The Influence of The Principal's Leadership Behavior and Work Discipline on The Student's Religiosity of MI 1 NWDI Pancor East Lombok

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Article Info	Abstract
	This study aims to determine the effect of principal leadership and work discipline on student's religiosity. This study uses a quantitative approach with the type of survey research and cross-sectional survey research design. Data collection using a questionnaire with a research population of all 6th grade students MI 1 NWDI Pancor East Lombok which amounted to 56 people. Data analysis techniques with validity, reliability, prerequisite tests, and hypothesis testing by means of bivariate and simultaneous tests. The results showed that there was an influence of the principal's leadership on the religiosity of MI 1 NWDI Pancor East Lombok students with a medium category r value is 0.520; there was an influence of work discipline on student's religiosity with a medium category r value is 0.393; there was an influence of the principal's leadership on student religiosity was significant with a t value is 4.473> t table 2.000; there is an effect of work discipline on student's religiosity is significant with a t value is 3.139> t table 2.000, simultaneously the effect of principal leadership and work discipline on student religiosity is significant with an F value is 13.985 and a significance is 0. 000013 < 0,05.

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INTRODUCTION

Smart society 5.0 is a challenging and complex era that prioritizes making people the source of innovation, using technology to improve the quality of life, and sustainable development. (AR, Bahri, & Misbahudholam, 2022). In the education field, it is not enough for students to have literacy (reading, writing) and mathematics (counting) skills but also need to be equipped with 21st century skills, which are the ability to communicate, be creative, think critically, collaborate and be able to adapt to change so that they can be used as capital to face societal conditions or society 5.0 (Sumarno, 2019).

The anxiety in the midst of technological advances is the concern of the erosion of good values in students, one of which is student religiosity, so that the leadership and disciplinary role of a school principal is needed, who plays an important role as a human center or source of innovation for the educational institutions he leads (Nasution, 2017). The purpose of this study was to determine the effect of leadership and discipline of the principal both partially and simultaneously on the religiosity of Madrasah Ibtidaiyah 1 Nahdlatul Wathan Diniyah Islamiyah (MI 1 NWDI) Pancor East Lombok students.

Leadership is a decision and more the result of a process of character change or internal transformation within a person (Huda, Toha, & Sujawadi, 2019; Solikin, Fatchurahman, & Supardi, 2017). Leadership is less a decision and more the result of a process of character change or internal transformation in a person Leadership is not a position or a title, but rather the birth of a long process of change in a person. Leadership is the process by which an individual influences a group of individuals to achieve a common goal (Northouse, 2017). The behavioral approach to leadership can generally be described into two parts: 1) emphasis on the leader's behavior; 2) focus exclusively on what leaders do and how leaders act (Northouse, 2017).

Discipline can be defined as an attitude of obedience, behavior, and actions that are in line with company regulations, both oral and written. Discipline is an attitude of willingness and willingness of a person to obey and obey the norms of the rules that apply around him. Work discipline is an attitude of respect, appreciation, obedience, and obedience to applicable regulations, both written and unwritten and willing to carry them out and not avoid accepting sanctions if he violates the duties and authority given to him (Mardikarini & Putri, 2020; Siswanto, 2010).

Religiosity is a condition that exists within a person that encourages him to act in accordance with his level of religious observance (Nurbaiti, Alwy, & Taulabi, 2020). Religiosity is behaviour that is sourced directly or indirectly to Nash. Religiosity is the level of one's conception of religion and the level of one's commitment to his or her religion (Glock & Stark, 1966).

The academic problem that is a big question is the number of guardians who are interested in sending their children here even though there are many other schools in the vicinity that have far more adequate infrastructure facilities with a more strategic location and are well known to the community, but why from year to year new student admissions have increased as shown in the following table:

Table 1. New Student Data of the Academic Year. 2018/2019-2022/2023

No	Class	Year	Amount	Total Student of Class I-VI
1	I	2018	48	136
2		2019	52	188
3		2020	57	245
4		2021	78	323
5		2022	97	420

Source: Documents MI 1 NWDI Pancor

In line with this, based on preliminary observations, the role of the principal in motivating and encouraging all students to compete in improving their achievements and

abilities in teaching and learning activities at school and developing their potential according to their talents and abilities, starting from the above, the researcher is interested in conducting a study entitled "The Effect of Principal's Leadership Behavior and Work Discipline on Student's Religiosity at MI 1 NWDI Pancor East Lombok".

