



The Influence of Principal Leadership and Work Discipline Through Work Motivation on the Performance of Elementary School Teachers

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Abstract

The purpose of this study is to analyze the direct or indirect influence of the principal's leadership and work discipline through work motivation on teacher performance. Education in schools can not be separated from the role of teachers, where teachers in education are needed during the teaching and learning process and distribute information that happens in school. Teachers are the most important human resources capable of assisting students in gaining knowledge, and insight, and forming good personalities at school. Teachers play a big role and influence in realizing educational goals. This research is quantitative by using path analysis as the data analysis using SPSS and Sobel Test Calculator. The sample of this study was 67 students, consisting of 18 elementary schools throughout the Kadipaten District, and taken using proportionated cluster random sampling. The research instrument used a questionnaire. The results showed that Direct leadership, work discipline, and work motivation affect teacher performance. While the indirect effect of motivation is able to mediate the influence of leadership and work discipline on teacher performance. The conclusion is there is a direct influence of the principal's leadership and work discipline on teacher performance, as well as indirect work motivation, which can mediate the influence of the independent variable to the dependent.

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INTRODUCTION

Education is basically an empowerment process to reveal the potential in humans as individuals, who are able to contribute to local communities to the global community. The function of education is not only to explore the educational potential that exists in humans who can control the potential that has been developed so that it can be useful for improving the quality of human life itself, but also for others. Education in schools can not be separated from the role of teachers, where teachers in education are needed during the teaching and learning process and distribute information that occurs in school.

Teachers are the most important human resources capable of assisting students in gaining knowledge, and insight, and forming good personalities at school. Teachers play a big role and influence in realizing educational goals. Teachers as educators who provide a number of knowledges to students at school. The benchmark for the implementation of education is largely determined by the teacher in carrying out the teaching and learning process because it is related to teacher performance (Holan & Marina, 2019).

Teacher performance is the result of work achieved by teachers in schools in order to achieve school goals, the performance of these teachers can be seen from their responsibilities in carrying out their work and maintaining their morale (Holan & Marina, 2019). Good teacher performance will certainly produce good output as well. This is because teacher performance does not only have an impact on schools and students but also on the wider community, such as parents of students and the surrounding community. In line with the results of Laksono's research (2017); Asmawati (2017) shows that good teacher performance can improve student achievement with teacher behavior or behavior in attracting students' attention to learning.

In Indonesia itself, it is undeniable that the performance of teachers is still not maximal, it is proven that there are approximately 39% of teachers in Indonesia have not met the standards of academic qualifications as educators (Kemendikbud, 2019). Another factor that causes

low teacher performance is teacher welfare. Many teachers have more than one profession for the reason their salary is small to fulfill the needs of life, Febriantina et al. (2018).

The problem of teacher performance is not something that is considered trivial because it is an important part of the implementation of education in Indonesia. Therefore, it must be a major concern for every school to improve teacher performance. It takes a lot of attention to teacher performance through various activities that can be carried out in an effort to improve teacher performance on an ongoing basis so that school goals can be achieved. Many factors are the cause of the low performance of teachers including the leadership of the principal, school culture, work discipline, teacher competence, and others, Kasmir (2018).

Principal leadership is one of the factors that affect teacher performance. The principal is an important element in the school because he plays a role in implementing school programs and achieving school goals. The success of a school in implementing its program or improving the quality of education cannot be separated from the leadership role of the principal (Setyawan, Sumaryanto & Murwatiningsih, 2017). Leadership is the ability to influence a person or group to work voluntarily in achieving the goals set. The principal's leadership provides work motivation for increasing teacher work productivity and student learning outcomes.

The results of Achmadi's research (2012); Hardono, Haryono & Yusuf (2017) show that there is a relationship between principals' leadership and teacher performance. Likewise, Azis & Suwatno's (2019) research found that there was a positive and significant effect on teacher performance. However, the results of this study are different from the research of Giantoro & Purnomo (2019) which shows that leadership has no effect on teacher performance. This is based on the perception of teachers who say that the principal cannot work alone in carrying out his duties and functions as a leader but requires a school organization that is built structurally, so that teacher performance can be influenced by

various things, not directly by the principal's leadership.

The principal must also be able to involve various elements of the school by providing motivation to employees to be ready to work in order to achieve school goals (Taoefik et al., 2017). However, sometimes the conditions are contrary to reality because there are still principals who are unable to accept new ideas or ideas, and rarely involve other school elements (teachers and staff) in the decision-making process and planning of school activities (Handayani & Rasyid, 2015).

