

Principal's Leadership Contribution And Work Motivation On Teacher's Work Discipline State Vocational School Of Padang City

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Abstract

Based on the pre-survey in the field, it is illustrated that the work discipline of Padang City State Vocational School teachers is still not good. This is thought to have something to do with the principal's leadership and the work motivation of teachers. Therefore, it is necessary to conduct research to test its validity. This study aims to reveal the contribution of principals' leadership and work motivation to the work discipline of Padang City State Vocational High School teachers. The hypotheses proposed in this study are: (1) principal leadership contributes to teacher work discipline, (2) work motivation contributes to teacher work discipline, (3) principal leadership and work motivation jointly contribute to teacher work discipline. The population in this study were all teachers of State Vocational Schools in Padang City, amounting to 277 people. The research sample amounted to 78 people who were taken with the Stratified proportional random sampling technique, taking into account the strata of the service period. The research instrument used is a rating scale and a Likert Scale model questionnaire that has been tested for validity and reliability. The research data were analyzed by correlation and regression techniques. The results of data analysis show that: (1) principal leadership contributes to teacher work discipline by 28%, (2) work motivation contributes to teacher work discipline by 22.7%, (3) principal leadership and work motivation together contribute to the work discipline of teachers by 47.3%. The achievement level of teacher work discipline scores of 91.34% is in the very high category, and for principals' leadership 88.14% is in the good category while for teacher work motivation is 87.27 of the ideal score is in the high category. The findings above imply that the principal's leadership and work motivation are two factors that can improve teacher work discipline, in addition to other factors.

Keywords: *Participial Leadership, And Work Motivation.*

INTRODUCTION

School is an organization engaged in the field of education. Schools have a mission and goal to educate the life of the nation. At the Vocational High School level is to prepare students to enter the workforce, prepare students to be able to choose a career, be able to compete and be able to develop themselves, prepare middle-level personnel to fill the industrial world now and in the future, and prepare graduates to become citizens a productive, adaptive and creative nation. This goal can be achieved by functioning all the resources in the school. The resources include facilities and infrastructure, students, curriculum, and teachers.

The teacher is a person who plays an important role in the success of students. Therefore the teacher needs to carry out the task as well as possible. Many factors influence the teacher in carrying out the task. One of the factors for the success of the teacher is the discipline of the teacher in carrying out the task. Therefore discipline is one aspect of teacher performance appraisal (Kartomo & Slameto, 2016).

The teacher is a role model for his students, so naturally the teacher has high discipline in order to be a good example for students. Teachers should be able to understand that having good discipline means that they will achieve a useful advantage, both for the school and for the teacher himself. Therefore, the teacher's awareness is needed in complying with the rules set by the school. In addition, schools must also make sure that these regulations are clear, easy to

understand, fair for both the leader and the teacher. Wulandari (2009), said that discipline is an attitude of willingness and willingness of a person to obey and comply with the rules that apply around him.

Teacher discipline is very important to increase efficiency in carrying out tasks as much as possible by preventing wastage of time and energy. In addition, teacher discipline can also overcome negligence caused by lack of attention and delays. Discipline can be seen as something that has great benefits for both the interests of the school and the teacher. For schools, the existence of discipline will ensure the maintenance of order and the smooth implementation of tasks, so as to obtain optimal results. With that the teacher can carry out his duties with full awareness and can develop his energy and mind as much as possible for the realization of school goals (Salmiati & Septiawansyah, 2019).

RESEARCH METHODS

This research is a correlational quantitative research with the type of "ex post facto" research in which ex post facto research is an attempt to explore by not manipulating conditions. With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

Which became the population in this study is all teachers in the State Vocational High School (SMK) in Padang City, This sample will be carried out using a stratified proportional random sampling technique. Through this technique it is hoped that a sample will be obtained in accordance with the proportions of each group. So the sample for this study is 78 teachers who are assigned randomly with a lottery system.

Data collection techniques were carried out after the results of the questionnaire trial data analysis were declared valid or reliable. The research data were analyzed using correlation and regression formulas.

