
Contribution of headmaster instructional leadership and motivation to teacher work discipline

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Abstract: The background of this research is still the low discipline of teacher work in SMP V Koto Kampung Dalam Pariaman. It is not yet effective that the principal's instructional leadership and teacher work motivation are still low. The purpose of this research is to know the principal of principal's principal leadership and work motivation from teacher work discipline. Data by questionnaire with likert scale that has validity and reliability. Data were analyzed by correlation and regression technique. The results showed: 1) the principal's principal leadership contributed to the teacher's work discipline of 26.1%; 2) the work motivation contributed to the teacher's work discipline of 23.6% and 3) the principal's principal leadership and work motivation jointly contributed to discipline of teacher work by 36,5%. Based on descriptive analysis revision of headmaster leadership and work motivation and teacher work discipline are both in good enough category of ideal score.

Keywords: Instructional leadership, Motivation, Work discipline

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Introduction

School is one of alternative institution of education service, which must have vision, mission, purpose and function. To develop the above, schools need professional staff, organizational work and resources that support both financial and nonfinancial. One of the supporting elements to achieve the goal of education is required leadership role of principals and teachers. Therefore a teacher must have high discipline.

As stated by Tilaar (2006: 39) "Improving the quality of education depends on many things, especially the quality of teachers". Education in achieving the desired goals of course influenced by many factors. Factor that is from resource, in this case more studied is human resource that is teacher. With these resources, the school institutions can achieve the desired goals. The performance of human resources will

not be optimal if it is not accompanied by compliance with the norms and regulations applicable within the organization. In other words, high work discipline is required. Work discipline is important in improving the desired organizational performance can be achieved as expected.

Discipline can serve as coercion to a person to follow the rules applicable in that environment. Such coercion, habituation, and discipline exercises can make sense that discipline is important. Thus, one of the means in realizing organizational goals is by the existence of discipline where every employee has a mental attitude to obey and obey every rules and regulations applicable. Discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of compliance or obedience to rules or ethics, norms, and rules applicable in society for a particular purpose. A condition that is created and formed through a series of behaviors that show the values of obedience, obedience, loyalty, order, and order. Because it is united with him, the attitude or deeds that he will do no longer or at all felt as a burden and even otherwise would burden him when he did not as usual.

Based on the above description can be concluded that the attitude of discipline is formed because of the willingness and consciousness of a person to comply and obey the existing rules within the organization without any coercion but because of a sense of great responsibility, so as to change the behavior for the better, and exemplary from the environment so as to create an attitude of obedience, and orderly in carrying out the orders it receives in the work environment. In disciplinary maintenance with increasingly severe penal sanctions, subordinates will increasingly afraid of breaking the rules, attitudes, and behavior will be reduced Discipline has a strategic meaning in achieving organizational goals. Due to discipline, employees will always be responsible for their duties and obligations and comply with all applicable regulations. It is admittedly true that leadership issues are one of the most meaningful aspects for both the employee and the organization itself. Leadership is important for employees because it is a reflection or a measure of value to the employee itself. Smith & Piele (2012), The activity of mobilizing and empowering others to serve the academic and related needs of students without most skill and integrity

Good discipline reflects the magnitude of a person's sense of responsibility for the tasks assigned to him. This encourages passion, work, and the realization of the school's goals. With good leadership example, discipline of subordinates will also be good. But if the leadership example is not good (less discipline), then the subordinates will be less disciplined. The leader should not expect discipline of his subordinates either if he himself lacks discipline. The leader must realize that his behavior will be emulated and followed by his subordinates. This is what requires that the leadership has good discipline, so that the subordinates are well disciplined.

Some things that can motivate teachers work include decent wages, a pleasant working atmosphere, opportunities to grow, the need for recognition, and achievement needs. Define motivation is what people create or behave in the way they do. Teacher performance is also determined by high work discipline. Thus schools that are in the teaching-learning process grow discipline, will serve as the shaper of individual values and norms, self-mastery, attitudes and responsibilities for teachers. The lack of discipline of teachers in performing tasks, such as coming to school late, being ignorant towards students resulted in low quality of learners.

