The Influence of School's Leadership and Work Motivation toward Teacher's Discipline

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Article History: Received on 16 July 2020, Revised on 20 July 2020, Published on 27 July 2020

Abstract

This study determined the effect of school's leadership on the work discipline of teachers in Madrasah Tsanawiyah Negeri Ogan Ilir. This research used quantitative methods with correlational types. Data were collected using a questionnaire. Data were analyzed using simple linear regression test analysis techniques and multiple linear regression. The results showed that 1) principal's leadership has a significant effect on teacher discipline; 2) work motivation has a significant effect on teacher discipline; and 3) principal's leadership and work motivation together have a significant effect on the work discipline.

Keywords: School's leadership; Work Motivation; Teacher's Discipline

A. Introduction

The era of globalization is characterized by increasingly rapid development in all fields of activity, as well as in educational activities. This era of globalization has greatly influenced the development of education in Indonesia so that quality human resources are needed. This is in accordance with the objectives of the Indonesian State which is reflected in the fourth century of the Preamble of the 1945 Constitution of the State of the Republic of Indonesia.

The 1945 Constitution of the Republic of Indonesia mandates that (1) every citizen has the right to education; (2) every citizen is required to attend basic education and the government is obliged to finance it; (3) the government strives and organizes a national education system, which enhances faith and piety and noble character in the context of intellectual life of the nation, which is regulated by law; (4) the state prioritizes the education budget of at least 20% of the state income and expenditure budget as well as from the regional income and expenditure budget to meet the needs of implementing national education; and (5) The government advances science and technology by upholding the values of religion and national unity for the advancement of civilization and the welfare of humanity.

Along with the times, also developed human progress in finding ideas about the implementation of education to support the realization of national education goals. The purpose of national education based on Law Number 20 Year 2003 concerning the National Education System Article 3 is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, capable, creative, independent, and be a democratic and responsible citizen. Education itself is very useful for forming skilled and skilled development workers and can improve productivity, work quality, and work efficiency. In realizing the goals of national education, education personnel are potential human resources who play an important role. The government has made efforts to improve the quality of educational human resources. Improving the quality of educational staff or human resources of school education aims to empower teaching staff effectively and efficiently to achieve optimal results, but still in pleasant conditions (Rusdiana, 2015: 151).

According to Law Number 20 Year 2003 concerning the National Education System Article 1 Paragraphs 5 and 6, what is meant by educational staff and educators is as follows: Educational staffs are members of the community who are dedicated and appointed to support the implementation of education. While educators are educational staffs who are qualified as teachers, lecturers, counselors, tutors, instructor, tutors, facilitators, and other designations in accordance with their specificities, and participate in organizing education.

Educational staff is one of the important factors that can determine the quality of education. Improving the quality of teaching staff must be carried out continuously given the rapid development of science and technology. The teacher is one part of the education staff who holds the key to success in the administration of education.

The teacher as an educator should pay attention to various developments in the world of education. A change is needed in the application of concepts or ideas that require work patterns. The pattern of work can be appropriate, if the capabilities possessed are supported by knowledge and motivation. With the motivation to increase abilities that arise from within oneself, making such demands is not considered a workload for educators. Weak impulse to increase ability can be a barrier to realizing the demands of professional ability (Hakim, 2009: 254). In other words, motivation is important in an institution.

Educational staff will work in earnest, if they have high motivation and work motivation. The educational staff will show interest in participating in a task or activity and then carry it out well, if there is a driving factor, namely motivation. Motivation is an important part in every activity, without motivation there is no real activity (Mulyasa, 2009: 144).

It must be realized, that occupying professional positions as a teacher, not only carry out the task as it is, but also must pay attention to what you want to achieve. Therefore, there is nothing wrong if the principal as a leader gives confidence to teachers to improve themselves and gives encouragement to positive efforts. Of course motivation can be given according to the needs of each employee. Everyone will have different levels of needs. Some have a strong drive to reach the goal. The level of needs is in accordance with the conditions and backgrounds of each individual. This was later clarified by Judge (2009: 253) who put forward the hierarchy theory of human needs as follows: A personal needs include physical needs, security needs, love needs and a sense of belonging, the need to respect oneself and a

sense of being valued by others, and the need to manifest oneself according to the basic abilities that it has.

