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Influence of School Principal Leadership, Work Motivation, and Work Discipline on Teacher Performance in the Bangun Mulia Vocational School

Sabaruddin Sinulingga*
Beti Nurbaiti†
Zian Fachrian‡

Abstract

This research was conducted with the aim to determine the effect of principal leadership, work discipline and work motivation on teacher performance at the vocational school Bangun Mulia foundation. This research is expected to contribute to scientific development for further research, especially those related to improving teacher performance in schools. This research is a type of quantitative research. The sample used in this study was 91 respondents with questionnaire. The author uses structural equation modeling (SEM) with Lisrel 8.8 software and Anova test. Based on test shows that the leadership of the school principal and work discipline, simultaneously influences the performance of teachers in vocational school Bangun Mulia, while the most significant is the principal's leadership on teacher performance.

Keywords: leadership, work discipline, work Motivation, teacher performance.

I. INTRODUCTION

Teachers are the main assets of schools in promoting the quality of education both in schools and in general. Therefore, the performance of teachers in schools is very dominant in the achievement of school goals and performance problems are in the spotlight of various parties, saying that government performance will be felt directly by the community as well as teacher performance will be felt directly by students and parents of students.

In its implementation, the ability of the principal is seen in the implementation of his duties such as creating work programs, compiling planning and organizational structure, division of tasks, coordinating activities, conducting supervision, evaluating the implementation of activities, holding meetings, making decisions, and organizing learning and teaching activities as well as establish community relations. Therefore, coaching, training, and teacher development are fundamental in the education process. The teacher is a profession that is in line with other professions.

The situation that occurred at Bangun Mulia vocational school was that there were phenomena related to disciplinary problems and teacher performance. This can be seen as there are still teachers who are late for school, late for class, and giving assignments without the teacher present in the classroom. Based on monitoring conducted by researchers in the field, there are often delays in carrying out the main tasks, one of which

* Master of management program students. Faculty of Economics and Business, University of Bhayangkara Jakarta Raya, Indonesia. E-mail: sabaruddin.sinulingga@gmail.com.

† Assistant professor. Lecturer in the master of management. Faculty of Economics and Business University of Bhayangkara Jakarta Raya, Indonesia. E-mail: bettysigit@gmail.com.

‡ Lecturer. Faculty of Economics and Business, University Pranata Indonesia. E-mail: zian.f11@gmail.com.

is the making of learning implementation plans that are not punctual and less serious. Another problem that also occurs is that most teachers do not yet have high work motivation in accordance with teaching demands. This can be seen from the percentage of teacher attendance that is not yet maximal, that most are still below the predetermined standard.

The teacher's creativity in exploring learning methods and the use of instructional media also has not been seen to the maximum. Teachers use the lecture method more and only use textbooks and conventional media in the delivery of learning materials. Other motivations in efforts to develop self-potential are also not optimal. In the description above, the problem of factors affecting teacher performance needs to be proven by conducting research.

II. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1. Principal's Leadership

According to Homan et al. (2020) leadership is an activity to influence people to be directed to achieve organizational goals. This gives an understanding that a manager can behave as a leader provided he has the competence to influence the behavior of others to achieve certain goals.

Meanwhile according to Usman et al. (2018) there are six characteristics related to leadership, namely:

- (1) Encouragement. The leader shows a high level of effort
- (2) The will to lead. The leader has a strong will to influence and lead others.
- (3) Honesty and integrity. Leaders build trusting relationships between themselves and their followers by being honest and not imitating.
- (4) Confidence. Followers see their leader does not doubt himself.
- (5) Intelligence. Leaders must be smart enough to gather, analyze, and interpret a lot of information, and they need to be able to create a vision, solve problems, and make the right decisions.
- (6) Work-related knowledge. Effective leaders have a high level of knowledge about the company, industry, and technical matters.