In addition to the leadership of the principal, there are other factors that affect teacher performance, namely work discipline. Thoha (2014) states that work discipline as the implementation of management to strengthen guidelines is seen as closely related to performance. Work discipline is closely related to employee behavior and affects performance. Although this discipline is only one part of the characteristics of teacher performance and is related to the percentage of attendance, non-compliance with rules, decreased work productivity, and apathy, it turns out that this has a very big impact, especially in our education system which still requires the presence of teachers predominantly in the learning process. Through good work discipline, it will further improve teacher performance which in turn has an impact on improving the quality of education (Purwoko, 2018).

Research by Nurhalid & Usman (2020) shows that work discipline affects teacher performance. Likewise, the results of Suherman's research (2018) found that teacher performance was influenced by the work discipline of the teacher himself. A teacher who is competent in carrying out his duties as a teacher, the teacher must also be able to discipline himself regarding all the rules that apply in the school where he teaches (Rofiq, 2017). A teacher must position himself as someone who obeys the rules and carries out his duties with a full sense of responsibility. Through the discipline of a teacher, it is hoped that his work in teaching can be carried out effectively and efficiently.

Conversely, if discipline cannot be enforced properly, it is possible that the organizational goals that have been set cannot be achieved optimally (Ma'arif, 2018).

Teacher competency factors can also affect teacher performance. Teacher competence is an ability that every teacher needs to have in carrying out their role as educators. The quality of learning can also be determined by the competence of a good teacher. But the fact is that teacher competence still has a value below the national standard that has been set.

In addition, there are other factors that can affect teacher performance, namely work motivation. Teachers can work optimally and professionally if they have high work motivation. Motivation is a push or pulls that causes a reaction from behavior towards a certain goal. In line with this opinion, it can be interpreted that motivation is an important part of an institution (Kompri, 2015). If a teacher has positive motivation, he will pay attention to his interests, have more attention, and want to participate with others in doing a task or activity.

The current phenomenon related to the work motivation of teachers in elementary schools throughout the Kadipaten District is the low desire of teachers to learn IT, every time there are seminars or workshops related to increasing competence, not a few teachers only pay and entrust their names, besides those teachers still copy the previous tools in compiling learning administration such as Syllabus, KI, KD, RPP, PROTA, and PROMES. This is not uncommon to make a discrepancy with the conditions that exist in the field.

Research by Syaroni (2018), Tarigan & Panggabean (2022) states that motivation has a positive and significant effect on teacher performance. In line with the research of Habibi et al (2018); Saragih (2017); Arman, et al. (2016) which shows that work motivation has a positive and significant influence on teacher performance. Likewise the research of Keizer & Pringgabayu (2017) which shows that work motivation affects teacher performance. Similar to the research of Astiti et al. (2019) whose results show that there

is a positive and significant influence between teacher work motivation on teacher performance.

The work motivation of each teacher can affect the performance of different teachers. Teachers with low work motivation certainly have an impact on low teaching quality, and vice versa. The high quality of teaching is influenced by high work motivation. Based on the explanation above, the researcher feels that there are still many things that need to be improved, both teacher performance, work motivation, and discipline to the leadership of the principal to be much better.

Based on the description of the background above, the researcher is interested in studying how the principal's leadership and work discipline affect teacher performance through work motivation.

METHOD

This research is quantitative in nature using path analysis techniques with the help of SPSS and Sobel test calculator. The population of this study was elementary school teachers in the Kadipaten sub-district totaling 202 people from 18 schools. The number of samples was 67 people and was taken using the Proportionated Cluster Random Sampling technique, namely based on the level or strata of SD throughout the Kadipaten District.

The data of this study were collected using a closed questionnaire which included principals' leadership instruments (16 items), work discipline (15 items), work motivation (19 items), and teacher performance (18 items). The scoring technique uses a Likert Scale which includes the choices Strongly Agree (score 5), Agree (score 4), Doubtful (score 3), Disagree (score 2), Disagree (score 1).

The test analysis used is the prerequisite test related to the validity test, reliability test, normality test, heteroscedasticity test, and multicollinearity test. Hypothesis test using path analysis technique which includes direct influence test (coefficient of determination test, T-test) and indirect effect test with Sobel test.