Based on the above problems, the purpose of this study is to reveal: Contribution of headmaster instructional leadership to teachers' work discipline, the contribution of work motivation to teacher discipline The contribution of Contribution of headmaster instructional leadership and work motivation together to the discipline of teacher at SMP Se Kecamatan V Koto Kampung Dalam Padang Pariaman District.

Method

This type of research is quantitative with correlational techniques. The data collected for the purposes of this study comes from all teachers with a population of 116 people and used as a sample based on stratified proportional random sampling as many as 63 people. In this study, researchers disseminate and explain the questionnaire directly to the teacher who became the research sample. The questionnaire used in this study was prepared using a scale of scale (Likert). Method of Likert scale by method. After completion with an instrument test. Before the questionnaire can be used as a measuring tool in the research, first trial done. How the testers - trial as follows: Determination of this experimental test response.

In testing trials, the experimental test was conducted. Technical implementation is to provide the instrument to teachers who selected as respondents trial.

Analysis of Test Results of Research Instruments, After completion with an instrument trial. Analysis of the test results data to determine the level of validity (validity) and reliability (reliability), by using the computer program SPSS (Statistical Program Social Science) For windows version 20.00.) Data analysis techniques used is by analysis deskriptif data, test terms of analysis and hypothesis testing.

Results and Discussion

1. Hypothesis I

The first hypothesis tested in this study is the headmaster instructional leadership (X1) contributing to the teacher's work discipline (Y). To find out the principal's principal instructional contribution to teacher work discipline was used simple correlation analysis. The result of correlation coefficient correlation of principal's principal leadership to teacher work discipline is 0. 379

Table 1 Result of Correlation Analysis between headmaster instructional leadership Variables (X1) and Teacher Work Discipline (Y)

Correlati on	Correlation coefficient (r)	Coefficient of Determination (r ²)	P
Ryx1	0.511	0.261	0.001

The result of calculation in Table 20 shows that the correlation coefficient between headmaster instructional leadership and teacher's work discipline is = 0,511 with $p < (0,05).$ Based on the results of this calculation can be explained that the headmaster instructional leadership is highly correlated with teacher work discipline, and form a positive relationship with the coefficient of determination = 0.261.

The results of the calculations in Table 20, show that the correlation coefficient ($ryx1$) = 0.511 with $p = 0.001 < \alpha 0.05$. This means there is a significant relationship between the principal's principal's leadership and the teacher's work discipline. The magnitude of the coefficient of determination (r^2) of 0.261 To determine the form of predictive relationship or not between the principal's principal leadership with the teacher's work discipline, a simple regression analysis is performed. From the regression results obtained regression equation $\hat{Y} = 48.502 + 0.446 X1$. This equation is then tested its significance.

Table 2 Regression Analysis Results headmaster instructional leadership (X1) and Teacher Work Discipline (Y)

Source	The sum of squares (JK)	Dk	Average number of squares	Fcount	P
Regres sion	3203.230	1	3203.2	21.561	.00 0 ^a
Residu	9062.325	61	148.56		
amoun t	12265.55	62			

Based on the calculation results Table 21 above shows the price of $F 21.561 > F$ table 3. 15 with significant $0.001 < 0.05$. This means the regression equation $\hat{Y} = 48.502 + 0.446 X1$ is significant in the 95% confidence level and can be used to predict teachers' work discipline. Furthermore, the significance test of the regression coefficient is tested.

Table 3. Principal Coefficient Regression Coefficient of headmaster instructional leadership on Teacher Work Discipline.

Source	Coefficien t	<i>T</i>	Sig.
Constants	48.502	2.317	0.024
headmaster instructional leadership	0.446	4.643	0.000

Table 3 shows that the price of t regression coefficient $t_{\text{arithmetic}} 4.643 > t_{\text{table}} 1.66$ and significant level 0.001. This means that the regression coefficient = 0.446 is significant and can be used to predict teacher work discipline. The regression equation explains that $\hat{Y} = 48.502 + 0.446 X_1$ explains that each.

Principal Instructional headmaster instructional leadership of 1 scale will contribute to the improvement of teacher work discipline by 0.446 scale. While the value of teacher work discipline already exists at 48,502 scales without the headmaster instructional leadership. For example, the work discipline of the teacher gives the principal's principal instructional score of 100 scales, then the teacher's work discipline is predicted to be $48.502 + (0.446 \times 100) = 108.546$.

