. SMP Daruttaqwa Gresik is in the medium category with 52 or 88.13% frequency. The results of the research data processing found that t count 7.924 > t table 2.00, which can be concluded that work discipline affects teacher performance. In addition, it is also known that the work discipline at SMP Daruttaqwa Gresik influences 52.4% of teacher performance, and other factors influence another 47.6%.

The results of tests that have been carried out on the simultaneous influence of principal leadership and work discipline on teacher performance at SMP Daruttaqwa Gresik are described in the following table.

Table 5 . the simultaneous influence of principal leadership and work discipline on teacher performance at SMP Daruttaqwa Gresik

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10104.063	2	5052.031	31.019	.000 ^a
	Residual	9120.649	56	162.869		
	Total	19224.712	58			

a. Predictors: (Constant), Work Discipline, Principal

b. Dependent Variable: Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.725 ^a	.526	.509	12.76200

a. Predictors: (Constant), Work Discipline, Principal

Based on the results of data analysis on the variables of principal leadership and work discipline on teacher performance using the F test, the calculated F value is 31.019 > F table 3.16. So it can be concluded that simultaneously the principal leadership variable (X1) and work discipline (X2) influence the teacher performance variable (Y) at SMP Daruttaqwa Gresik. The magnitude of the influence of both on the teacher performance variable is 0.526 or can be interpreted simultaneously. Other factors influence both impacts 52.6% on teacher performance and 47.4%. In addition. It was also found that the correlation coefficient of the R-value was 0.725, which was in the moderate relationship quality, namely at the coefficient interval of 0.60-0.799.

E. CONCLUSION

Based on the results of data analysis and discussion that has been described in the previous chapter, and concerning the hypotheses that have been formulated, it can be concluded several things as follows:

The variable of the principal's leadership at SMP Daruttaqwa Gresik is in the medium category with an interval of 72-91. Based on the results of the t-test on the principal's leadership variable on teacher performance, it was found that the t-count value was more significant than the t-table value, which was 2.580 > 2.00. The magnitude of the principal's leadership influence on teachers' performance at SMP Daruttaqwa Gresik is 10.5%, and other factors influence the additional 89.5%.

Variable work discipline at SMP Daruttaqwa Gresik is in the medium category with an interval of 56-73. Based on the results of the t-test on the work discipline variable on teacher performance, it was found that the t-count value was more significant than the t-table value, which was $7.924 > 2.00$. The magnitude of the influence of work discipline on teacher performance at SMP Daruttaqwa Gresik is 52.4%, and other factors influence 47.6%.

Based on the results of the simultaneous hypothesis testing of the principal's leadership and work discipline variables on teacher performance at SMP Daruttaqwa Gresik, the calculated F value is greater than the F table value, which is $31.019 > 3.16$. So, it can be concluded that the principal's leadership and work discipline variables simultaneously influence teacher performance at SMP Daruttaqwa Gresik. The statistical analysis results simultaneously affected 52.6% of teacher performance at SMP Daruttaqwa Gresik, and other factors influenced 47.4%. In addition, it is also known that the correlation coefficient is 0.725.

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