RESULTS AND DISCUSSION

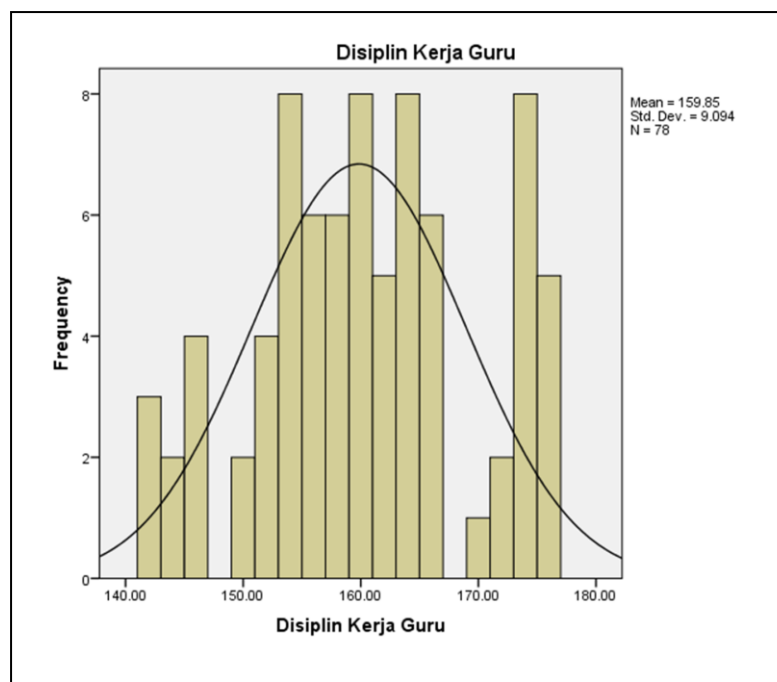
Results

This study uses a quantitative approach with a correlational ex-post facto research design. The research data consisted of three variables, namely teacher work discipline variable data (y), school principal leadership variable data (X1), and teacher work motivation variable data (X2). The data is described below. The sample from the results of this study that were processed were 78 teachers. For each variable below, the average value, standard deviation, median, mode, and frequency distribution of each variable will be presented.

Data Description of Teacher Work Discipline Variables

Data collection on teacher work discipline variables was obtained from distributing questionnaires to 78 teachers at SMK Negeri Padang City. The teacher work discipline questionnaire distributed consisted of 35 items with the highest point being 5 and the lowest point being 1. The minimum score was 35 (1 x 35) and the maximum score was 175 (5 x 35). From the respondents' answers, the lowest score was 142 and the highest score was 175.

The results of data processing obtained an average score (mean) of 159.85, mode (mode) of 159.00, median of 159.00 and standard deviation of 9.094. An overview of the frequency distribution of teacher work discipline scores can be seen in the histogram graph.