RESULTS AND DISCUSSION

The research hypothesis test aims to determine whether there is a direct influence between the independent variable on the intervening and the intervening variable on the dependent variable as well as the indirect effect between the independent variable on the dependent variable through the intervening variable using path analysis with the help of the IBM SPSS 24.0 program and the Sobel test calculator. The hypothesis criteria (H_a) is accepted if the value of Sig. 0.05 for direct effect either simultaneously (F-count) or partially (t-count).

Direct Influence Analysis

The direct influence analysis aims to see whether or not there is a direct influence between the variables of the principal's leadership, work discipline, and work motivation on teacher performance. The results of the direct influence analysis can be seen in Table 1 and Table 2 below.

Table 1. Analysis of Direct Effects I

Variable	t	Sig.
Principal Leadership	6.772	.000
Work Discipline	4.973	.000

Dependent variable: Work Motivation

Table 2. Analysis of Direct Effects II

Variable	t	Sig.
Principal Leadership	7.056	.000
Work Discipline	4.165	.000
Work motivation	10.223	.000

Dependent variable: Teacher Performance

In addition, the results of the coefficient of determination test of all independent variables on the dependent variable are presented in Table 3 and Table 4. below.

Table 3. Results of the Coefficient of Determination I

Variable	R2
Principal Leadership	0.414
Work Discipline	0.276

Dependent variable: Work Motivation

Table 4. Results of the Coefficient of Determination II

Variable	R2
Principal Leadership	0.434
Work Discipline	0.211
Work motivation	0.617

Dependent variable: Teacher Performance

The Effect of Principal's Leadership on Teacher Performance

The results showed that the principal's leadership variable directly affects teacher performance with the value of Sig. of 0.000 (< 0.05) and the value of $t\text{-count} > t\text{-table}$ ($7.056 > 1.98$). The magnitude of the coefficient of determination (R2) is 0.434, which means that the contribution of the principal's leadership influence on teacher performance is 43.4 while the remaining 56.6% is influenced by other factors not examined.

The results of the study are in line with the research of Zubaidah (2016); Erlangga et al. (2015); and Wilson (2017); Ndoen & Manurung (2021) which shows that there is an influence of principal's leadership on teacher performance. Likewise with the results of research by Achmadi (2012); Budianto & Komalasari (2016); and Azis & Suwatno (2019) which showed that the principal's leadership affects teacher performance.

The results of this study are related to the leadership condition of the principal in SD throughout the Kadipaten District, the teacher feels that the principal has a good personality or social competence towards all elements of the school and in the community. This is evident from the communication built between the principal and employees or teachers as well as between the principal and the surrounding community.

In addition, the managerial ability of principals in elementary schools throughout the Kadipaten sub-district can also be said to be good, as evidenced by the teacher's response which states that the principal always involves the teacher in conducting discussion activities to develop school programs for the development and progress of schools in elementary schools throughout the district. Duchy.

Principals of elementary schools throughout the Kadipaten sub-district have the ability to carry out supervision, monitoring, evaluation and educational programs and are able to provide feedback in the form of follow-up on the results of supervision in accordance with the right mechanism. Principals are willing and able to involve teachers in participating in training and other activities so that the quality and capacity of teachers will improve because teacher performance is a priority.

The Effect of Work Discipline on Teacher Performance

The results showed that the work discipline variable directly affected the teacher's performance with the value of Sig. of 0.000 (< 0.05) and the value of $t\text{-count} > t\text{-table}$ ($4.165 > 1.98$). The magnitude of the coefficient of determination (R2) is 0.211, which means that the contribution of work discipline to teacher performance is 21.1% while the remaining 78.9% is influenced by other factors not examined. The results of this study are in line with the research of Nurhalid & Usman (2020); Ekowati et al (2018); Misrania, Feriyansyah & Diana (2021); Gabriella & Tannady (2019); Mahfud (2020) who obtained the results that teacher performance was influenced by teacher work discipline.

The results of this study indicate that the work discipline of teachers in elementary schools throughout the Kadipaten sub-district is already good. This can be seen from the teacher's attendance on time, returning home according to work hours, being able to carry out tasks while still complying with existing rules, being able to complete assignments on time, having a follow-up program from the results of the assessment, being able to encourage other people or teachers' friends in carrying out their duties. obey existing rules or emphasize discipline, and be able to manage themselves so as not to make repeated mistakes. This is of course very much needed for a teacher so that his discipline is maintained or can be improved so as to produce good performance in accordance with what is expected by the school.

