

The Effect of Principal Leadership and Work Discipline on Job Satisfaction of Public High School Teachers

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ABSTRACT

The purpose of this study was to determine the influence of principal leadership and teacher work discipline on teacher job satisfaction at SMA Negeri in Talang Ubi sub-district. The sample size taken was 57 teachers at SMA Negeri in Talang Ubi sub-district. The sampling technique with purposive sampling is where the respondents taken are some teachers at SMA Negeri in Talang Ubi sub-district. Data collection was carried out by distributing questionnaires that used a 5-point Likert scale to measure 75 statement items. The analysis technique used is multiple linear regression analysis. The results showed that there was an influence of Principal Leadership and Teacher Work Discipline on Job Satisfaction Second, there was an influence of Principal Leadership on Job Satisfaction. Third, there is the influence of Teacher Work Discipline on Job Satisfaction.

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INTRODUCTION

Today's rapid economic development requires all educational institutions in Indonesia to work harder to improve performance. For this reason, all educational institutions must be able to utilize existing resources effectively and efficiently. Especially human resources which are one of the most important parts that must be used optimally to support the achievement of these goals.

Teachers have an important role in developing the potential of students. This condition is in accordance with the definition of teachers stated in Law Number 14 of 2005 concerning Teachers and Lecturers, namely: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education.

In order to support the achievement of the objectives of the educational institution, integration between an educational institution and the interests of human resources must run in harmony, harmony and balance. If disturbed, it will hamper the performance of educational institutions so that the results of the achievement of an educational institution will not be achieved in accordance with the specified time. Job satisfaction is interesting to observe because it provides benefits, both in terms of individuals and in terms of industry interests. According to (Barnawi & Mohammad, 2014) that increasing job satisfaction for a teacher is the best way so that the quality of work, persistence in carrying out tasks, discipline behavior, and work motivation will be increased.

According to Sinambela in (Barnawi & Mohammad, 2014) Employee performance is closely related to feelings of satisfaction with the work they do. With a sense of satisfaction in carrying out work, it will help employees in optimizing the work they do. Next (Rivai & Mulyadi, 2009) states that a person will feel satisfied in carrying out his work if the needs needed in carrying out work have been met or fulfilled. Therefore, the needs of an employee are very important to prioritize in order to feel satisfied in doing their work, without any moral burden. Educators who experience productivity and health problems, then company performance will be disrupted. Performance can be disrupted due to several factors, including dissatisfaction with the work results that have been achieved, educators lack or lack of motivation, or because of the pressure that is being faced by the educator so that it causes stress at work. Many factors can improve the performance of good human resources in educational institutions. Among them is job satisfaction (Hasibuan, 2015) explains Absolute satisfaction level benchmarks do not exist, because each human resource has different satisfaction standards. Employees who have satisfaction in their jobs are characterized by low absenteeism rates, low employee turnover rates, and high productivity.

As the spearhead in the development of education, teachers must always be disciplined in carrying out their duties and responsibilities. Work discipline is one of the important factors in achieving good work results or performance. Or it is said that if a work discipline is not applied properly, it will be difficult to realize or produce good teacher performance.

Teacher work discipline is one of the important factors in achieving good work results. The results of the work or performance of a teacher will not be achieved if discipline has not been applied in carrying out work. Work discipline when carrying out work must arise because of a sense of awareness and willingness from within oneself, while also a teacher when carrying out his duties and responsibilities must be done because of his own awareness and will, especially in carrying out the learning process in accordance with the rules that have been determined at school. According to (Sinambela, 2015) Work discipline is a tool used by leaders to communicate with employees so that they are willing to change behavior following the rules of the game that have been set. Furthermore, (Barnawi & Mohammad, 2014) say Work discipline is the teacher's perception of the teacher's personal attitude in terms of order and self-order possessed by the teacher in working at school without any violation of violations that harm himself, others, or his environment".

Then according to (Handoko, 2014) The various objectives of disciplinary action are as follows: 1) to correct violators; 2) to prevent other employees from engaging in similar activities; 3) to keep the various group standards consistent and effective. The success of education in schools is largely determined by the success of the principal in managing the education personnel available in the school. School principals are one of the influential components of education in improving teacher performance. The principal is responsible for the implementation of educational activities, school administration, the development of other educational personnel, and the utilization and maintenance of facilities and infrastructure (Mulyasa, 2014). The creation of good performance will be realized if the principal's leadership style applied is appropriate and suitable for the climate in the school (Wahyuningrum, 2008) So it is expected to create a comfortable working atmosphere at school so that teacher motivation, teacher discipline and teacher performance will look good and positive for learning process activities at school (Kande, 2011).