According to Maslow the level of need in the theory is directly related to human behavior and also the leader. A leader will be able to influence others to do what they want. The principal is the highest leader in the school. A school principal must be able to communicate what he wants. Therefore, the leadership style used and demonstrated by the principal must be able to provide an understanding of his vision to his subordinates. In verbally expressing the wishes of the principal, it is even more important if the words conveyed by the principal can build confidence than the members.

In this case, a school principal is responsible for explaining the aims and objectives he wants to achieve. According to Permadi and Arifin, (2010: 64) as the person in charge of the administration of education, the principal also has functions, among others: (1) Educator; (2) Manager; (3) Administrators; (4) Supervisor; (5) Leader; (6) Innovators; and (7) Motivator.

Principals are indeed obliged to motivate teachers and staff so that they can become employees who have self-esteem and can actualize themselves where this is important in improving their performance (Permadi and Arifin, 2010: 85). Of course, in addition to encouragement that comes from within, the urge can also arise due to external stimulation. Efforts can be given by school principals to award exemplary and high-achieving teachers to show their support. Good principal leadership can make members become trustworthy, loyal, and motivated to carry out organizational tasks optimally (Rusdiana, 2015: 63).

Not only has the ability to provide motivation, but the principal must also be able to provide disciplinary guidance to its employees. The relationship between employee morale and employee discipline is very closely related. If they have high morale, then they will generally have discipline. Meanwhile, if they feel that each job is a burden, then they tend to do activities that are less productive. Discipline is not just a record of the past, but also determines the direction, what must be obeyed and avoided, so that it has the driving force or motivation (Permadi and Arifin, 2010: 110).

Principals have the burden of education units to carry out their duties, one of which is as a manager in improving the quality of education. As stated in Article 54 paragraph 1 of PP 19 of 2017. Employee regulation is one of the activities of developing employees as a tool to enforce discipline, which is contained in the general explanation of the Republic of Indonesia Government Regulation No. 53 of 2010 the second paragraph of the Disciplinary Regulation of Civil Servants. Therefore, as a civil servant must be able to comply with these regulations.

But in general the work discipline of the state apparatus is still relatively low as evidenced by the relatively high frequency of empty classes (proving that teachers are lazy to teach), coming or going to work not on time. The principal is demanded to be able to lead as well as organize and manage the implementation of teaching and learning programs held at the school he leads.

Teacher's work discipline has a big influence on the achievement of teaching goals even in the achievement of national education goals. Discipline is also one of the characteristics of quality teachers. Each executive or teacher is required to have discipline. Motivation provides

a way of passion for the teacher's work, so that teachers work hard by contributing all abilities, thoughts, skills to realize educational goals.

Principals as leaders must be able to provide guidance and supervision, increase the willingness of the teaching staff, open two-way communication, and delegate tasks. The principal as a leader must have a special character that includes personality, basic skills, professional experience and knowledge, as well as administrative and supervisory knowledge.

Principal's leadership is able to provide benefits in increasing the success of teacher work discipline, Hasibuan (2003: 194) says that there are several factors that influence the level of discipline in an organization, one of which is the leader's example, this is very instrumental in determining teacher discipline, because the leader made an example and role model by his subordinates. Leaders must set a good example, good discipline, honest, fair, and in accordance with the deeds.

The purpose of this study is to examine the influence of school principal leadership and work motivation on teacher work discipline, therefore the author takes the title "Influence of Principal Leadership and Work Motivation on Work Discipline in Ogan Ilir Tsanawiyah Madrasah".

B. Methods

This research used quantitative research methods and the research design takes the form of an influence study, which is to determine the effect of the three variables, principal's leadership (X_1), work motivation (X_2) and dependent variable is teacher work discipline (Y). The population in this study were all Madrasah Tsanawiyah Negeri as Ogan Ilir 2 schools including 110 principals and all teachers in Madrasah Tsanawiyah Negeri totaling 110 out of 2 schools. The sampling in this study will use the Slovin formula (Anggraini and Wahyudi, 2017: 17):

$$n = \frac{N}{1 + N(d)^2}$$

Where:

n = sample size

N = population size

d = selected error rate (10%).

The instrument used to obtain data on the two variables (Principal Leadership and Teacher Work Discipline) is the same using a questionnaire instrument that is measured by a Likert scale consisting of 4 alternative answers given a score of 1-4 for positive and negative statements. The calculation that the author uses in this study is to use the Statistical Package for the Social Science (SPSS) version 12.0. The minimum criteria for statement items received is if $r_{\text{count}} > r_{\text{table}}$, then statement items are considered valid. Conversely, if $r_{\text{count}} < r_{\text{table}}$, then the statement item is considered invalid, dropped or not used.