Regarding a teacher who is competent in carrying out his duties as a teacher, the teacher must also be able to discipline himself regarding all the rules that apply in the school where he teaches (Rofiq, 2017). A teacher must position himself as someone who obeys the rules and carries out his duties with a full sense of

responsibility. Discipline is not only a reflection of a teacher's positive attitude, but will also greatly assist 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.

The Effect of Principal's Leadership on Work Motivation

The results showed that the principal's leadership variable directly affects work motivation with the value of Sig. of 0.000 (< 0.05) and the value of t-count $>$ t-table ($6.772 > 1.98$). The magnitude of the coefficient of determination (R^2) is 0.414, which means that the contribution of the principal's leadership influence on teacher work motivation is 41.4% while the remaining 58.6% is influenced by other factors not examined. This is in line with the results of Nurussalami's research (2020); Mariatie et al. (2021); Sumartono et al. (2017); Nasrun (2016); Muna et al. (2020); Pardede (2021) shows that work motivation is influenced by the principal's leadership.

The results of this study indicate that most elementary school teachers throughout the Kadipaten sub-district consider that the principal's leadership in carrying out his leadership is quite good, so of course, this can affect teacher work motivation. This is indicated by his ability to lead his school which is manifested in terms of personality, managerial abilities, implementation of supervision, and social skills. The principal in carrying out his role has shown a good personality, it can be seen from the behavior of honesty, responsibility, self-confidence, being able to involve teachers in every decision-making, and being able to solve problems faced by teachers. In addition, the principal also has good managerial skills, as can be seen from his ability in preparing long-term school plans with teachers and staff, being able to develop schools, manage school facilities and infrastructure effectively and efficiently, being able to manage or develop curriculum and learning activities based on objectives. National Education.

Principals of elementary schools throughout the Kadipaten sub-district have also

demonstrated their ability to carry out supervision based on applicable procedures, carry out monitoring, evaluation and reporting of educational programs based on appropriate procedures and are able to follow up on the results of supervision by involving teachers in training to improve teacher competence. In addition, the principal is socially capable and skilled in collaborating with other people who are mutually beneficial and beneficial to the school, good communication skills so as to create a good work environment, able to participate in social activities and care for teachers or other staff.

The Effect of Work Discipline on Work Motivation

The results showed that the work discipline variable directly affected work motivation with the value of Sig. of 0.000 (< 0.05) and the value of t-count $>$ t-table ($4.973 > 1.98$). The magnitude of the coefficient of determination (R^2) is 0.276 which means that the contribution of the influence of work discipline on the work motivation of teachers is 27.6% while the remaining 72.4% is influenced by other factors not examined.

In line with the results of the research by Parindori et al. (2017); Munawaroh (2018); Rosento et al. (2019); Purnamasari et al. (2019) which shows that work motivation can be influenced by work discipline, so good work discipline can increase employee work motivation and vice versa if someone has high work motivation it can increase good work discipline as well. Therefore, work discipline needs to be an important concern because it can affect the work motivation of teachers.

The results of this study indicate that the work discipline shown by teachers in elementary schools throughout the Kadipaten sub-district is quite good. This is indicated by the teacher's response or response to existing indicators such as attendance, implementation of tasks (activities), and follow-up programs. Likewise, the response related to work motivation is already quite good, shown in indicators such as responsibility for carrying out tasks, independence and liking at work, achievements

to be achieved, opportunities for promotion and recognition, and working for rewards. It can be concluded that if the indicators of the two variables are met, then they can influence each other in a positive direction. Therefore,

The Effect of Work Motivation on Teacher Performance

The results showed that the work motivation variable directly affected the teacher's performance with the value of Sig. of 0.000 (< 0.05) and the value of t-count > t-table (10.223 > 1.98). The magnitude of the coefficient of determination (R²) is 0.617, which means that the contribution of work motivation to teacher performance is 61.7% while the remaining 38.3% is influenced by other factors not examined. This means that the better the teacher's motivation, the better the teacher's performance, and vice versa.

In line with research conducted by Anis & Sutomo (2016); Utami & Negara (2021); Holan & Marina (2019) and Helniha (2019) which show that work motivation affects teacher performance positively and significantly. Likewise, the results of research by Ekowati et al. (2018); Firmawati and Usman (2017); and Kiruja & Makuru (2013) that work motivation affects teacher performance. However, it is different from the results of Suyatno's research (2019) which shows that work motivation has no effect on teacher performance.