According to Noor et al. (2018), the principal is a functional teacher who is given the task to lead a school where teaching and learning is held or where interaction occurs between the teacher giving the lesson and the student receiving the lesson as well as a motivator, administrator, and leader (Razak et al., 2018; Morkeviciute et al., 2019).

2.2. Work Motivation

Motivation is a set of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. Attitude and value is an invisible thing that gives strength to encourage individuals to behave in achieving goals (Sukmayuda et al., 2019).

According to Roni et al. (2018), there are two things that are considered as individual encouragement, namely the direction of behavior (work to achieve goals) and the strength of behavior (how strong the individual effort at work).

Some experts put forward motivational theories, including:

- (1) Maslow's theory of needs (hierarchy of need theory).
- (2) Herzberg's two-factor motivation theory (the two factors theory).
- (3) Alfeder's ERG theory (existence, relatedness, growth).

According to Rehman et al. (2019), from the theories above, the author concludes that: a person's motivation to be able to work optimally due to factors of clothing and food needs as basic needs in everyday life (Patimah, 2017). This means that if income is appropriate, then motivation will increase high (Regen et al., 2020).

2.3. Work Discipline

According to Krskova et al. (2020), discipline can be interpreted as an obedient attitude, behavior, and conduct in accordance with company regulations, both oral and written. While other opinions according to Malau et al. (2019), discipline is the willingness and readiness of a person to obey the norms of the rules that apply in the surroundings (Azzahra et al., 2019).

Foncha et al. (2017), factors affecting teacher discipline are: (1) the number of the compensation given; (2) whether there is a good role of a principal; (3) the presence or absence of definite rules that can be used as a guide; (4) courage of the leadership in taking action; (5) the presence or absence of leadership supervision; (6) whether there is any concern for employees; (7) development of a healthy organizational structure, and (8) the existence of a complete or good program to maintain the enthusiasm and discipline of teachers (Alexandri et al., 2019).

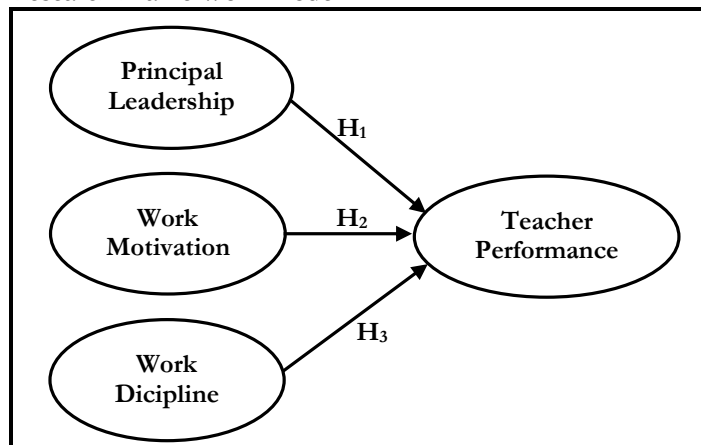
2.4. Teacher Performance

According to Farhani (2019), performance is about doing work and the results achieved from the work. Performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and economic contribution. Whereas according to Bernanthos (2018), performance (work performance) is the result of work in quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given (Hussain et al., 2019).

Helden and Reichard (2019), the teacher's professional duties include (1) implementing quality learning and evaluating learning outcomes; (2) continuously increasing academic qualifications and competencies with the development of science; and (3) upholding the statutory regulations and the teacher's code of ethics as well as religious and ethical values that can maintain and foster national unity (Pawirosumarto et al., 2017). The research framework can be seen in the chart below:

Figure 1

Research Frame Work Model



Hypothesis 1: there is a significant relationship between principal leadership and teacher performance.

Hypothesis 2: there is a significant relationship between work motivation and teacher performance.

Hypothesis 3: there is a significant relationship between work discipline and teacher performance.