The leadership style of the principal needs to master and have the ability to motivate his subordinates, so that the elementary school principal can influence his subordinates must understand what the needs of his subordinates are (Zuryati, 2015). The success of school management is largely determined by human resource utilization activities (Purnama, 2016:24) (Purnama, 2016). (Eliyah & Tamam, 2019) stated that there is a positive and significant influence of the principal's leadership style on teacher performance. Research (Suleman & Ruliaty, 2016) said shows that the principal's leadership style has a significant positive effect on teacher performance. Moreover (Supeno et al., 2017) states that there is an influence of the principal's leadership style on the performance of English teachers.

Therefore, the principal as a leader in an organization should be aware of and responsive techniques to be able to maintain teacher achievement and job satisfaction, among others, by encouraging teachers to carry out their duties in accordance with rules and directions. In addition, school organizations must be able to unite the perceptions or perspectives of teachers, staff and principals in order to achieve goals, among others, through the formation of a good work mentality with high dedication and loyalty to their work, providing work motivation, guidance, direction and good coordination in working to transform change. Conceptually, the principal responsible for the provision of education is the principal.

The principal must be responsible for micro-management of education, which is a stage that discusses and implements the teaching and learning process, and teachers as the main managers of education. This is in accordance with opinion (Mulyasa, 2014; Purwanto, 2023) that teachers are the most influential component in the creation of quality educational processes and outcomes. The headmaster as a leader in the school environment is not only obliged to carry out administrative duties but also involves the task of how to manage all school programs. He must be able to lead and direct both administrative aspects and educational processes in his school. So that leadership in schools must be driven in such a way that the influence of their behavior as people who hold the key to administrative and teaching improvements is able to drive activities in the context of innovation in the field of teaching.

The leadership of the principal is one of the factors that can encourage the school to realize the mission and vision, goals and objectives of the school through programs that are implemented in a planned and phased manner. Therefore, school principals are required to have strong management and leadership skills in order to be able to make decisions and initiatives to improve school quality. For this purpose, the headmaster must be able to mobilize school resources in relation to the planning and evaluation of school programs. Development of learning curriculum, learning facilities and resources, school and community relations and creator of school climate.

Almost all reform efforts in education, such as curriculum renewal and the adoption of new teaching methods, ultimately depend on teachers. Without them mastering learning materials and teaching and learning strategies, without them being able to encourage their students to study seriously in order to achieve high achievements, all efforts to improve the quality of education will not achieve maximum results. This becomes more important in line with the increasing complexity of the principal's task demands, which require more effective and efficient performance support.

This is reinforced by the research conducted (Aritonang, 2005) Examining the relationship between teacher work discipline and teacher performance, the results of the study stated that there was a positive relationship between work discipline and teacher performance individually and collectively. (Damanik, 2019) menunjukkan ada pengaruh disiplin kerja terhadap kinerja guru. (Iskandar, 2018) states that there is a significant influence of work discipline on teacher performance. (Basalamah et al., 2019; Purwanto, 2022) stated that there is a significant influence of work discipline on teacher performance. Some of the problematic phenomena that the author found during the initial survey were the large task load of the principal as a leader, so that he could not always control his teachers and employees. Then there are some teachers who have a bad spirit in teaching as seen from the indiscipline in terms of teacher attendance. There are different perceptions about leadership at SMA Negeri Talang Ubi, which causes the working relationship to be not so harmonious. So that it will have an impact on the academic atmosphere at school. Then there are still teachers who have not carried out their professional duties optimally, as well as not collecting learning tools at a predetermined time. Job satisfaction felt variously by teachers is considered as a form of not optimal objectivity in carrying out tasks at school.

In addition, the phenomenon that occurs in society and schools still sees teachers abandoning their teaching obligations because there are other interests that are not their obligations. The principal's leadership is sometimes indecisive, so many teachers violate school rules. The principal still lacks guidance to teachers so there are still teachers who do not understand making RPS and so on. Teachers are sometimes lazy to attend compliance and workshops for ability improvement and self-development. Based on the above, researchers are interested in conducting research entitled The Influence of Leadership and Work Discipline on Teacher Job Satisfaction at SMA Negeri in Talang Ubi sub-district, Pali Regency.

METHODOLOGY

This research was conducted at Talang Ubi State High School. Talang Ubi District, Penukal Abab Lematang Ilir Regency for 4 (four) months, from November 2022 to February 2023. The method used in this study is quantitative through correlation and regression analysis. According to (Sugiyono, 2008) The quantitative research method is to see the partial influence between existing variables. Variables are attributes or properties or values of people, objects, organizations or activities that have certain variations that are determined by researchers to be studied and then drawn conclusions. According to (Arikunto, 2016) A variable is the object of research, or what is the point of concern of a study. The variables in this study were the principal's leadership, work discipline and teacher job satisfaction. The type of questionnaire used in this study is a closed questionnaire with the type of scale used is an interval scale. A closed questionnaire is a questionnaire that is presented in such a form that respondents only need to give a check mark () in the appropriate column or place.

