
THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP AND WORK DISCIPLINE ON PERFORMANCE

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ABSTRACT

This study aims to analyze the effect of principal leadership and work discipline on teacher performance in private vocational schools in South Jakarta. The research method used is a survey method with multiple correlational regression techniques, involving 80 teachers as samples. The results showed that there is a significant influence of the principal's leadership and work discipline together on the performance of teachers in private vocational schools in South Jakarta (Sig. = 0.000 < 0.05, F Count = 11.295). In addition, there is a significant effect of principal leadership on teacher performance (Sig. = 0.000 < 0.04, T = 2.931) and a significant effect of work discipline on teacher performance (Sig. = 0.037 < 0.05, T = 2.115). The implication of this study is the important role of principal leadership and work discipline in improving teacher performance in private vocational schools. This provides a clear picture for education practitioners and policy makers about the need for effective leadership development and consistent application of work discipline in schools. Thus, it is expected to create a more productive and quality educational environment for students, teachers and all education stakeholders in South Jakarta.

Keywords: Principal Leadership, Work Discipline, Teacher Performance.

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INTRODUCTION

Education is a means of improving the quality of students holistically (Muchtar, 2010). This quality improvement cannot be separated from the participation of every education stakeholder. With developments in the world of education that continue to change significantly, many educators' mindsets have changed from a lay and rigid mindset to a more modern one (Ainun et al., 2022). This has a great influence on the progress of education in Indonesia. However, the quality of education in Indonesia is still far from adequate.

This is reinforced by data released by UNESCO, which states that in 2016, education in Indonesia only ranked unsatisfactory, namely 10th out of 14 developing countries. Meanwhile, teachers are the most important component in the world of education. However, teachers in Indonesia are ranked last among 14 developing countries (Yunus, 2017).

Ideally, qualified teachers are needed to improve the quality of students' education. In this regard, teacher quality is also influenced by performance. Teacher performance is the level of teacher success in carrying out educational tasks according to responsibility and authority based on performance standards that have been set during a certain period within the framework of achieving educational goals. (Kholisoh et al., 2023). Thus, teacher performance is one of the factors that influence the success of school goals, which ultimately results in overall educational goals (Slameto,

2017). However, in reality, the performance of teachers in Indonesia is still not good. Hence, this needs to be a concern for every relevant party, especially educational leaders.

This is proven by the results of a survey conducted by the Republic of Indonesia Teachers Association (PGRI) regarding the impact of teacher certification on teacher performance. Data from 16 out of 28 provinces studied by PGRI showed that the results were less than satisfactory. In fact, it is hoped that certification can improve teacher performance and professionalism (Kompas.com, 2019).

Even though teachers are often considered "pillars" in the world of education, many teachers still lack enthusiasm and credibility. This is confirmed by the fact that the DKI Jakarta provincial government has budgeted IDR 7 trillion to pay teacher salaries. However, teachers' performance in DKI Jakarta is not as high as their salaries (Kompas.com, 2019).

Schools are the main place where the educational process is carried out, involving human resources (school principals, educators, education staff and students) and non-human resources (infrastructure, curriculum and learning resources) in achieving the goals set for education in Indonesia (Satrio et al., 2021).

Teachers are seen as the key to determining the quality of education in schools because teachers are the ones who directly interact with their students in the teaching and learning process (Lafendry, 2020). If you want to see how high the quality of education is, look at the teacher's performance. So, the performance of vocational school teachers must always be monitored continuously in order to create competitive human resources in the work environment. However, in Tasikmalaya in 2018, the assessment of teaching staff, aka teachers, was still not optimal; the impact was that the quality and effectiveness of the teaching given by teachers to students was not reflected objectively. School principals are asked to encourage assessments of teacher performance and pay more attention to the quality of teachers because quality will be directly proportional to the level of reliability of the students they teach (Yunus, 2017).