III. RESEARCH METHODOLOGY

The research was conducted at the Bangun Mulia Bekasi vocational school, which lasted for 4 months from February to May 2020. The data were taken in the form of primary data, using quantitative methods by distributing questionnaires as research instruments. Research variables include exogenous latent variables (variables that explain or influence other variables), including school principals’ leadership, work motivation and work discipline; and endogenous variables (variables that are explained or influenced by exogenous variables), namely teacher performance. The sampling technique in this study uses the saturation sampling method (all taken from a number of populations) of 95 people, where the respondents are the principal and non-permanent teachers. The questionnaire contains questions that represent indicators of each research variable, using 4 Likert scales, namely: (1) strongly agree (score 4); (2) agree (score 3); (3) disagree (score 2), and (4) strongly disagree (score 1).

Data is processed using Lisrel software because it contains simultaneous structural equations (Wijayanto, 2008). SEM aims to test the relationships between variables that exist in a model. Structural equation modeling can be described as an analysis that combines a factor analysis approach, structural model and path analysis. This study uses the Confirmatory Factor Analysis technique on SEM which is used to confirm the most dominant factors in a group of variables. To get the best model, through CFA the selection of valid latent variable indicators with standardized loading factor (SLF) ≥ 0.50 is selected (Dewi et al., 2019; Hidayah & Nurbaiti, 2019)

Table 1
Details of the 9 Goodness of Fit Index (GOFI) Indicators

GOFI Indicator	Remarks of GOFI Indicator	Standard Values for Good Match
RMSEA	Root Mean Square Error of Approximation	≤ 0.08
NFI	Normed Fit Index	≥ 0.90
NNFI	Non-Normed Fit Index	≥ 0.90
CFI	Comparative Fit Index	≥ 0.90
IFI	Incremental Fix Index	≥ 0.90
RFI	Relative Fit Index	≥ 0.90
Std. RMR	Standardized Root Mean Square Residual	≤ 0.05
GFI	Goodness of Fit Index	≥ 0.90
AGFI	Adjusted Goodness of Fit Index	≥ 0.90

Source: Wijanto (2008).

A variable has good validity to the construct or latent variable if the value of standardized loading factor (SLF) ≥ 0.50 (Hidayah & Nurbaiti, 2019). A good construct reliability is if the value of construct reliability (CR) ≥ 0.70 and variant extract (VE) ≥ 0.50. The formula used is as follows:

$$CR = \frac{(\sum \text{Standardized Loading})^2}{(\sum \text{Standardized Loading})^2 + \sum \text{Error}} \dots\dots\dots 1$$

$$VE = \frac{\sum \text{Standardized Loading}^2}{N} \dots\dots\dots 2$$

Where: N is the number of observed variables.

According to Hidayah and Nurbaiti (2019), fit/structural model with a significance level of 0.05, the t-value of the structural equation must be ≥ 1.96 . The hypothesis is accepted if the absolute value of t (t-value) ≥ 1.96 , and the coefficient of t-value (either positive or negative) matches the relationship between the variables listed in the research hypothesis.

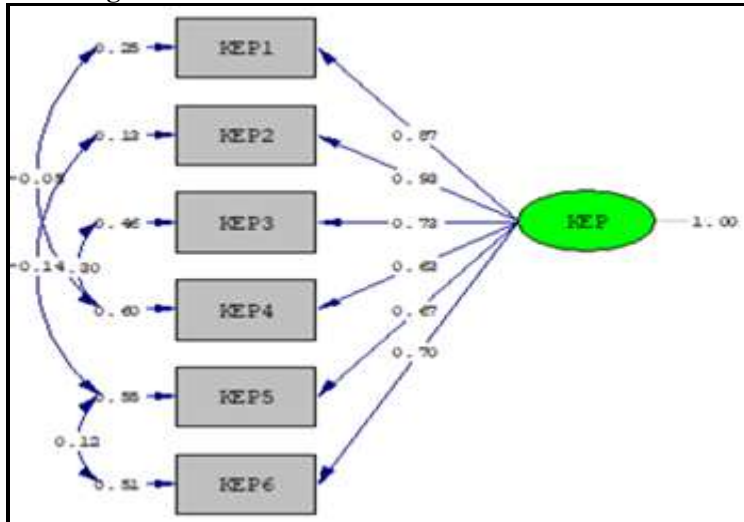
IV. RESULTS AND DISCUSSIONS

The results of the following data processing below show that all latent variables of the study with the indicators have a good match, good validity and good reliability as well.