C. Results and Discussion

Table below is the frequency distribution of the Principal Leadership variable (X_1) on each item for each of the existing indicators.

Tabel 1. Distribution of Frequency Variable Principal's Leadership (X_1)

Principal Leadership												
Respondent's Response						Frequency	Percentage					%
Item	1	2	3	4	5		1	2	3	4	5	
The principal is a role model												
1	0	2	10	21	12	45	0	0	22	31	47	100
Total	0	2	10	21	12	45	0	0	22	31	47	100
The principal is respected by fellow school residents												
2	0	0	5	14	26	45	0	0	11	31	58	100
3	0	2	12	14	17	45	0	4	27	31	38	100
Total	0	2	17	28	43	90	0	2	19	31	48	100
The principal is able to make the best decisions												
4	0	3	6	11	25	45	0	7	13	24	56	100
5	0	2	6	19	18	45	0	4	13	42	40	100
Total	0	5	12	30	43	90	0	6	13	33	48	100
Inspirational Motivation												
6	0	2	6	18	19	45	0	4	13	40	42	100
7	0	2	10	13	20	45	0	4	22	29	44	100
8	0	0	5	11	29	45	0	0	11	24	64	100
9	0	5	6	9	25	45	0	11	13	20	56	100
10	0	2	5	19	19	45	0	4	11	42	42	100
11	0	0	6	19	20	45	0	0	13	42	44	100
12	0	0	13	14	18	45	0	0	29	31	40	100
Total	0	11	51	103	150	315	0	3	16	33	48	100
Intellectual stimulation												
13	0	0	8	18	19	45	0	0	18	40	42	100
14	0	1	4	15	25	45	0	2	9	33	56	100
15	0	0	10	14	21	45	0	0	22	31	47	100
16	0	4	5	11	25	45	0	9	11	24	56	100
17	0	0	7	20	18	45	0	0	16	44	40	100
Total	0	5	34	78	108	225	0	2	15	35	48	100
Individual Consideration												
18	0	6	10	5	24	45	0	13	22	11	53	100
19	0	0	12	17	16	45	0	0	27	38	36	100
20	0	0	0	15	30	45	0	0	0	33	67	100
21	0	6	11	23	5	45	0	13	24	51	11	100
22	0	11	0	15	19	45	0	24	0	33	42	100
Total	0	23	33	75	94	225	0	10	15	33	42	100

Based on the above table, it can be seen that the item number on the questionnaire is 22 items starting number 1 - 22, while the respondent's answer which consists of 5 options namely value 1 is a totally disagree answer, value 2 answers disagree, value 3 answers are doubtful-doubt, the value of 4 answers agree and the value of 5 answers strongly agree. The percentage of the table above is obtained from the number of questionnaire answers divided by total respondents multiplied by 100%, so that the percentage of answers obtained for each item is

obtained. The above table clearly shows that the principal's leadership on the principal indicator is a role model / example shows 0% of respondents answered strongly disagree, 0% answered disagreed, 22% agreed doubtful, 31% answered agreed and 47% answered strongly agree. The school principal indicator respected by fellow school members shows 0% of respondents answered strongly disagree, 2% of respondents answered disagree, 19% of respondents answered doubtfully, 31% of respondents answered agree and 48% answered strongly agree.

The school principal indicator is able to make the best decision showing 0% of respondents answered strongly disagree, 6% answered disagreed, 13% agreed doubtfully, 33% answered agreed and 48% answered strongly agree. On the motivational indicators of inspirational school principals show 0% of respondents answered strongly disagree, 3% answered disagreed, 16% answered doubtful, 33% answered agreed and 48% answered strongly agree.

The principal's intellectual indicator shows that 0% of respondents answered strongly disagree, 2% answered disagreed, 15% answered doubt, 35% answered agreed and 48% answered strongly agree. the principal's leadership on the indicator of caring for individual teachers showed 0% of respondents answered strongly disagree, 10% answered disagreed, 15% maintained doubt, 33% answered agreed and 42% answered strongly agree. The description of the values above can be seen in the table below.