METHOD

This study uses a quantitative research approach, with the type of survey research. The population in this study were all class VI students at MI I NWDI Pancor, which amounted to 56 students. The sample in this study used saturated sampling technique, where all members of the population in the study were used as samples. The research was conducted in February 2023. There are two types of variables in this study, which are the principal's leadership behavior (X1) and work discipline (X2) as independent variables and student religiosity (Y) as the dependent variable. The research design used in this study is a cross-sectional survey. Data collection instruments by administering an open-ended questionnaire, the measurement scale used is a Likert scale. The data collection technique in this study was a questionnaire technique. Data analysis in research using validity test, reliability test and prerequisite test. The prerequisite test is carried out in three steps, including the normality test, linearity test, and multicollinearity test, while the hypothesis test is carried out in two ways, including the bivariate test and simultaneous test.

RESULT AND DISCUSSION

The results of research on the effect of leadership behavior (X1) and work discipline (X2) on student religiosity (Y) are as follows:

The results of data analysis on the partial effect of leadership behavior (X1) on student religiosity (Y) show that there is a t value of 4.473 with a significance of 2.000, which means that the value of the t value is greater than the t table, which means that leadership behavior (X1) has a significant effect on student religiosity (Y).

The results of this study are very relevant to research conducted previously by Muhamad Rifai who examined the effect of organizational participation of IPNU IPPNU commissariat leaders and personality on student religiosity, the results showed that organizational participation of IPNU-IPPNU commissariat leaders had a significant effect on student religiosity at MTs Ma'arif Balong Ponorogo, with a regression equation: $Y = 7.883 + 0.950X1$ and an influence is 69.3%. (Rifai, 2021).

The previous research by Mudrikah, Ms. related to the influence of the leadership competence of Islamic religion teachers and madrasah Islamic culture on student religiosity obtained the results that the influence of the leadership competence of Islamic religion teachers on student religiosity in MAN is positively significant with the effect is 9.25% (Mudrikah, 2017).

Leaders who demonstrate consistent and consequential religious behavior can be an example for students to follow and emulate the same behavior. In this case, leaders' religious behavior can increase students' religiosity by inspiring and motivating them to do the same. The behavior of leaders who have strong religious values and demonstrate a commitment to implementing those values in their decisions and actions can influence students to pursue those values more diligently and consistently. In this case, values-orientated leadership can improve students' religiosity by instilling religious values in the school.

The leader's behavior who are able to motivate students to pursue higher and meaningful goals, such as goals related to religious values, can increase intrinsic motivation and a higher purpose in life for students, but conversely leaders who are inconsistent in their behavior can cause uncertainty and confusion in students about what is expected of them in terms of religious behavior. In this case, it can reduce students' religiosity by making them feel uncertain about the religious values they are supposed to follow.

School leaders who demonstrate strong religious beliefs and emphasize the importance of religious values in daily life can help increase students' adherence to religious teachings. In addition, leaders who practice religious values in their daily lives, such as honesty and integrity, can set an example for students and help reinforce religious values in their lives. But on the other hand, the influence of leaders on student religiosity is not always positive, if a school leader engages in behavior that is not in accordance with religious teachings, it will harm student religiosity.

The influence of leadership behavior on student religiosity is expected to include the following aspects: 1) Spiritual example: Leadership behaviors that reflect religious values and demonstrate spiritual commitment can influence student religiosity. Leadership that prioritizes integrity, humility and concern for others will provide a strong example for students in practicing their religious beliefs. Students can be inspired and more motivated to grow and strengthen their relationship with God through the example of religious leadership; 2) Encouragement of participation in religious activities: Leadership that supports and encourages students' participation in religious activities, such as prayer meetings, religious studies, or religious activities at school, can influence students' religiosity. When school leaders or religious teachers are actively involved in organizing and promoting such activities, students may feel encouraged to engage more intensively and deeply in religious practices; 3) Fostering religious values: Leadership that aims to foster religious values in students can have a positive effect on their religiosity. Leaders who pay attention to religious education, provide spiritual direction and guidance to students, and facilitate religious discussions and reflections can help students better understand, live and practice religious teachings. This can strengthen students' religiosity and improve their understanding of religion; 4) Supportive environment: Leadership behavior that creates a supportive environment for students' religious practices and spiritual development can have an effect on their religiosity. Leadership that creates policies and rules that support religious freedom, provides worship facilities, and facilitates religious activities can provide a safe space and strengthen students' ties to their religion; 5) Understanding and respect for religious diversity: Leadership that promotes understanding and respect for religious diversity can have a positive effect on students' religiosity. When school leaders or religious teachers emphasize inclusion, tolerance and respect for different religious beliefs, students can feel supported and valued in practicing their religion. This can strengthen their bond with religion and increase their religiosity.

