



Contents lists available at Journal Global Econedu
Journal of Educational and Learning Studies
ISSN: 2655-2760 (Print) ISSN: 2655-2779 (Electronic)
Journal homepage: <http://jurnal.globaleconedu.org/index.php/jels>



The influence of leadership style and work discipline on the performance of teachers on elementary schools

Juni Parantiku¹, Bukman Lian², Alhadi Yan Putra³
¹²³ Universitas PGRI Palembang

Article Info

Article history:

Received Jul 12th, 2021
Revised Aug 20th, 2021
Accepted Aug 30th, 2021

Keyword:

leadership style
work discipline
performance

ABSTRACT (10 PT)

The purposes of this study are to 1) find out and describe whether there is an influence of leadership style on teacher performance, 2) to find out and describe whether there is an influence of work discipline on teacher performance, and 3) to find out and describe whether there was an influence of leadership style and work discipline together on Performance of State Elementary School Teachers in Semendawai barat District. This study uses quantitative method. The researcher collects the data by using observation, interviews and questionnaires. The analysis that researcher do is the correlation analysis of the t test and the F test. The results of the data analysis from the questionnaire showed that there was an influence of leadership style on the performance of elementary school teachers in Semendawai barat subdistrict. Then, there is an influence of work discipline on the performance of State Elementary School Teachers in Semendawai barat District. And there is an influence of Leadership Style and Work Discipline together on the Performance of Elementary School Teachers in West Semendawai District. (significant level 5%).



© 2021 The Authors. Published by Global Econedu.
This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

Corresponding Author:

Juni Parantiku,
Universitas PGRI Palembang
Email: parantikujuni@gmail.com

Introduction

Governance and regional development are an integral part of National Development. However, as an autonomous region, the regions have the authority and responsibility to carry out regional governance and development based on the principles of openness and involve optimal community participation. General explanation about this is in PP 19 of 2017.

Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers mandates that teachers must have pedagogical competence, personal competence, social competence and professional competence.

In carrying out these main tasks, the Semendawai barat Elementary Schools carry out various activities in carrying out efforts to improve the performance of teachers. By looking at the duties of the current teachers at the Elementary School of Semendawai Barat, of course the workload of the teachers is not light and a high leadership role is needed in carrying out these tasks and functions, for this reason high work discipline from teachers is needed to improve performance at work.

The level of performance of the teachers can be seen from how the teacher is obedient and obedient to organizational rules in the form of obedience, responsibility and the mental attitude of the teachers towards the organization. Adherence to the organization can be seen from how the teacher runs the rules of the organization, meaning that the teacher is actually carrying out his duties properly in accordance with the applicable regulations. If the teacher always violates the existing regulations, it means that the teacher is classified as undisciplined, for example, often not coming to work, not participating in organizational activities or leaving the office during working hours for no apparent reason. [1] Teachers are the spearhead of success in the world of education and teachers here are called teachers as educators and teachers. The cause of the low quality or quality of education is the low performance of an educator / teacher, that is the predictability of the low quality of education. According to [2] analyzing the problems that arise in education, especially in Indonesia, according to various studies found because there are still many basic and serious problems such as a less visionary educational philosophy, school principals who only take part as officials and lack of a vision as an entrepreneur and an inadequate education system, an education system that is too bureaucratic, a lack of education funding and a less conducive community culture.

It is also about the responsibility of a teacher who is responsible for the progress of the organization, of course he will not neglect the tasks entrusted to him, if a teacher often neglects his duties or does not complete the tasks given by the organization not being completed properly, it can also be said to be undisciplined carry out the tasks assigned to him and do not have responsibility for organizational duties. Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Figures dated December 1, 2010, Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the education of children aged early formal education, basic education, and secondary education.

Good leadership is expected to motivate teachers so that they are enthusiastic in carrying out their duties, for that the role of leadership is very decisive in being able to direct subordinates so that they can work well. The role of leadership in the organization is very central in the effort to achieve the goals and targets that have been previously set. This means that leaders are highly relied on by all interested parties in the organization and the ability to be able to make decisions is the main criterion in assessing the effectiveness of one's leadership.

The style of a leader in the organization has an impact on the performance of teachers. Teacher performance here can be in the form of teacher discipline in carrying out their daily duties. Wise leadership in the act will make the teachers appreciate the leadership and feel reluctant to neglect their duties. For this reason, leaders must really pay attention to their subordinates at work, so that in an organization there can be communication between leaders and subordinates.

The role of the leadership in improving the performance of teachers may be in the form of rewarding teachers who excel at work, for example giving promotions for teacher career development, providing additional incentives beyond salary and ensuring safety for teachers and their families. Giving such an award is strongly suspected to improve the performance of teachers in carrying out their daily duties, because in an organization the disciplinary level of teachers in carrying out their duties will support the achievement of organizational goals.