Table 2. Statistics Descriptive Principal's Leadership

Statistics		
Principal's Leadership		
N	Valid	45
	Missing	0
Mean		92,67
Std. Error of Mean		1,162
Median		94,00
Mode		96 ^a
Std. Deviation		7,793
Variance		60,727
Skewness		-1,209
Std. Error of Skewness		,354
Kurtosis		,729
Std. Error of Kurtosis		,695
Range		30
Minimum		73
Maximum		103
Sum		4170

The influence of the principal's leadership shows that the average value reached 92.67 with a standard deviation of 7.793. Work motivation variables were also answered by respondents with five answer options to find out the percentage of respondents' answers. The following table is the frequency distribution of work motivation acquisition variables (X_2).

Tabel 3. Distribution of Frequency Variable Work Motivation (X₂)

Work Motivation												
Respondent's Response						Frequency	Percentage					%
Item	1	2	3	4	5		1	2	3	4	5	
Internal Motivation												
1	0	2	10	17	16	45	0	4	22	38	36	100
2	0	0	4	17	24	45	0	0	9	38	53	100
3	0	1	8	16	20	45	0	2	18	36	44	100
4	0	4	4	13	24	45	0	9	9	29	53	100
5	0	2	8	16	19	45	0	4	18	36	42	100
6	0	1	4	16	24	45	0	2	9	36	53	100
7	0	0	9	16	20	45	0	0	20	36	44	100
8	0	4	3	14	24	45	0	9	7	31	53	100
9	0	2	7	12	24	45	0	4	16	27	53	100
10	0	2	5	17	21	45	0	4	11	38	47	100
11	0	0	8	12	25	45	0	0	18	27	56	100
12	0	2	6	17	20	45	0	4	13	38	44	100
Total	0	20	76	183	261	540	0	4	14	34	48	100
External Motivation												
13	0	2	10	17	16	45	0	4	22	38	36	100
14	0	0	5	19	21	45	0	0	11	42	47	100
15	0	0	10	10	25	45	0	0	22	22	56	100
16	0	2	10	17	16	45	0	4	22	38	36	100
17	0	2	6	16	21	45	0	4	13	36	47	100
18	0	2	10	17	16	45	0	4	22	38	36	100
19	0	0	10	6	29	45	0	0	22	13	64	100
20	0	6	10	16	13	45	0	13	22	36	29	100
21	0	4	4	21	16	45	0	9	9	47	36	100
Total	0	18	75	139	173	405	0	4	19	34	43	100

Based on the table above, it can be seen that the item number on the questionnaire is 21 items starting from numbers 1-10, while the respondent's answer consists of 5 options namely value 1 is a totally disagree answer, value 2 answers disagree, value 3 answers are doubtful- doubt, the value of 4 answers agree and the value of 5 answers strongly agree. The percentage of the table above is obtained from the number of questionnaire answers divided by total respondents multiplied by 100%, so that the percentage of answers obtained for each item is obtained.

From the table above it is clear that work motivation on internal motivation indicators shows 0% of respondents answered strongly disagree, 4% answered disagreed, 14% answered doubtful, 34% answered agreed and 48% answered strongly agree. On the external motivation indicator, respondents' answers were 0% answered strongly disagree, 4% answered disagreed, 19% answered doubtful, 34% answered agreed and 43% answered strongly agree.

From the analysis of the answers given to respondents who were sampled in this study, obtained descriptive statistical data regarding work motivation as follows.

Table 4. Statistics Descriptive Work Motivation

Statistics		
Work Motivation		
N	Valid	45
	Missing	0
Mean		88,60
Std. Error of Mean		1,354
Median		90,00
Mode		93
Std. Deviation		9,084
Variance		82,518
Skewness		-,971
Std. Error of Skewness		,354
Kurtosis		,289
Std. Error of Kurtosis		,695
Range		35
Minimum		66
Maximum		101
Sum		3987

From the table above, it can be seen that the influence of work motivation on teacher's discipline with an average score of 88.60 with a standard deviation of 9.084. The teacher discipline variable has 23 statement items with five alternative answers chosen by the respondent. The results of these answers can be seen in table below.