Based on the results of tests that have been done above all very significant, then the hypothesis that the principal's principal leadership contributes to the teacher's work discipline can be accepted in the level of 95% confidence. The magnitude of the principal's principal instructional contribution to the junior high school teacher's discipline in the subdistrict of V koto kampung is 26.1%.

2. Hypothesis 2

The second hypothesis tested in this study is the work motivation to contribute to the discipline of teachers work. To know the contribution of work motivation to teacher work discipline used simple regression. In accordance with the calculation obtained correlation coefficient of work motivation is 0.481. the results of the analysis can be seen in Table 4 below.

Table 4. Results of Correlation Analysis between Work Motivation Variables (X2) and Teacher Work Discipline (Y)

Correlation	Correlation coefficient (<i>r</i>)	Coefficient of Determination (<i>r</i> ²)	P
Ryx ₂	.481 ^a	.236	0.001

The result of calculation in Table 23 shows that the correlation coefficient between work motivation and work discipline of teacher is equal to = 0,481 with $p < \alpha (0,05)$. Based on the results of this calculation can be explained that the work motivation correlated very significantly with the discipline of teacher work, and the form of positive relationship with the coefficient of determination = 0.236. The calculation results in Table 22, shows that the correlation coefficient (r_{yx1}) = 0.481 with $\rho = 0.001 < \alpha 0.05$. This means there is a significant relationship between work motivation and teacher work discipline. The magnitude of the coefficient of determination (r^2) of 0.236 To determine the form of predictive relationship or not between work motivation with teacher work discipline, simple regression analysis. From the regression results obtained regression equation $\hat{Y} = 70.625 + 0.351 X_2$. This equation is then tested its significance.

Tabel 5. Summary Table Regression Analysis Results Variable Motivation Work (X2) and Teacher Work Discipline (Y)

Source	The sum of squares (JK)	Dk	Average number of squares	Fcount	P
Regression	953.971	1	953.971	13.134	.001 ^b
Residual	5770.45	62	77.979		
Amount	6724.42	63			

Based on the calculation result Table 24 above shows that $F_{hitung} 13.134 > F_{table} 3.15$ with $\rho = 0.001 < \alpha 0.05$. This means the regression equation $\hat{Y} = 70.625 + 0.351 X_2$ is significant in 95% confidence level and can be used to predict teacher work discipline.

Table 6. Regression Coefficient Test Results Work Motivation (X2) Against Teacher Work Discipline (Y).

Source	Coefficient	T	Sig.
Constants	70.625	5.897	.000
Work motivation	.351	3.498	.001

Table shows that the price of t regression coefficient t arithmetic $3.498 > t_{table} 1.66$ and significant level 0.001. This means that the regression coefficient = 0.351 is significant and can be used to predict teacher work discipline. The regression equation explains that $\hat{Y} = 70.625 + 0.351 X_2$ explains that any increase in work motivation by 1 scale will contribute to the improvement of teacher work discipline by 0351 scale. While the value of teacher work discipline already exists for 70.625 scale without work motivation. For example, the work discipline of teachers gives job motivation scores of 100 scale, then the teacher work discipline is predicted to be $70.625 + (0.351 \times 100) = 112.72$.

Based on the test results that have been done above stated all the significant hypothesis that states work motivation contribute to the discipline of teachers work can be accepted at 95% confidence level. The amount of work motivation contribution to the work discipline is 23.6%.

3. Hypothesis 3

The third hypothesis tested in this study is the principal's principal instruction and work motivation together contributes to the teacher's work discipline. To test this hypothesis is done by multiple correlation analysis. After analyzed, the coefficient of double correlation of principal principal's leadership and work motivation together contributed to teacher work discipline of 0604.

Table 7 Results of Correlation Analysis Between headmaster instructional leadership Variables (XI) and Work Motivation (X2) on Teacher Work Discipline (Y)

Korelation	Correlation coefficient (r)	Coefficient of Determination (r ²)	Sig.
Ry1.2	.604 ^a	.365	0.000

The result of calculation in Table 6 shows that the correlation coefficient (Ry1.2) = 0.604 with $\rho = 0.000 < \alpha 0.05$. Thus it can be stated that there is a significant relationship between the principal's principal leadership and work motivation simultaneously to the teacher's work discipline is done

multiple regression analysis and obtained regression equation $\hat{Y} = 84.207 + 0.331 X_1 + 0.321 X_2$, the equation need tested its significance.