Based on the results of information from the supervisory coordinator and supervisor of Vocational Schools for the East Jakarta Administrative City 1 DIKMEN Sub-dept., the performance of the private Vocational High School teachers in the Duren Sawit sub-district was overall good, however, several weaknesses were found in the teacher's performance; a). The teacher's ability to organize learning administration is not yet optimal; b). Leave students during the learning process so that students are always given notes or summaries from the textbook, c). The implementation of the learning model process is not optimal, and conventional methods are still used in delivering lesson material, so many students still sleep and are bored; d). The use of technology and multimedia in the learning process is not yet optimal, e). Frequently giving assignments to students without discussing the material first, f). There are still problems with teachers using a dictatorial or aggressive teaching style so that students appear to be orderly in class, but in reality, the students are silent, afraid, and do not really understand the material being conveyed by the teacher.

Teachers' performance at work is still not considered satisfactory because their brains and conscience in imparting knowledge to students are still not optimal; teachers only attend as a formality and meet the minimum hour requirements. Teachers do attend class regularly, but not with a conscientious approach. This condition means that students only get emphasis on academic matters, while teachers less touch the students' hearts. Teachers are always present, but their conscience is not included when educating (Widiasworo, 2018).

A teacher's performance can be seen as readiness to make learning plans (Nadlir, 2013). However, teachers still do not have the optimal time to prepare for learning. They are not able to control class conditions.

In schools, there are still many problems with teacher performance, such as teachers who have not made learning preparations before teaching. These teachers have not been able to encourage the class to be calm when there are students making noise in class, and teachers who implement learning have not used learning strategies. Varies so that learning feels boring for students, not to mention cases of teachers falling asleep in class during the teaching and learning process (Siregar et al., 2019).

The factors that can influence teacher performance are the principal's leadership and work discipline. The first factor is leadership; a leader is an individual who has a certain superiority so that he has the authority and power to mobilize other people to make joint efforts to achieve certain targets (Rustianingtyas, 2016). The leader at the school is called the principal. The principal must have good ethics as a leader who is worthy of being emulated and a role model for teachers in the school. The school principal must be able to guide, direct, motivate and develop teachers so that they can work optimally and effectively.

The school principal is expected to have good supervision within the school environment and outside the school in order to prevent anything that could make the school's image bad. However, there is still weak supervision of school principals, which occurred in the city of Bogor, where a fight between 2 students resulted in death. This was immediately responded to by the Minister of Education and Culture, who gave an ultimatum to the principal to pay more serious attention to his students so that there would be no recurrence of cases of violence against students who died in vain. Sia (Yunus, 2017).

Based on an initial research survey conducted by researchers at the L'Pina Private Vocational High School through interviews with teachers, the attitude of the principal, who was less protective of the teachers at this school, meant that teachers did not work wholeheartedly, for example, allowing teachers to carry out learning in class without provide input and feedback. The principal does not have effective leadership, such as not motivating the teachers and lacking innovation; there are differences in social stratification between the principal and teachers. Mrs Titis, one of the teachers at Nurul Iman, said, "If a teacher makes a mistake, the principal does not provide a solution, but we as teachers are only blamed." Then, the school principal is less able to manage time effectively and efficiently and only provides little time for curriculum and learning matters.

The next factor that influences teacher performance is work discipline. Teachers are required to be present during the teaching and learning process to deliver material to their students. Teachers who lack discipline will have a negative impact on their students and will even reduce their performance. This happened in Jakarta in 2015; dozens of teachers who were deemed to be less disciplined responded to the call of the Jakarta Education and Youth Department to make a statement regarding future disciplinary agreements. These were considered to be undisciplined because they often did not attend their teaching hours at school (Safitri et al., 2019).

Based on interviews with school principals conducted by researchers at L'Pina Private Vocational School, there are still teachers who are not yet responsible for their discipline in terms of arriving and leaving school hours, how they dress, and being late for class when teaching and learning activities take place. This has an impact on several students who imitate the bad attitude shown by the teacher.

Based on research conducted by previous research in the Competitiveness Journal in 2016, work discipline has a significant effect on teacher performance. This means that the better the work discipline, the better the teacher's performance will be (Bungawati & Syafaruddin, 2016).