Tabel 5. Distribution of Frequency Variable Teacher's Discipline (Y)

Teacher's Discipline												
Respondent's Response						Frequency	Percentage					%
Item	1	2	3	4	5		1	2	3	4	5	
Discipline												
1	0	2	10	21	12	45	0	4	22	47	27	100
2	0	8	1	24	12	45	0	18	2	53	27	100
3	0	8	1	14	22	45	0	18	2	31	49	100
4	0	0	11	24	10	45	0	0	24	53	22	100
5	0	0	8	17	20	45	0	0	18	38	44	100
6	0	2	8	16	19	45	0	4	18	36	42	100
Total	0	20	39	116	95	270	0	7	14	43	35	100
Work Awareness												
7	0	7	1	6	31	45	0	16	2	13	69	100
8	0	4	18	18	5	45	0	9	40	40	11	100
9	0	2	6	25	12	45	0	4	13	56	27	100
10	0	8	2	23	12	45	0	18	4	51	27	100
11	0	2	8	16	19	45	0	4	18	36	42	100
12	0	2	14	16	13	45	0	4	31	36	29	100
13	0	2	8	16	19	45	0	4	18	36	42	100
14	0	3	6	17	19	45	0	7	13	38	42	100
Total	0	30	63	137	130	360	0	8	18	38	36	100
Compliance with Regulations												
15	0	2	8	16	19	45	0	4	18	36	42	100
16	0	0	9	23	13	45	0	0	20	51	29	100
17	0	3	3	11	28	45	0	7	7	24	62	100

Teacher's Discipline												
Respondent's Response						Frequency	Percentage					%
Item	1	2	3	4	5		1	2	3	4	5	
18	0	7	3	6	29	45	0	16	7	13	64	100
19	0	6	10	18	11	45	0	13	22	40	24	100
20	0	0	11	5	29	45	0	0	24	11	64	100
21	0	3	6	26	10	45	0	7	13	58	22	100
22	0	2	7	18	18	45	0	4	16	40	40	100
23	0	7	9	15	14	45	0	16	20	33	31	100
Total	0	30	66	138	171	405	0	7	16	34	42	100

From the above table it is clear that the teacher discipline on the timeliness indicator shows 0% of respondents answered strongly disagree, 7% answered disagreed, 14% answered doubtfully, 43% answered agreed and 35% answered strongly agree. In the indicator of work awareness shows 0% of respondents answered strongly disagree, 8% answered disagreed, 18% of respondents answered doubtfully, 38% of respondents answered agree and 36% answered strongly agree.

The compliance indicator shows that 0% answered strongly disagree, 7% answered disagreed, 16% answered doubtful, 34% answered agreed and 42% answered strongly agree. From the analysis of the answers given to the respondents who were sampled in this study, obtained descriptive statistical data regarding teacher discipline as follows.

Table 6. Statistics Descriptive Teacher's Discipline

Statistics		
Teacher's Discipline		
N	Valid	45
	Missing	0
Mean		93,51
Std. Error of Mean		1,451
Median		96,00
Mode		99
Std. Deviation		9,737
Variance		94,801
Skewness		-1,276
Std. Error of Skewness		,354
Kurtosis		1,246
Std. Error of Kurtosis		,695
Range		44
Minimum		65
Maximum		109
Sum		4208

From the table above it can be seen that the variable of teacher discipline with an average value reaches 93.51 with a standard deviation of 9.737. Testing the Multiple Correlation Coefficient (Simultaneous Hypothesis) is used to determine whether the regression coefficient has a significant effect or not together between the independent variables (X_1 , and X_2) on the dependent variable (Y). If Sig. > α (0.05), then the regression coefficient is not significant. If Sig. < α (0.05), then the regression coefficient is significant. Multiple

correlation analysis is often called the simultaneous hypothesis test or the f-test shown in the table below.

Based on the f_{count} in the table above, it is known 82.468.

Hypothesis test: $f_{\text{count}} \geq f_{\text{table}} = H_a$ Accepted

$f_{\text{count}} \leq f_{\text{table}} = H_a$ Rejected

f_{table} obtained for 3,070

Based on the explanation above it is known that $f_{\text{count}} = 82.468$ and $f_{\text{table}} = 3.070$ where $f_{\text{count}} > f_{\text{table}}$ which means H_a is accepted or in other words there is an influence of school's leadership and work motivation on teacher discipline.

Regression efficiency is often known as partial hypothesis testing or testing the effect of each independent variable on the dependent variable or the influence of the principal's leadership variable (X_1) to the teacher's discipline variable (Y), work motivation variable (X_2) to the teacher's discipline (Y), by looking t value in the existing output. The test results can be seen in the table below.