Table 8 Results of Regression Analysis Between headmaster instructional leadership (X1) and Work Motivation (X2) on Teacher Work Discipline (Y).

Source	JK	Dk	RJK	Fcount	P
Regresi	4471.073	2	2235.536	17.209	.000 ^a
Residu	7794.483	60	129.908		
amount	12265.55	62			

In Table 7, it shows that $F_{count} = 17.209 > F_{table} 3.15$ with $p = 0.000 < \alpha = 0.05$. this means the equation $\hat{Y} = 66.117 + 0.226 X_1 + 0.216 X_2$ is significant in the 95% confidence level and can be used to predict teachers' work discipline. Furthermore, the significance test of the regression coefficient is tested.

Table 9 Results for Principal Coefficient Regression Coefficient Instructional Leadership (X1) and Work Motivation (X2) on Teacher Work Discipline (Y).

Source	Coefficient	T	Sig.
Constants	45.689	2.148	.036
headmaster instructional leadership	.550	5.866	.000
Work motivation	.125	1.457	.020

In Table 8, it can be seen that the price of t principal regression coefficient of leadership principal leadership is t count 5.866 and $> t_{table} 1.66$ significance level is $p = 0.000 < \alpha = 0.05$, whereas t coefficient of regression of work motivation is t count 1.457 $> t_{table} 1.66$ with significance level is $p = 0.020 < 0.05$. This means that a significant 0.550 regression coefficient can be used to predict the teacher's work discipline and the regression coefficient of 0.125 contributes and is significant and can be used to predict the performance of the teacher's work discipline. Regression equation model $\hat{Y} = 45.689 + 0.550 X_1 + 0.125 X_2$ explains that the directional coefficient of X1 is 0.550 and the direction coefficient X2 is 0.125. This means that each increase of Principal Instructional Leadership (X1) of 1 scale will contribute to the addition of the value of teacher work discipline (Y) of 0.550 scale, and work motivation (X2) of 1 scale contributing to teacher work discipline (Y) of 0.125 scale. Previously the value of teacher work discipline already existed for a constant of 45,689 scales without the contribution of the two predictors. For example, a teacher is known to score a score for the headmaster instructional leadership and work motivation of 100 scales each, then the value of the teacher's work discipline can be predicted as $45.689 + (100 \times 0.550) + (100 \times 0.125) = 115.117$. Based on the above test results that are all significant, it can be concluded that the third hypothesis that the principal's leadership and work motivation together contribute to the teacher's work discipline can be accepted in the level of 95% confidence. Contribution is 36.5% while 33.5% is determined by other factors not included in this research.

Conclusion

1. Based on the results of analysis in Chapter IV it can be concluded as follows: headmaster instructional leadership contributes 26.1% to the discipline of teachers. It is seen descriptively that the principal's principal instruction in this study is categorized as good enough 84.82% of the ideal score. Thus, although the principal's principal instruction in the category is good enough, it

is necessary to improve and improve the headmaster instructional leadership as seen from the teacher's perception

2. on the achievements of each indicator that has been researched, such as indicators Perfectly duties, Caring, high motivation performance and Seriousness². Teacher work motivation contributes 23.6% towards the discipline of teachers. Viewed descriptively that teacher work motivation in this research including good enough category 76.78% from ideal score. Thus, it is necessary to improve and improve teacher work motivation seen from teacher perception to achievement on every indicator that has been researched, such as Perfection of task, High spirit in achieving success, Care and Work hard which is in good enough category.
3. headmaster instructional leadership and teacher work motivation together contribute 36.5% to teacher work discipline. It is seen descriptively that the teacher work discipline in this research is good enough category 82,55% from ideal score. Thus, it is necessary to improve and improve the discipline of teacher work in terms of teacher perceptions of achievements on each indicator that has been studied, such as indicators of compliance with the rules, responsibility for tasks and awareness of the task. Although the level of achievement in this teacher work discipline variables is already in the category of good enough, but also must make improvements and improvements every time so that the discipline of teacher work has increased over time.

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