Based on this background, this research aims to determine and analyze the influence of school principal leadership and work discipline on the performance of private vocational school teachers in South Jakarta. The benefit of this research is that it provides a deeper understanding of how school principal leadership and work discipline impact teacher performance at private vocational schools in South Jakarta. So, this research has the potential to improve the quality of education, advance managerial practices in educational institutions, and provide a valuable contribution to academic literature in the field of educational management and human resource development.

METHOD

The method used in this research is quantitative with a correlational approach to determine the extent to which the influence of a variable is related to the other variables studied. The reason for choosing a correlation approach is to find out whether there is an influence between the three variables, namely principal leadership as variable X_1 , work discipline as variable X_2 and teacher performance as variable Y .

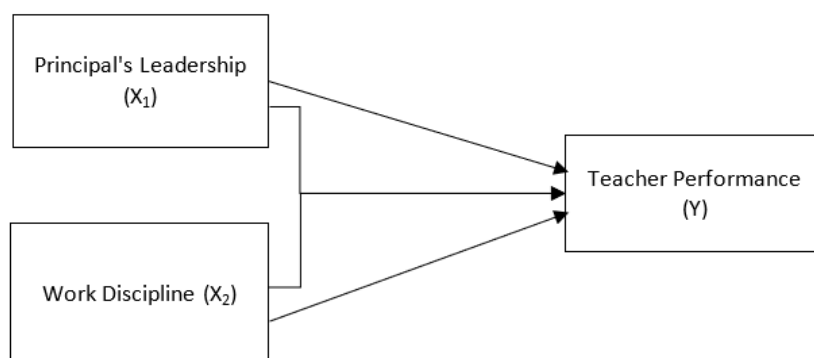


Figure 1. Constellation of Relationships between Variables X_1 , X_2 and Y

Information:

- X_1 : Independent Variable (Leadership of the school principal)
- X_2 : Independent Variable (Work Discipline)
- Y : Dependent Variable (Teacher Performance)

This study collected primary and secondary data. Primary data were collected using a questionnaire, while secondary data were obtained from the recapitulation of teacher performance already available at the school. The data analysis technique used in this research is descriptive statistics, frequency distribution, calculated average score of each teacher's performance.

RESULTS AND DISCUSSION

The description of research data is intended to present a general picture of the spread or distribution of data based on the number of research variables and focused on the research problem. In this research, there are two independent variables and one dependent variable. The independent variables are the principal's leadership (X_1) and work discipline (X_2), and the dependent variable is teacher performance (Y).

The scores obtained are processed from raw data using descriptive statistical analysis to provide an overview of these variables. Descriptive variables will be shown as the average value, maximum value, minimum value, standard deviation, variance and frequency distribution of each variable. The results of descriptive statistical calculations for each variable are completely described below.

Teacher performance variable data obtained from teacher performance assessment data obtained from schools includes four competencies, namely pedagogical competency, personality competency, social competency, and professional competency, which is realized in the form of final average scores for teachers for the 2018/2019 period.

Table 1. Descriptive Statistics of Teacher Performance (Variable Y)

Statistics		
Teacher Performance		
N	Valid	80
	Missing	0
Mean		83.64
Std. Deviation		2,697
Variance		7,272
Range		14
Minimum		60
Maximum		75

Source: SPSS output processed in 2023

Based on the descriptive statistical values of data obtained from 105 respondents using SPSS v.24 calculations, the highest score was 92, and the lowest score was 78, which resulted in an average of 83.64, a score for the standard deviation of 2.697, and a variance of 7.272.

Table 2. Frequency Distribution of Teacher Performance Variables (Y)

Interval Class	Lower limit	Upper limit	Freq. Absolute	Freq. Relatively
78-79	77.5	79.5	1	1%
80-81	79.5	81.5	25	24%
82-83	81.5	83.5	30	29%
84-85	83.5	85.5	24	23%
86-87	85.5	87.5	15	14%
88-89	87.5	89.5	9	9%
90-91	89.5	91.5	0	0%
92-93	91.5	93.5	1	1%
Amount			80	100%

Source: Secondary data processed in 2023

The frequency distribution of teacher performance data can be seen in Table 2, where the score range is 14, the number of class intervals is 7.7 (rounded to 8), and the length of class intervals is 1.75 (rounded to 2). The calculation process is in the attachment on page 131.