Other implications of leadership behaviour on student religiosity are that it can help improve the quality of education and student morality. A good leader can help increase students' motivation and enthusiasm for learning, which can help them achieve better academic performance. In addition, a good leader can also help students develop strong moral and ethical values, which can help them avoid behaviours that harm themselves and others. Thus, good leadership behaviour can help improve the quality of education and morality of students, therefore, it is important for leaders in schools to pay attention to their leadership behaviour and ensure that they set a good example and facilitate the development of religious values in students. This can help to improve students' religiosity and morality and have a positive impact on their future lives.

Leadership strategies that can be used to develop students' religiosity include: 1) Implementing a quality religious education: Leaders need to ensure that the religious education provided in schools is of high quality. They can collaborate with religious teachers to develop interesting and relevant learning programmes that strengthen students' understanding of religious teachings and encourage them to apply them in their daily lives; 2) Encouraging participation in religious activities: Leaders should encourage and facilitate students' participation in religious activities. They can organise joint prayers,

recitations or religious social activities at school. By actively involving students in religious practices, leaders can help them directly experience religious values and strengthen their spiritual experience; 3) Providing moral and ethical guidance: Leaders need to provide moral and ethical guidance to students. They can engage students in discussions about moral dilemmas and help them understand how religious values can be applied in everyday decision-making. By providing clear direction on behaviours that are in line with religious teachings, leaders can influence students to develop stronger religiosity; 4) Building collaboration with religious communities: Leaders can collaborate with local religious communities to strengthen the influence of leadership on student religiosity. They can invite religious leaders or members of religious communities to give talks or organise religious activities at school. This can help students feel connected to the larger religious community and reinforce religious values in their lives.

Based on data analysis of the partial effect of work discipline (X2) on student religiosity (Y), the results show that work discipline (X2) has a significant effect on student religiosity (Y). From the results of the t test, the value of t count> from t table where it is known that the t value of work discipline is 3.135 with a significant of 0.00013 smaller than 0.05, meaning that partially work discipline has a significant effect on student religiosity. The results of this study indicate that there is a significant positive relationship between work discipline and student religiosity.

Every student in participating in learning activities at school will not be separated from the various rules and regulations that are enforced at school, and every student is required to be able to behave properly with the rules and regulations applied at his school. Students' compliance and obedience to the various rules and regulations that apply at school is called student's discipline (Sudrajat, 2023).

Discipline is the obedience to honour and carry out a system that requires people to obey a decision, command or regulation (Departemen-

Agama-RI, n.d.). As an educational manager, the principal is responsible for the successful implementation of educational activities by carrying out school administration with all of its substance, especially regarding the attitudes possessed by school members and students.

The discipline of the principal is expected to affect the religiosity of students, both in the rules for implementing student worship at school will be helpful in realising it. The principal's discipline is very influential on student religiosity, this can be proven from the results of data analysis conducted that disciplinary behaviour has a moderate relationship and has a high significance on the attitude of student religiosity.

This finding is in accordance with previous research conducted by Rachmawati related to the correlation of religiosity with student discipline, from the results of the study it was found that the level of religiosity of students was stated to be in the medium criteria with an average amount is 192, 2; while in the discipline variable, it was found that the level of discipline of students was stated in the medium criteria with an average amount is 201, 76 and there is a strong relationship between religiosity variables with discipline as well as there is an influence between religiosity with discipline is 48, 7%. (Rachmawati, Suresman, & Anwar, 2016).