4.1. Latent Variable of Principal Leadership (KEP)

Figure 2

Path Diagram Test Model Measurement of Latent KEP Variables

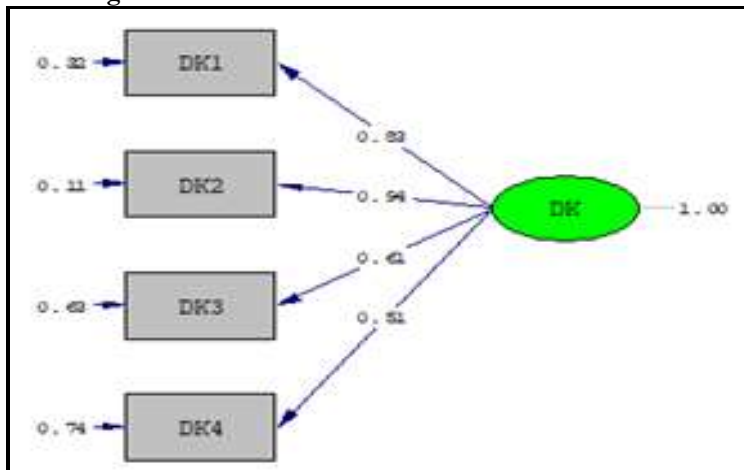


Where: Chi-square= 4.24, df= 5, p-value= 0.49035, and RMSEA= 0.000

4.2. Latent Variable in Work Discipline (DK)

Figure 3

Path Diagram Test Model DK Latent Variable Measurement

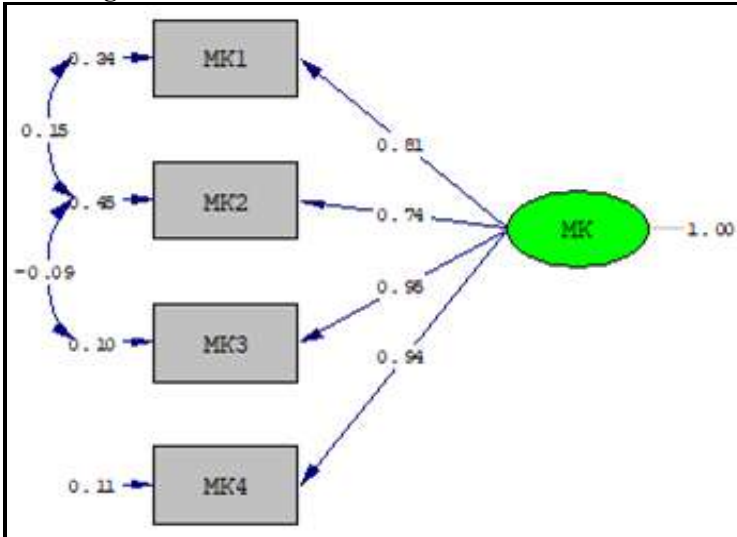


Where: Chi-square= 3.36, df= 2, p-value= 0.18674, and RMSEA= 0.087

4.3. Latent Variables in Work Motivation (MK)

Figure 4