From the distribution table above, the interval class is data or variables from random data or to determine the distance between data. Class boundaries are values that limit one class from another class. Class boundaries are pseudo boundaries for each class because there are still holes for certain numbers between one class and another. The class boundaries consist of two lower-class boundaries and an upper-class boundary. To make it easier to interpret the distribution of teacher performance assessment data, this data is depicted in the form of a histogram graph as follows.

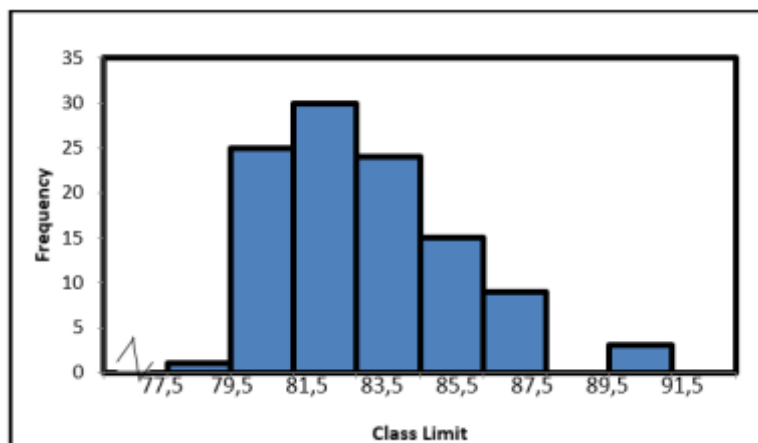


Figure 2. Teacher Performance Evaluation Histogram Graph (Y)

Based on the frequency distribution table 2 and the histogram graphic image two above, it can be explained that the highest relative frequency is in class 82-83 with 30 teachers, with a percentage value of 29%. The lowest data is in class 90-91, with 0 teachers and a percentage value of 0%.

Principal Leadership

The instrument for Principal Leadership has 21 statements that have been processed for validity and reliability. It is divided into five combined indicators: personality, managerial, entrepreneurship, supervision and social.

Data on the principal leadership variable is primary data obtained by filling in research instruments in the form of a Likert scale by 105 private vocational school teachers in East Jakarta.

Table 3. Descriptive Statistics of Principal Leadership (Variable X₁)

Statistics		
Principal Leadership		
N	Valid	80
	Missing	0
Mean		85.05
Std. Deviation		6,069
Variance		36,834
Range		42
Minimum		60
Maximum		78

Source: SPSS output processed in 2023

Based on the descriptive statistical values of data obtained from 105 respondents using SPSS v.24 calculations, the highest value was 102. The lowest value was 60, which resulted in an average of 85.05, a standard deviation score of 6.069, and a variance of 36.834.

Table 4. Frequency Distribution of Principal Leadership Variables (X₁)

Interval Class	Lower limit	Upper limit	Freq. Absolute	Freq. Relatively
60-64	59.5	64.5	1	1%
65-69	64,5	69,5	0	0%
70-74	69,5	74,5	2	2%
75-79	74,5	79,5	8	8%
80-84	79,5	84,5	44	42%
85-89	84,5	89,5	26	25%
90-94	89,5	94,5	19	18%

Interval Class	Lower limit	Upper limit	Freq. Absolute	Freq. Relatively
95-99	94.5	99.5	4	4%
100-104	99.5	104.5	1	1%
Amount			80	100%

The frequency distribution of principal leadership data can be seen in Table 4. where the score range is 42, the number of class intervals is 7.7 (rounded to 8), and the length of class intervals is 5.25 (rounded to 5). The calculation process is in attachment page 132.