To make it easier to fill in the author using an application from Google, namely Google Forms, by using this application respondents only fill in based on the statement link made on Google Form and the results of the filling can be easily recapitulated to be used as data.

However, at this stage has not conducted research but conducted instrument trials to determine the level of validity of instrument items, after obtaining valid and reliable instrument items, and normality, linearity and multicollinearity tests have been carried out, and the results of the instrument are normal, linear and there

are no multicollinearity problems, then retesting is carried out which only involves instrument items that have previously been tested to obtain data that Later it will be tested to know the results of the research. The data test was conducted by the author on 25 public elementary school teachers in Cluster 2 Lubuk Besar sub-district outside Talang Ubi sub-district.

Questionnaires are prepared and developed based on descriptions of existing theories through question items regarding the characteristics of respondents and statements about the variables to be studied. To reveal the variables studied, the questionnaire is prepared in accordance with the existing research sub-variables. To obtain data on variables set based on theoretical concepts so that the number of statements in the questionnaire corresponds to the number of existing variable indicators. To obtain data on variables of school leadership, work discipline, teacher job satisfaction through questionnaires using semantic interval scales.

In the statement item, there are several alternative answers available by calculating each indicator in the questionnaire according to the semantic scale, namely using an interval scale of 1 to 5 according to alternative answers with the following score categories:

- 1 = very low
- 2 = Low
- 3 = Sufficient
- 4 = Height
- 5 = Very High

In this study, documentation was used to obtain additional information about school leadership, work discipline, job satisfaction of public high school teachers in Talang Ubi District. This study uses three instruments, namely principal leadership, work discipline, teacher job satisfaction which will be developed by researchers into various measurable parameters. The scale used in measurement is the Likert Scale (Sugiyono, 2008) Likert scale is used to measure how high or large a teacher's performance is on teacher competence and certification. Test requirements of research data analysis using normality and homogeneity tests. This is done as a prerequisite for using product moment correlation analysis and multiple correlation because product moment correlation is a parametric statistic.

Test the hypothesis

a. Simple Regression Test

Test the hypothesis using simple linear regression and continue with the t test through the SPSS program which aims to test whether each independent variable, namely principal leadership (X1), and work discipline (X2) has a significant influence on the dependent variable, namely the level of teacher job satisfaction (Y) partially.

To determine whether or not there is an influence of the independent variable on the dependent variable using the following formulation.

$$Y = a + bX +$$

Information:

Y = teacher job satisfaction

X = principal's leadership and teacher work discipline

a = Constant

b = Regression coefficient

= Standard error

a. Multiple Linear Regression

The simultaneous test uses multiple linear regression and continues with the F test through the SPSS program or manually which aims to determine the effect of independent variables (principal leadership and teacher work discipline) together on the dependent variable (teacher job satisfaction).

To determine whether or not there is an influence of the principal's leadership and teacher work discipline on teacher job satisfaction by using the following formulation. (Kusumawati & Aridanu, 2022)

$$Y = a + b_1X_1 + b_2X_2 +$$

Information:

Y = teacher job satisfaction

X1 = principal's leadership

X2 = teacher's work discipline

a = Constant

b1, b2 = Regression coefficient

= Standard error

RESULT AND DISCUSSION

Result

Multiple Hypothesis Testing Results

Ha: There is a significant influence of the principal's leadership and teacher work discipline together on teacher job satisfaction in SMA in Talang Ubi sub-district.

H0: There is no significant influence of the principal's leadership and teacher work discipline together on teacher job satisfaction in SMA in Talang Ubi sub-district

The data output was processed with SPSS that simultaneously the principal's leadership and teacher work discipline had a positive and significant effect on teacher job satisfaction with a significance level of 0.00 < 0.05 as mentioned in the following table:

Table 1 Multiple Coefficients of Leadership and Discipline

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.968	7.013		1.421	0.161
Principal's leadership	0.027	0.090	0.028	0.300	0.766
Teacher discipline	1.144	0.118	0.898	9.679	0.000

Source: SPSS output processed by Researchers 2023

The table above informs the regression equation model obtained with the constant coefficients and variable coefficients in the Unstandardized Coefficients B column. Based on this table a regression equation model is obtained: $Y = 9.968 + 0.027 + 1.144X$.

Table 2 Anova Test

	Sum of Squares	df	Mean Square	F	Sig.
Regression	12491.809	2	6245.904	149.719	.000 ^b
Residual	2252.753	54	41.718		
Total	14744.561	56			

Source: SPSS output processed by Researchers 2023

In the table above in SMA se Talang Ubi sub-district obtained f count 149,719 > f table 3.16 so Ho was rejected and Ha accepted that There is a significant influence of principal leadership and teacher work discipline together on teacher job satisfaction in high school in Talang Ubi District Thus hypothesis 3 succeeded in confirming the theoretical empirically.