Path Diagram Test Model Measurement of Latent Variable MK

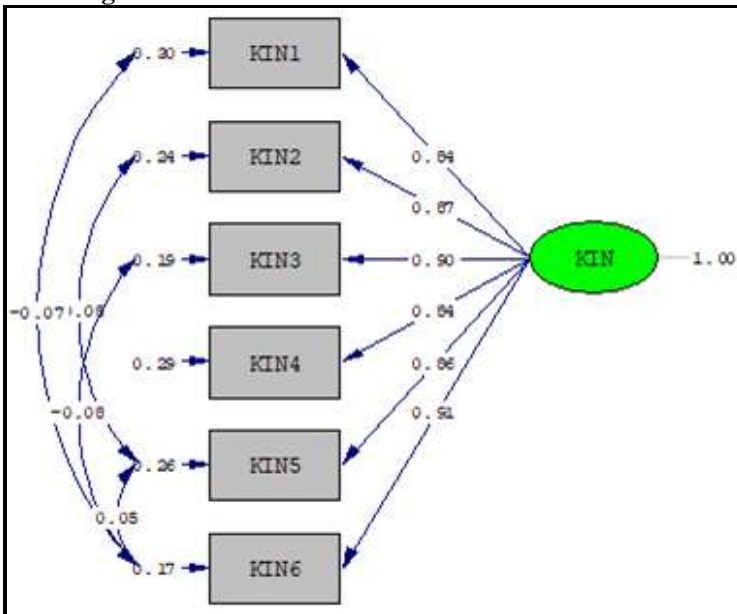


Where: Chi-square= 0.00, df= 0, p-value= 1.00000, and RMSEA= 0.000

4.4. Teacher Performance Latent Variable (KIN)

Figure 5

Test Diagram Path Model Measurement of KIN Latent Variables

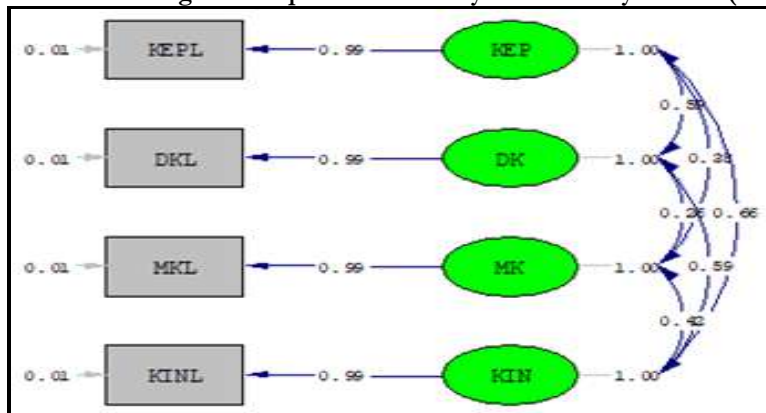


Where: Chi-square= 2.34, df= 5, p-value= 0.80071, and RMSEA= 0.000

4.5. Confirmatory Factor Analysis Test (CFA)

Figure 6

Lisrel Path Diagram Output Confirmatory Factor Analysis Test (CFA)