From the distribution table above, the interval class is data or variables from random data or to determine the distance between data. Class boundaries are values that limit one class from another class. Class boundaries are pseudo boundaries for each class because there are still holes for certain numbers between one class and another. The class boundaries consist of two lower-class boundaries and an upper-class boundary. To make it easier to interpret the distribution of data from the results of teacher performance assessments, this data is depicted in graphical form. To make it easier to interpret the distribution of data resulting from the principal's leadership, this data is depicted in the form of a histogram graph as follows.

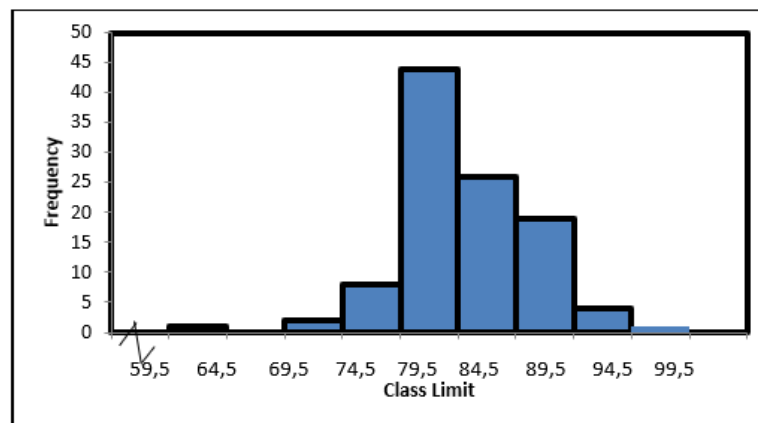


Figure 3. Principal Leadership Histogram Graph (X₁)

Based on the histogram graphic image three above, it can be explained that the highest relative frequency is in class 80-84 with 44 teachers, with a percentage value of 42%. The lowest data is in class 65-69, with 0 teachers and a percentage value of 0%.

Table 5. Calculated Average Score of Principal Leadership Indicators (X₁)

No	Indicator	Sub Indicator	Item s	Scor e	Total Score	Total Items	Mean	% Sub	% Indicator
1	Personality	Self-control	9	441	873	2	436.5	8.55	16.95
		Have character	6	432					
		good	21	429	429	1	429	8.40	
2	Managerial	Prepare plans	10	421	850	2	425	8.32	16.88
		school	16	429					
		teachers	1	437	437	1	437	8.56	
3	Supervision	Planning an			835	2	417.5	8.18	24.64
		academic	13	423					
		supervision program	17	412					

No	Indicator	Sub Indicator	Items	Score	Total Score	Total Items	Mean	% Sub	% Indicator
4	Social	Carry out academic supervision	5 11	422 403	825	2	412.5	8.18	24.91
		Evaluation of academic supervision	14 19	431 425	856	2	428	8.38	
		Participate in the community	7 20	417 435	852	2	426	8.34	
		Collaborate for the benefit of the school	2 4	441 404	845	2	422.5	8.27	
		Support for subordinates	12 18	419 429	848	2	424	8.30	
5	Entrepreneur	Innovation and creativity	15	418	418	1	418	8.08	16.62
		Have a never-give-up spirit	3 8	430 432	862	2	431	8.44	
		Amount			8930	21	5107	100%	

Based on the table of calculated average scores for the principal leadership variable above, the highest sub-indicator relating to principal leadership is managing teachers and staff, with a value of 8.56%. This means that good management of teachers and staff has a big influence on leadership. A school principal. Meanwhile, the lowest sub-indicators in the principal leadership variable are innovation and creativity, with a value of 8.08%.

Work Discipline

The research instrument, which has 20 statements, has gone through a validity and reliability process. The instrument is divided into five indicators, including discipline regarding official duties, discipline regarding time, discipline regarding the work atmosphere, discipline in serving the community, and discipline regarding attitudes and behaviour. Work discipline data was obtained by filling out a research instrument in the form of a Likert scale model questionnaire, which was filled out by 80 private vocational school teachers in South Jakarta.