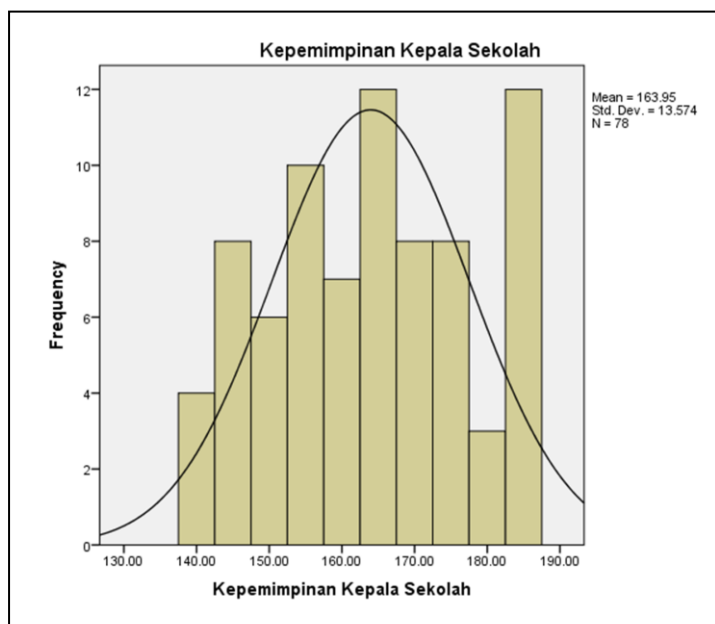


Based on the results of data processing of the teacher's work discipline variable by comparing the average score with the highest score multiplied by 100%, namely 159. 85 divided by 175 and multiplied by 100, a score of 91. 34 was obtained. From the acquisition of this score, it can be interpreted that the teacher's work discipline variable is in the "Very High" interpretation of the ideal score. Therefore, it can be said that the work discipline of teachers at Padang City State Vocational Schools is in the "Very High" category.

Data Description of Principal Leadership Variables

Data collection on the principal's leadership variable was obtained by distributing a questionnaire to 78 teachers at Padang City State Vocational School. The principal leadership questionnaire distributed consisted of 40 items with the highest point being 5 and the lowest point being 1. The minimum score is 40 (1 x 40) and the maximum score is 200 (5 x 40). From the respondents' answers, the lowest score was 140 and the highest score was 186.

The results of data processing obtained an average score (mean) of 163. 95, a mode of 155. 00, a median of 164. 00 and a standard deviation of 13. 574. The difference between the mean, mode, and median scores does not exceed one standard deviation. This means that the frequency distribution of principal leadership variable scores tends to be normal. An overview of the frequency distribution of principal leadership scores can be seen in the histogram graph.

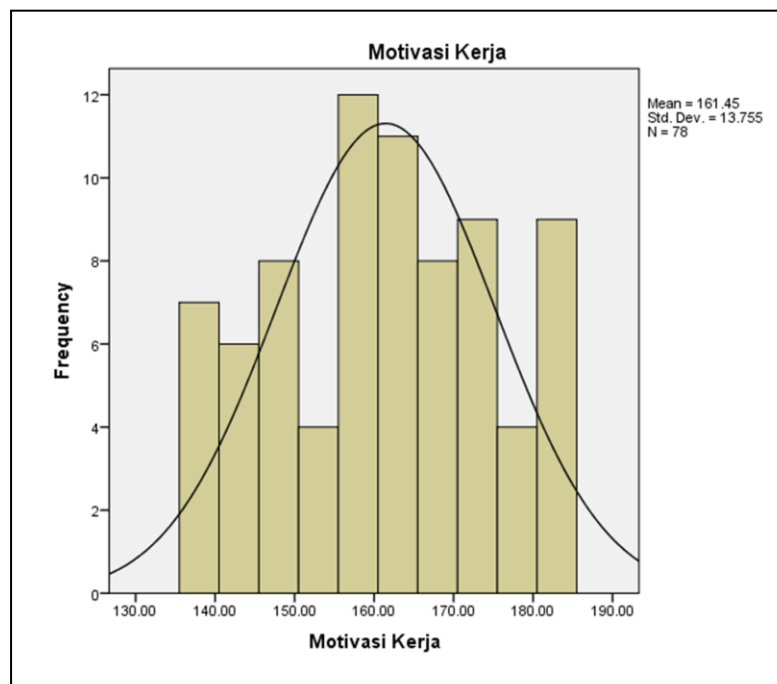


based on the results of data processing of the principal's leadership variable by comparing the average score with the highest score multiplied by 100%, namely 163.95 divided by 200 and multiplied by 100, a score of 81.97 is obtained. From the acquisition of this score, it can be interpreted that the principal's leadership variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the leadership of the principal at Padang City State Vocational School is in the "good" category.

Data Description of Teacher Work Motivation Variables

Data collection on work motivation variables was obtained from distributing questionnaires to 78 teachers at Padang City State Vocational School. The work motivation questionnaire distributed consisted of 37 items with the highest point being 5 and the lowest point being 1. The minimum score is 37 (1 x 37) and the maximum score is 185 (5 x 37). From the respondents' answers, the lowest score was 138 and the highest score was 185.