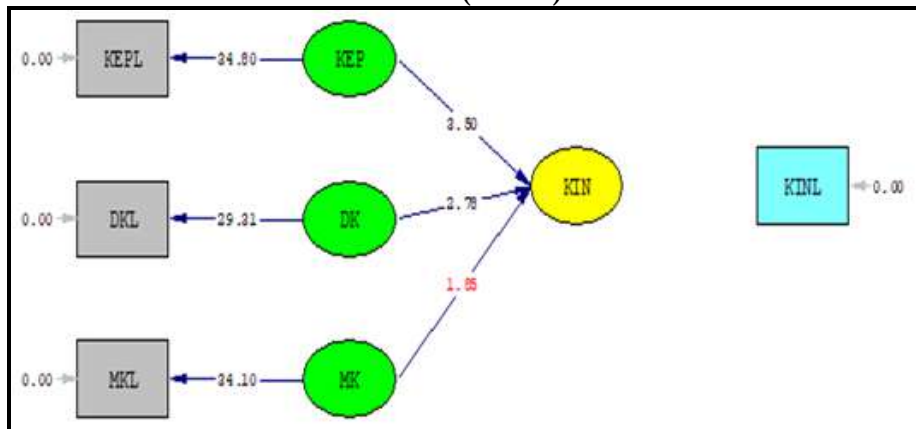


Where: Chi-square= 0.00, df= 0, p-value= 1.00000, and RMSEA= 0.000

4.6. Structural Model Test/Research Hypothesis Test

Figure 7

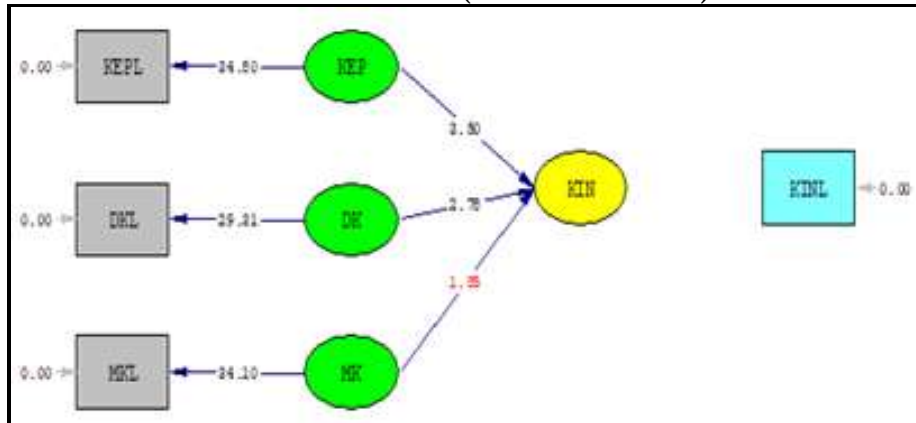
Research Structural Model Test Results (t-Value)



Where: Chi-square= 0.00, df= 0, p-value= 1.00000, and RMSEA= 0.000

Figure 8

Research Structural Model Test Results (Standard Coefficient)



Where: Chi-square= 0.00, df= 0, p-value= 1.00000, and RMSEA= 0.000

Table 2
Structural Model Test Results / Research Hypothesis Tests

Information	Relationship between Variables	t-Value	Std. Coef.	Conclusion of Hypothesis Test
Hypothesis 1	There is a significant relationship between the latent variables of Principal Leadership (KEP) and Teacher Performance (KIN)	3.50	0.41	Hypothesis 1 was accepted because t-value > 1.96, and positively correlated between KEP and KIN variables
Hypothesis 2	There is a significant relationship between the latent variable Work Discipline (DK) with Teacher Performance (KIN)	2.78	0.30	Hypothesis 2 was accepted because the value of t-value > 1.96, and positively correlated between DK and KIN variables
Hypothesis 3	There is a significant relationship between latent variables Work Motivation (MK) and Teacher Performance (KIN)	1.85	0.18	Hypothesis 3 was rejected because the value of t-value < 1.96, so there was no correlation between the MK and KIN variables

V. CONCLUSION

The principal leadership variable (KEP) on teacher performance (KIN) has a significant effect. This is because the head of vocational school at the Bangun Mulia foundation is able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM) quite well. The principal plays a major role in moving the school organization. Principals who can carry out their duties properly will affect teacher performance. Principals who are able to carry out their role and function as EMASLIM will improve teacher performance and can also improve the quality of education. Principal's leadership is a factor that can encourage schools to actualize the goals and objectives of the school through programs that are implemented in a planned and gradual manner.

Work discipline (DK) on teacher performance (KIN) is quite significant effect Discipline in the work environment is needed because it will affect the achievement of organizational goals. Employees with good work discipline will benefit the company and the employees themselves. The level of discipline of an employee can be measured by the timeliness in carrying out work, awareness in work and compliance with applicable regulations.

Work motivation is quite influential on teacher performance which states that there is a positive relationship between achievement motivation and performance achievement. In this case, the principal as a motivator can implement policies and decision-making that can stimulate the work discipline of teachers.

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