The results of the study indicate that teachers in elementary schools throughout the Kadipaten sub-district already have good enough motivation to improve their performance. This relates to the responsibility of carrying out tasks according to the target, namely being responsible for the assigned tasks and completing them according to priorities. In addition, related to independence and liking at work, it shows that teachers always take the initiative to carry out tasks independently, and provide ideas, teachers feel happy to work in a work environment that supports their work activities.

Indirect Influence Analysis

The indirect effect analysis aims to see whether or not there is an indirect influence

between the principal's leadership and work discipline on teacher performance through work motivation as an intervening variable.

The Influence of Principal Leadership on Teacher Performance Through Work Motivation

The results of the calculation using the Sobel test obtained a z value of 4.6607770 (> 1.96), which means that work motivation is able to mediate the influence between the principal's leadership on teacher performance in elementary schools throughout the Kadipaten sub-district. These results indicate that the right leadership style can motivate teachers to work better and in accordance with the direction of their leaders so that teacher performance will increase.

In line with the results of research by Ekowati et al. (2018); and Muna et al. (2020) who show that school leadership has an influence on teacher performance through work motivation. Likewise with the results of research Imansyah et al. (2020); Sidabutar et al. (2018); Hardono et al. (2017); Juniarti et al. (2020); Soetopo et al. (2019); Sulfemi (2020); Zubaidah (2016), which shows that work motivation is able to mediate the influence of principal leadership on teacher performance.

The results showed that a better leader the principal will have an impact on the increasing work motivation of teachers which is expected to improve teacher performance in elementary schools throughout the Kadipaten District. This is because work motivation has mediated the influence of the principal's leadership on teacher performance. This is in line with Gibson's theory cited by Supardi (2013), which states that teacher performance is influenced by three groups of variables, namely: individual variables (ability and skills, background, and demographics), organizational variables (resources, leadership, rewards, structure, and job design) and psychological variables (perception, attitude, personality, learning, motivation, job satisfaction and work climate). The organizational variable in this study is represented by the principal's leadership, while the psychological variable is represented by work motivation.

The Effect of Work Discipline on Teacher Performance Through Work Motivation

The results of calculations using the Sobel test obtained a z value of 4.26950315 (> 1.96) which means that work motivation is able to mediate the influence of work discipline on teacher performance in elementary schools throughout the Kadipaten sub-district. These results indicate that high work discipline can encourage teacher motivation to work better it has an impact on improving teacher performance.

In line with the research results of Rachman, et al (2021); Ekowati et al. (2018); Vani & Sridadi (2020) which shows that work motivation is able to provide an indirect influence on work discipline on teacher performance. The existence of a positive and significant influence of discipline on teacher performance through motivation shows that motivation is a good intervening variable because it can be relied upon to support the positive influence of work discipline on teacher performance.

The results of this study indicate that work discipline indirectly affects teacher performance through work motivation. This means that when teachers have good work discipline, it will have a positive impact on work motivation so that they are able to influence teacher performance well or there will be an increase in their performance. Therefore, it is important to increase the work motivation of teachers by prioritizing their work discipline so that what is expected of their performance can be achieved. It can be concluded that the discipline variables that are composed of aspects of attendance, task implementation, follow-up programs, and forms of work discipline are able to have a positive and significant effect on performance variables formed by aspects of preparing learning plans, implementing learning interactions, assessment of learning achievement, and follow-up on assessment results. learning achievement mediated by motivational variables which are arranged on aspects of task implementation responsibility, independence and liking in work, achievements and needs to be achieved, promotion opportunities and gain recognition, and work for rewards.

CONCLUSION

Based on the results and discussion of the research, the conclusions from this study are first, there is a positive influence between the principal's leadership on the performance of elementary school teachers throughout the Kadipaten District. Second, there is a positive influence between work discipline on the performance of elementary school teachers throughout the Kadipaten District. Third, there is a positive influence of the principal's leadership on the work motivation of elementary school teachers throughout the Kadipaten District. Fourth, there is a positive influence between work discipline on the work motivation of elementary school teachers throughout the Kadipaten District. Fifth, there is a positive influence between work motivation on the performance of elementary school teachers throughout the Kadipaten District. Sixth, there is a positive influence of the principal's leadership on the performance of elementary school teachers throughout the Kadipaten District through work motivation. Seventh, there is a positive influence between work discipline on the performance of elementary school teachers throughout the Kadipaten District through work motivation.

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