In line with previous research by Enny Fitria, related to the relationship between religiosity and the discipline of madrasah Aliyah students, there is a significant relationship between religiosity and student discipline (r count> r table or 0.475> 0.254 at the significance level is 0, 05) thus the hypothesis proposed is tested and there is a significant relationship between self-concept and religiosity with (r count> r table = 0.932> 0.254.). The relationship model between X1 and X2 with Y is Y = 29.438 + 0.615 X1 + 0.152 X2 (Fitria, 2016).

A good work discipline is expected to have an influence on student religiosity, among others: 1) Consistency in carrying out religious practices: Students who have good work discipline tend to be more consistent in carrying

out religious practices such as praying, worshipping, or participating in religious activities at school or places of worship; 2) Involvement in religious activities at school: Students who have high work discipline may be more active and involved in religious activities at school, such as prayer groups, religious studies, or religious social activities; 3) Application of religious values in daily life: Strong work discipline can influence students to apply religious values in daily life; 4) Quality of religious learning: Students who have good work discipline tend to be more focused and persistent in studying religion; 5) Spiritual maturity: Good discipline can help students develop spiritual maturity. They are able to manage their emotions, deal with challenges and lead their lives with strong religious principles.

The other contributions of discipline to student religiosity can include several aspects including: 1) Focus in religious learning: Discipline allows students to focus and concentrate on learning religion; 2) Persistence in facing spiritual challenges: Discipline helps students to remain resolute and persevere in dealing with spiritual challenges; 3) Effective time management: Discipline helps students in managing their time effectively, including in carrying out religious practices.

Discipline strategies in the development of student religiosity include: 1) Establishing religious routines: Discipline can help students in creating a well-organized religious routine; 2) Enforcing religious rules and values: School leaders can enforce religious rules and values in the school environment. This may include rules on dressing appropriately, the use of good language, or prohibitions against behavior that goes against religious values; 3) Encouraging involvement in religious activities: Discipline can encourage students to be actively involved in religious activities at school. School leaders can organize activities such as joint prayers, recitation, or religious social activities. By encouraging and supporting students' participation in such activities, school leaders strengthen students' bond with their religion and help them to feel the importance of community

in a religious context; 4) Providing moral and ethical guidance: Discipline also involves providing moral and ethical guidance to students. School leaders can use educational moments to teach religious values, discuss moral principles, and help students understand how to apply these values in daily life. By providing clear direction on behavior that are in line with religious teachings, school leaders help students internalize religious values and encourage them to live a life that reflects these values; 5) Developing spiritual awareness: Discipline can help students develop a deeper spiritual awareness.

The results of this study have important implications for educational practices in schools. In order to improve student religiosity, special attention needs to be given to the development of student discipline. This can be done by providing good examples and habituation in terms of obedience to the rules, timekeeping, and responsibility. In addition, schools can also facilitate religious activities that can be a means to increase student participation in religious activities.

The implication of work discipline on students' religiosity is to increase students' level of religiosity and morality. Working discipline can help students to develop values such as diligence, discipline, and responsibility, which are also values upheld in religion. By developing these values, students will be more likely to follow religious practices regularly and improve their understanding of religious beliefs. In addition, work discipline can also help students to avoid behaviors that are immoral or detrimental to themselves and others, as they focus more on obedience to rules and responsibility. Another implication of work discipline on student religiosity is that it improves the quality of education and students' learning ability. Students who have good work discipline tend to be more focused and organized in learning, which can help them achieve better results in academic achievement, one of which is religious subjects. In addition, developing work discipline in students can also help them prepare themselves for a better future.

A strong work discipline is a quality that is valued in the workplace and in daily life, and can help students become more independent and successful. Therefore, it is important for leaders to pay special attention to the development of work discipline, as this can help improve student religiosity.

Based on data analysis simultaneously the influence of leadership behavior (X1) and work discipline (X2) on student religiosity (Y) obtained the calculated F value is 13.985 with a significant level of 0.000013 smaller than 0.05, which means that simultaneously leadership behavior (X1) and work discipline (X2) have a significant influence on student religiosity (Y). The results of the analysis show that the coefficient of determination or RSquare is 0.345, which means that 34.5% of leadership behavior (X1) and work discipline (X2) simultaneously affect student religiosity (Y) while the remaining 65.5% (100%-22.4%) is influenced by other variables outside this study.