Table 6. Descriptive Statistics of Work Discipline (Variable X₂)

Statistics Work Discipline		
N	Valid	80
	Missing	0
Mean		84.20
Std. Deviation		5,214
Variance		27,181
Range		24
Minimum		55
Maximum		69

Source: SPSS output processed in 2023

Based on the descriptive statistical values of data obtained from 105 respondents using SPSS v.24 calculations, the highest value was 99, and the lowest value was 75, which resulted in an average of 84.20, a score for the standard deviation of 5.214, and a variance of 27.181.

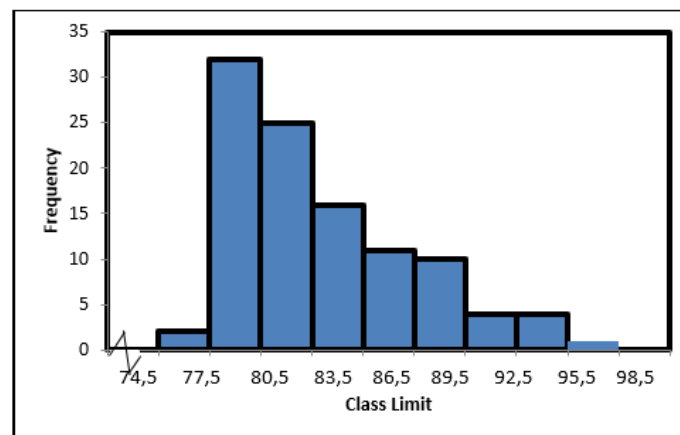
Table 7. Frequency Distribution of Work Discipline Variables (X₂)

Interval Class	Lower limit	Upper limit	Freq. Absolute	Freq. Relatively
75-77	74,5	77,5	2	2%
78-80	77,5	80,5	32	30%
81-83	80,5	83,5	25	24%
84-86	83,5	86,5	16	15%
87-89	86,5	89,5	11	10%
90-92	89,5	92,5	10	10%
93-95	92,5	95,5	4	4%
96-98	95,5	98,5	4	4%
99-101	98,5	101,5	1	1%
Amount			80	100%

Table 7 shows the frequency distribution of work discipline data. The core range is 32, the number of class intervals is 7.7 (rounded to 8), and the length of class intervals is 3.

From the distribution table above, the interval class is data or variables from random data or to determine the distance between data. Class boundaries are values that limit one class from another class. Class boundaries are pseudo boundaries for each class because there are still holes for certain numbers between one class and another. The class boundaries consist of two lower-class boundaries and an upper-class boundary. To make it easier to interpret the distribution of teacher performance assessment data, this data is depicted in the form of a histogram graph as follows.

To make it easier to interpret the distribution of data resulting from the principal's leadership, this data is depicted in the form of a histogram graph as follows.

**Figure 4. Work Discipline Histogram Graph**

Based on the histogram graphic image four above, the highest relative frequency is in class 78-80, with 32 teachers, and a percentage value of 30%. The lowest data is in class 99-101, with one teacher and a percentage value of 1%.

Table 8. Calculated Average Score of Work Discipline Indicators (X₂)

No	Indicator	Sub Indicator	Items	Score	Total Score	Total Items	Mean	% Sub	% Indicator
1	Discipline towards official duties	Comply with work regulations	10	414	414	1	414	9.37	19.26
			5	435					
		Prepare teaching equipment	19	450	1310	3	436.7	9.89	
			20	425					

No	Indicator	Sub Indicator	Items	Score	Total Score	Total Items	Mean	% Sub	% Indicator
2	Discipline with time	Adhere to assignment times	4	459	1344	3	448	10.14	20,22
			11	442					
			16	443					
		Complete tasks in a timely manner	18	445	1336	3	445.3	10.08	
			12	442					
3	Discipline towards the work atmosphere	Take advantage of the school environment	17	449	449	1	449	10.16	20.23
			6	449					
		Maintain a balance between rights and obligations	15	445	445	1	445	10.07	
			2	437					
			7	437					
4	Discipline and serving society	Serving students	3	438	874	2	437	9.89	19.87
			9	445					
		Serving parents of students	13	439	1322	3	440.7	9.98	
			8	441					
			14	450					
5	Discipline regarding attitudes and behaviour	Pay attention to attitude	1	456	456	1	456	10.32	20.41
			1	456					
		Pay attention to behaviour	1	456	456	1	456	10.32	
			1	456					
			1	456					
Amount					8841	20	4417	100%	100%

Based on the table of calculated average scores for the work discipline variable above, the highest sub-indicator related to work discipline is paying attention to behaviour, with a value of 10.32%. This means that paying attention to good attitudes has a big influence on work discipline. Meanwhile, the lowest sub-indicator in the work discipline variable is obeying work regulations, with a value of 9.37%.