Table 3 Coefficient Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
.920 ^a	0.847	0.842	6.459

Source: SPSS output processed by Researchers 2023

The table above displays the R value which is a symbol of the correlation coefficient value. At the value above, the correlation value is 0.847 This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table is also obtained the value of R Square or coefficient of determination (KD) which shows how good the regression model formed by the interaction of independent variables and dependent variables is obtained. The KD value obtained is 0.920 which can be interpreted that the independent variable X has a contributing influence of 92% to variable Y and the other 8% is influenced by other factors outside the variable X.

Discussion

Based on the test results, it can be seen that the variables of principal leadership and teacher work discipline have a simultaneous and significant effect on teacher job satisfaction so that it can be concluded that the first hypothesis is accepted. The theoretical framework that the principal's leadership and teacher work discipline jointly affect teacher job satisfaction in high schools in Talang Ubi sub-district So that the principal's leadership and teacher work discipline are improving, teacher job satisfaction will also increase.

The results of testing hypothesis -3 using the SPSS tool version 26 that the principal's leadership and teacher work discipline simultaneously had a positive and significant effect on job satisfaction with f count 149,719 > f table 3.16 and significance 0.000 < 0.05 as well as the amount of influence of principal leadership and teacher work discipline to job satisfaction by 92% on variable Y and 8% others influenced by factors other than variable X This means that the theoretical framework has a significant influence on the principal's leadership and teacher work discipline on teacher job satisfaction in SMA se Talang Ubi District

The description of teacher job satisfaction at public high schools in Talang Ubi sub-district, Pali Regency obtained an average score of 4.44 which is in the very good category. Then the dominant indicator in the job satisfaction variable is in the statement I like to work with fellow teachers with a value of 4.61 while

the indicator with the lowest value in the statement I received full recognition for my teaching success with a number of 4.25 So overall the work discipline indicator is in the very good category.

Respondents' perception of teacher job satisfaction at public high schools in Talang Ubi sub-district, Pali Regency obtained an average score of 4.44 on a scale of 1-5 which is in the very good category as long as teachers like to work with fellow teachers

The indicator with the lowest value on the teacher job satisfaction variable on the teacher statement received full recognition of teaching success. This indicates the current lack of appreciation to teachers if teachers have teaching and learning achievements. Awards should be given to outstanding teachers so that teachers get confidence and satisfaction in teaching. This research is in line with research conducted by (Iskandar, 2018) The influence of the school environment, work discipline and leadership of the principal on the performance of teachers of SMK N 4 Padang (case study at SMK N 4 Padang). The results of hypothesis testing concluded that together and partially there was a positive and significant influence of the variables School Environment, Work Discipline and Principal's Leadership on Teacher Performance. So that the hypothesis proposed is proven / accepted in this study. And it is recommended to be able to maintain and improve the School Environment, Work Discipline and Principal's Leadership that has been achieved and which is relatively good so that Teacher Performance will increase.

Research (Cahyaningsih, 2017) The influence of the principal's leadership on teacher discipline at SMA Negeri 14 Samarinda. Thus, it can be concluded that there is a close relationship between the principal's leadership and indicators (obedience to working hours, obedience to work procedures, obedience to superior instructions) to teacher discipline with indicators (obedience to working hours, obedience to work procedures, obedience to superior instructions).

Arafat's research shows the effect of motivation and job satisfaction on employee performance (case study on CV. Havraco Jaya in Palembang). The results of the study that there is a significant influence of motivation on employee performance. There is a significant effect of job satisfaction on employee performance. There is a significant influence of motivation and job satisfaction together on employee performance. This study has similarities in aspects of job satisfaction, although the object studied is clearly different from the focus studied (Arafat, 2011).

The results of observations in the field teachers try to do all workloads with enthusiasm so that the results can be satisfactory. This satisfaction will affect teaching activities so that in the end it will improve overall performance.

CONCLUSION

Based on the results of data analysis that the influence of principal leadership and teacher work discipline both partially and simultaneously on job satisfaction can be explained that the principal's leadership and work discipline have a simultaneous and significant effect on teacher job satisfaction so that it can be concluded that the third hypothesis is accepted. This is evidenced by the calculated f value of $149.719 > f$ table 3.16 and the significance level of 0.000 is smaller than the $< \text{sig } 0.05$ set. and the amount of influence of the principal's leadership and teacher work discipline on teacher job satisfaction by 0.92 or 92% . Job satisfaction ini means that with the leadership of the principal and good work discipline, it will have an influence on satisfaction so that schools should improve and improve teacher leadership and work discipline so that teacher satisfaction also increases in public high schools in Talang Ubi sub-district, Pali Regency.

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