Research conducted by Yoiz Shofwa on the influence of spiritual motivation and spiritual leadership on the religious performance of lecturers and employees of STAIN Purwokerto shows spiritual motivation and spiritual leadership style simultaneously affect the religious performance variable. Spiritual motivation partially affects religious performance. Spiritual leadership partially affects religious performance. The religious performance is influenced by spiritual motivation and religious leadership is 42, 9% while the remaining 57, 1% is influenced by the variable (Shofwa, 2013).

The contribution of leadership and discipline to student religiosity is expected to cover various aspects, including: 1: 1) Guidance and direction: good leadership in a school or religious environment can provide mentoring and guidance to students in terms of religious practices and religious values. Leaders who act as mentors and spiritual facilitators can help students better understand, live and practice religious teaching. In this case, discipline is also important because it helps students to implement the directions and guidelines given by the leader;

2) Creation of a supportive environment: Leadership that creates a supportive environment for students' religious practices and spiritual development can contribute significantly to their religiosity. Leaders who ensure that there are facilities for worship, religious activities, and spaces for dialogue about religion can help students to feel the presence and support of their religious beliefs. Students' discipline in using the existing environment is also important in actualizing their religiosity; 3) Leadership role models: Leadership that provides positive role models and is consistent in practicing religious values can influence students' religiosity. When leaders consistently demonstrate integrity, humility and spiritual commitment, students can be inspired and motivated to follow in their lives. In this case, the leader's discipline in practicing religious values also plays an important role as an example for students to follow; 4) Application of discipline and responsibility: Students' discipline in carrying out school or religious assignments and managing their time well can have an impact on their religiosity. Through discipline, students can develop habits that support religious practices, such as performing worship regularly, reading scripture, or participating in religious activities. Discipline in fulfilling responsibilities also reflects students' commitment to the teachings of their religion; 5) Development of religious values: Through good religious teaching and guidance, leaders can help students understand and internalize religious values, and apply them in daily life. The discipline of students in following and living the religious values taught is also important in the development of their religiosity.

The implication of the influence of leadership and work discipline on student religiosity is that educators and leaders in schools need to pay special attention to the development of leadership and work discipline. This can be done through leadership training, discipline coaching, and the establishment of strong religious values within the school environment. Students need to be given examples of good leadership and discipline by

educators and leaders at school. This can be done through role modelling, giving attention to religious values, and consistent discipline coaching. Educators and leaders in schools need to integrate religious values in learning programs.

Schools need to create an environment that is favorable for the development of religious values and morality. This can be done through the establishment of supportive policies, such as the formation of religious groups and social activities aimed at improving student morality. By implementing these implications, it is expected that students can improve their religiosity, morality, and academic performance through the development of strong leadership and discipline.

From these studies, it can be concluded that leadership and discipline have a positive influence on student religiosity. Good leadership and good discipline can help improve students' religious values, morality, and academic achievement. Therefore, it is important for educators and leaders in schools to pay special attention to leadership development and work discipline, as these can help improve students' religiosity, morality, and academic achievement.

CONCLUSION

Based on the results of hypothesis testing, it is found that there is an effect of principal leadership on student religiosity at MI 1 NWDI Pancor East Lombok, this proves that the theory of leadership behavior is in line with the results of the study where the spearman rank value of 0.520 > 0.05 means that leadership behavior has a significant effect on student religiosity. There is also an effect of work discipline on student religiosity, this proves that the theory of work discipline is in line with the results of the study in which the spearman rank value of 0.393> 0.05 means that work discipline has a significant effect on student religiosity. The effect of principal leadership on student religiosity is positive, this is evidenced by the calculated t value is 4.477 greater than t table 2.000 therefore it can be stated that the 3rd hypothesis is

accepted based on the assumption of the previous hypothesis. The effect of work discipline on student religiosity is significant, this is evidenced by the value of t count 3.139> t table 2.000 so it can be stated that the 4th hypothesis is accepted based on the assumptions of the previous hypothesis. There is a simultaneous significant influence between principal leadership and work discipline on student religiosity, this is evidenced by the calculated F value is 13.985 with a significant 0.00013 <0.05, so it can be stated that the 5th hypothesis is accepted based on the assumption of the previous hypothesis.

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