The results of data processing obtained an average score (mean) of 161.45, mode (mode) of 150.00, median of 163.00 and standard deviation of 13.755. An overview of the frequency distribution of work motivation scores can be seen in Table 13 and the histogram graph.



based on the results of data processing of the teacher's work motivation variable by comparing the average score with the highest score multiplied by 100%, namely 161.45 divided by 185 and multiplied by 100, a score of 87.27 was obtained. From the acquisition of this score, it can be interpreted that the work motivation variable is in the "high" interpretation of the ideal score. Therefore, it can be said that the teacher's work motivation at Padang City State Vocational School is in the "high" category.

Discussion

Based on the results of data analysis and the level of attainment of teachers' responses at SMK Negeri Padang City In general, the results of the study show that the teacher's work discipline variable is at an achievement level of 91.34% with the interpretation of "very high" and the principal's leadership is at the achievement level of 88.14% with the interpretation of "good", then for the work motivation variable it is at the achievement level of 87.27 with the interpretation of "high".

The findings of this study are different from the results of the initial observations that the researchers made. Preliminary observations found that the work discipline of teachers at Padang City State Vocational Schools was still not good. Differences in research findings with initial observation findings occur because the results of measurements carried out based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalization, so it is necessary to carry out systematic research in accordance with procedures, to obtain empirical evidence and truth.

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that the principal's leadership and work motivation either individually or jointly have a significant contribution or role in improving teacher work discipline at SMK Negeri Padang City.

The Principal's Leadership Contribution to Teacher Work Discipline

From the results of the study it was found that the principal's leadership variable contributed significantly to the teacher's work discipline by 28%. This means that the principal's leadership can be used as a tool to predict teacher work discipline. In other words,

the teacher's work discipline can be determined by the principal's leadership by 28%. The better the leadership of the principal, the better the work discipline of the teacher.

These findings support the theory put forward by Untara & Liana (2014), one of the things that influence the level of employee discipline is leadership. This means that the principal's leadership influences the work discipline of the teacher. Furthermore, the findings of this study also support the findings of research that has been conducted by Johan (2014), says that a good leader is someone who is a role model for creating a conducive work environment through upholding work discipline so that the smoothness and success of organizational activities and goals is achieved to the fullest.

Based on the results of the descriptive analysis, it can be seen that the principal's leadership is in the "good" category with an average score of 88. 14% of the ideal score. Meanwhile, when viewed from each of the research indicators, it can be seen that the indicator with the highest level of achievement score is the second indicator, namely moving, which is in the good category (86. 17% of the ideal score), while for the indicator with the lowest level of achievement, the response is the third indicator, namely motivating which is in the sufficient category (78. 03% of the ideal score). It turned out that from the three indicators of school principal leadership analyzed it was found that these three indicators were still in the good category.

This gives the meaning that the leadership of the principal at the Padang City State Vocational School has been carried out properly by the school principal. By being in the good category, a school principal needs to improve his leadership so that it becomes a very good category. Because increasing leadership attitudes will affect teacher work discipline, so if the principal's leadership is getting better, the teacher's work discipline will be higher.

Work Motivation Contribution to Teacher Work Discipline

The results of this study also found that work motivation contributed significantly to teacher work discipline (Y) by 22. 7% at SMK Negeri Padang City. This means that work motivation can be used as a tool to predict teacher work discipline. In other words, teacher work discipline can be determined by work motivation of 22. 7%. The better the work motivation, the better the teacher's work discipline.

Descriptive analysis shows that the work motivation of Padang City State Vocational School teachers is already in the high category with an average score of 87. 27% of the ideal score. Furthermore, when viewed from each indicator it appears that the indicator with the highest level of achievement score is the fourth indicator, namely responsibility which is in the very high category (99. 24% of the ideal score), then the indicator with the lowest level of achievement score is the indicator that the third is enthusiasm which is in the sufficient category (79. 05% of the ideal score).

The results of this descriptive analysis indicate that the work motivation of teachers at SMK Negeri Padang City needs to be improved or improved in a better direction so that the category becomes very high. This is because an increase in work motivation can also increase teacher work discipline in accordance with the results of this study which state that work motivation has a role in increasing teacher work discipline.