Based on the calculations explained above, school principal leadership and work discipline positively influence the performance of private vocational school teachers in East Jakarta. If you look at the results of the calculations above, it can be interpreted that the principal's leadership and work discipline influence teacher performance; therefore, the higher the principal's leadership, the better the teacher's performance, and the better the teacher's work discipline, the better the teacher's performance. Private Vocational School in East Jakarta.

The relationship between the principal's leadership and work discipline and teacher performance is positive or, in other words, significant. This means the third hypothesis (H_3) is that there is a positive and significant influence between the principal's leadership (X_1) and work discipline (X_2) on teacher performance (Y), which was proven to be true for 105 teachers at private vocational schools in East Jakarta.

The results of this research mean that it has the same results as the results of research that has been conducted previously, namely that the results of previous research also show that there is a positive and significant influence between the principal's leadership and work discipline on teacher performance (Purwoko, 2018). Other research also shows that the principal's leadership and work discipline has a positive and significant effect on teacher performance both partially and simultaneously (Tanjung, 2018).

The regression equation of the principal's leadership and work discipline on teacher performance is $\hat{Y} = 65.915 + 0.093X_1 + 0.118X_2$. From the multiple regression equation test, it can be seen that the constant value (α) is 65.915. The coefficient value (b_1) is 0.093, and the coefficient value (b_2) is 0.118. The principal's leadership (X_1) is the first independent variable, and work discipline (X_2) is the second independent variable. Meanwhile, the simple linear regression equation $\hat{Y} = 64.971 + 0.219 X_1$ and $\hat{Y} = 58.957 + 0.293 X_2$.

Then, in testing the hypothesis, the two independent variables, namely the principal's leadership and work discipline together (simultaneously), have a significant relationship to teacher performance, which can be seen from $F_{\text{count}} 11.295 > F_{\text{table}} 3.08$.

Then, partially, the result of the principal's leadership variable was obtained, namely count $2.931 > 1.98$, which states that it is significant ($t_{\text{count}} > t_{\text{table}}$), which means that the independent variable, namely the principal's leadership, has a positive and significant relationship with the dependent variable of teacher performance. Furthermore, the results obtained for the work discipline variable are $t_{\text{count}} 2.115 > t_{\text{table}} 1.98$, which states its significance ($t_{\text{count}} > t_{\text{table}}$), which means that the independent variable, namely work discipline, has a positive and significant relationship with the dependent variable teacher performance.

Then, based on the coefficient of determination, the principal's leadership and work discipline influence teacher performance with a value of 0.370 or 37%. These figures show that the principal's leadership variable ability and work discipline influence teacher performance by 37%, and the remaining 63% is influenced by other factors that researchers did not examine carefully.

CONCLUSION

The conclusion of this research confirms that the principal's leadership and work discipline have a significant influence together on teacher performance at South Jakarta Private Vocational Schools. This finding is supported by a low significance (Sig.) value ($0.000 < 0.05$) and a calculated F of 11.295. Apart from that, the leadership of individual school principals also has a significant effect on teacher performance with a Sig value. 0.000 and T Count 2.931, as well as work discipline with a Sig value. 0.037 and T Count 2.115. Research suggestions include the need for school principals who not only have leadership abilities but are also able to innovate and think creatively to support school success. In addition, teachers need to improve their work discipline because this is the main foundation of educational organizations. The implications of this research show the importance of innovative leadership qualities and a high level of work discipline in improving teacher performance in schools. Therefore, a greater focus is needed on improving the quality of leadership and work discipline to improve the quality of education at South Jakarta Private Vocational Schools.

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