Teacher discipline in the work is the teacher's attitude and behavior toward the organization provision, a teacher who said that the teacher's discipline does not always break the rules prescribed rules. Responding to these leadership roles is important, leaders must be able to discover more about why the teacher was not disciplined, if regulations are too heavy, the problems in the work environment or leaders who do not care about the subordinates at work.

As well as performance, disciplined work of a teacher is also worth noting the leadership, discipline is increasingly important for the leadership to give jobs to his subordinates to do well and integrated the desired goal, so that teachers do not have the discipline to complete these tasks well, then automatically the work is finished as is or not as expected. For the problem is important for an organization is how to provide discipline for teachers to be able, capable and skilled to do a good job and are willing to work diligently to achieve maximum result.

Based on the description above, the authors are interested in further researching the role of leadership style in an organization to improve the performance of its teachers, so that in this study the researcher took the title "Pengaruh Gaya Kepemimpinan dan Disiplin Kerja terhadap Kinerja Guru Sekolah Dasar Negeri Kecamatan Semendawai Barat".

Method

The place of research conducted at the Elementary School of Semendawai Barat district. In this study the authors used quantitative data, namely research that is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results.

The population that became the object of the study were all elementary school teachers in Semendawai Barat District, totaling 350 teachers. [3] the sample is a part or representative of the population. The data collected in this study are primary data and secondary data. Primary data is data obtained from the Elementary School of Semendawai Barat District which is sampled using a questionnaire.

Results and Discussions

Hypothesis testing is done by using correlation techniques, while the correlation techniques used are statistical analysis of correlation and determination, regression coefficient (t test) and association correlation coefficient (F test), which were carried out using SPSS version 21.

1. Hypothesis Testing of Leadership Style (X1) on Teacher Performance (Y)

Table 1

Test Results X1 Against Y

Coefficients ^a						
Model		Unstand ardized		Standardi zed	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.975	4.965		-1.002	0.32
	Gaya kepemimpinan	0.876	0.061	0.853	14.277	0
a. Dependent Variable: Kinerja						

From the table above, the t value is 14,277 with a sig level of 0,000. Because the sig value is less than 0.05, the hypothesis that there is an influence of leadership style on the performance of elementary school teachers in Semendawai Barat District is accepted. This means that the leadership style affects the performance of the Elementary School teachers in Semendawai Barat District

2. Hypothesis Testing of Work Discipline (X2) on performance (Y).

Table 2

X2 Test Results Against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.176	4.589		-0.474	0.637
	Disiplin kerja	0.844	0.057	0.862	14.84	0
a. Dependent Variable: Kinerja						

From the table above, the t value is 14,847 with a sig level of 0,000. Because the sig value is less than 0.05, the hypothesis which says there is an effect of work discipline on the performance of elementary school teachers in Semendawai Barat District is accepted. This means that work discipline affects the performance of State Elementary School teachers in Semendawai Barat District.

3. Hypothesis Testing of Leadership Style (X1) and Work Discipline (X2) on performance (Y)

Table 3

Test Results X1 and X2 Against Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2584.327	2	1292.163	125.813	.000b
	Residual	770.289	75	10.271		
	Total	3354.615	77			
a. Dependent Variable: Kinerja						
b. Predictors: (Constant), Disiplin kerja, Gaya kepemimpinan						

From the table above, the F value is 125,813 with a sig level of 0,000. Because the sig value is less than 0.05, the hypothesis which says there is an influence of leadership style and work discipline on the performance of Elementary Schools in Semendawai Barat District is accepted.

Conclusions

Based on the results of research and data analysis that has been done descriptively and hypothesis testing can be concluded as follows: There is an influence of leadership style on the performance of elementary school teachers in Semendawai Barat subdistrict, there is an influence of work discipline on the performance of elementary school teachers in Semendawai Barat subdistrict. For researchers to follow up further on the results of this study by developing independent variables that can improve the performance of the Elementary Schools in Semendawai Barat District. This needs to be done because there are still other factors that have an influence on performance besides the leadership style and work discipline because only 77% of the performance is determined by leadership style and work discipline means 23% is determined by factors outside of leadership style and work discipline such as compensation, job satisfaction and others.

References

- [1] Usman, Husaini. 2011. Manajemen. Teori, Praktik, dan Riset Pendidikan. Jakarta: Bumi Aksara
- [2] Tobroni. 2005. Perilaku Kepemimpinan Spiritual Dalam Pengembangan Organisasi dan Pembelajaran: Kasus Lima Pemimpin di Kota Ngalam, Disertasi Doktor Yogyakarta: UIN Sunan Kalijaga.
- [3] Arikunto Suharsimi. 2003, Metode Penelitian dan Statistika.: Dunia Pustaka Jaya. Jakarta