This is in accordance with the opinion of Wibowo (2016), one measure of the success of an individual, team or organization lies in its productivity which is greatly influenced by a leader and the motivation of each individual. So, if a teacher has high work motivation, it tends to contribute to increased work productivity and vice versa.

Thus it can be stated that the teacher's work motivation also determines whether or not the teacher's work discipline is good or not, so it can be interpreted that increasing teacher work discipline can be done through motivation.

The Contribution of Principal Leadership and Work Motivation Together to Teacher Work Discipline

The results of the analysis of the research data indicate that the principal's leadership variable and the work motivation variable jointly contribute to the teacher's work discipline variable. The amount of the contribution of the two variables together to the implementation of teacher teaching duties is 47. 3%, the remaining is 52. 7 % is the contribution of other variables that affect the work discipline of teachers at Padang City State Vocational Schools which were not studied in this study. In other words, teacher work discipline can be determined by the principal's leadership and work motivation of 47. 3%. The better the principal's leadership and work motivation, the better the teacher's work discipline.

Furthermore, data analysis shows that the teacher's work discipline is significantly influenced by the principal's leadership and work motivation, both individually and collectively. Principal leadership and work motivation are two very important factors because they can affect teacher work discipline. The principal is an educational leader at the school level where as a leader, the principal has an important role in achieving goals and improving the quality of education. A leader must have qualities that can be seen from how to create a working atmosphere where employees are aware of their actions, duties and responsibilities in achieving organizational goals. Dimiyati (2014), says that the characteristics of an effective leader are leaders who have the ability to recognize and provide the right amount of coaching for their subordinates.

Thus it can be seen that the principal's leadership and the work motivation of the teacher can be a determinant of teacher work discipline, so that these two variables can be used to improve teacher work discipline.

CONCLUSION

Based on the results of the analysis, it can be concluded as follows, the principal's leadership contributes significantly to teacher work discipline by 28%. This means that 28% of the variance that occurs in teacher work discipline is the contribution of the principal's leadership. The better the leadership of the school principal, the greater the work discipline of the teacher. The results of the achievement level of the principal's leadership are in the good category, so that if the principal's leadership increases, work discipline which is also in the good category will also increase. Two indicators of school principal leadership are in the good category and one is sufficient. Work motivation contributes significantly to work discipline by 22. 7%. Furthermore, the results of the analysis of the data description of the work motivation variable of Padang City State Vocational School teachers are generally known to be still in the high category with a score of 87. 27% of the ideal score. Principal leadership and work motivation together contribute to teacher work discipline by 47. 3%. This means that 47. 3% of the variance that occurs in teacher work discipline is a joint contribution from the principal's leadership and work motivation variables. If these two independent variables get better, the teacher's work discipline will also increase. The 3% variance that occurs in teacher work discipline is a joint contribution from the principal's leadership variable and work motivation. If these two independent variables get better, the teacher's work discipline will also increase. The 3% variance that occurs in teacher work discipline is a joint contribution from the principal's leadership variable and work motivation. If these two independent variables get better, the teacher's work discipline will also increase.

From the results of the analysis of the three hypotheses tested empirically. The variables of principal leadership and work motivation both individually and collectively make a positive and significant and predictive contribution to teacher work discipline. This means that to improve teacher work discipline can be improved through the principal's leadership and work motivation.

Based on the results of the study, it was shown that the principal's leadership was in the good category, work motivation was in the high category and teacher work discipline was in the very high category, so it is necessary to increase the achievement of each of these variables. Based on this, parties who have an interest and are directly related to the field of education at State Vocational Schools in Padang City are looking for solutions and efforts to improve the principal's leadership and work motivation in a better direction.

Efforts to increase work motivation can be carried out by the teacher himself by trying earnestly to generate a desire from within him which is manifested in the form of being diligent in carrying out tasks, liking work, enthusiastic and tenacious in facing difficulties. Principal leadership and work motivation can be improved independently or jointly through concrete improvement and improvement of each indicator in order to improve the work discipline of teachers at Padang City State Vocational School.

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