Table 7. T-Test Analysis

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2,544	8,203		-,310	,758
	Principal's Leadership	,330	,120	,264	2,743	,009
	Work Motivation	,739	,103	,690	7,171	,000
a. Dependent Variable: Teacher's Discipline						

This is in line with the results of Hijri's research (2018) which concluded that there was a significant influence between the headmaster's leadership on the work discipline of Islamic Religious Education teachers in the 060794 State Primary School Medan Area, the effect of which was moderate or sufficient. Because with responsible and wise leadership possessed by the principal has made the teacher work with good discipline and timely in doing each of his tasks so that the effectiveness of learning can be achieved.

While Sari's research (2010), the results of descriptive analysis show the average performance of accounting teachers in the sufficient category, the headmaster's leadership in the good category and the teacher's work discipline in the sufficient category. The results of regression analysis with SPSS 17.0 show there is a partial effect between the leadership of the principal on the performance of accounting teachers by 21.16%, there is a partial effect between the teacher's work discipline on the performance of accounting teachers by 25.20%, and there is a simultaneous influence between leadership school principals and teacher work discipline on the performance of accounting teachers by 44.30%.

The principal has an important role in the development of the school, managing teachers, staff, and administration. Principals as leaders are required to describe educational goals, develop work plans, organize and empower themselves, delegate authority (division of tasks), communication, control / supervision and evaluation.

In this regard, the leader is able to help the employee / teacher develop patterns and improve behavior standards, and use the implementation of rules as a tool to enforce discipline. So the principal must be disciplined, both class and school yard discipline and be present every day.

One of the responsibilities of a leader is fostering teacher discipline. Discipline is very important for the teacher, because of that discipline needs to be instilled continuously. With continuous planting, the discipline becomes a habit for the teacher. People who succeed in their respective fields have high discipline, whereas people who fail are generally undisciplined, because the principal's leadership influences the teacher's work discipline.

The teacher should try to create conditions that allow students to learn actively. For example attending every set hour, formulating learning objectives, not being late for class, and so forth. The role of the teacher determines his position as an educational leader among students in the class.

From the results of the study showed that work motivation has a significant effect on teacher discipline. This result also supports the proposed hypothesis where work motivation has a significant effect on teacher discipline.

Triana research results (2016) showed that there is an influence between work motivation on teacher work discipline. This is based on the simple linear regression results namely $Y = 24,142 + 0,298 X$. The Effect of Work Motivation on Work Discipline of Teachers of SMA Negeri 2 Pekanbaru can be seen from the regression coefficient in which the direction of the relationship looks positive which means if work motivation increases by 1 unit then work discipline obtained by 0.298 units. From the results of the F_{test} with alpha of 5%, the F_{table} was 4.01, while the F count was 26.667. So $F_{\text{arithmetic}} > F_{\text{table}} = 26,667 > 4.01$, which means that work motivation has a significant effect on the work discipline of teachers of SMA Negeri 2 Pekanbaru. Whereas Saputra (2017), the results of the summary model with predictors (constant) of work motivation are seen where the value of R is also called the correlation coefficient is 0.461 meaning that the correlation coefficient is marked (+) positive means that it has a direct relationship. The value of R square (R^2) is 0.226 which means that the influence of work motivation on work discipline is 22.6%. The better motivation possessed by an employee will be reflected in the discipline of the employee. Good work results are certainly based on good motivation too. Conversely, if the employee's work motivation is not well developed, it will lead to careless work outcomes and may threaten the achievement of organizational goals, therefore it is expected that the department especially the youth and sports service in Riau province will continue to provide motivation to its employees in improving work discipline.

Hasibuan (2010) argues, someone who has work motivation, will be able to encourage enthusiasm, uphold discipline, improve the atmosphere of a good working relationship. It is expected that teachers who have high work motivation will be more disciplined in carrying out their duties and obligations than teachers who have low motivation.

D. Conclusion

Based on the results of data analysis, it can be concluded 1) there is a significant positive influence of the Principal's leadership on teacher discipline. If the leadership of the headmaster is good, the teacher's work discipline is good, on the contrary if the headmaster's

leadership is not good then the teacher's discipline is not good or undisciplined. The magnitude of the influence of school principal leadership on teacher discipline by contributing 27.43%; 2) there is a significant positive effect of teacher work motivation on teacher discipline. If the teacher has a high work motivation the influence on teacher discipline is high otherwise if the teacher's work motivation is low then the teacher's discipline decreases. The magnitude of the effect of teacher work motivation on teacher discipline by contributing 71.71%; 3) there is an influence between the principal's leadership and work motivation simultaneously on teacher discipline. If the principal's leadership and teacher's work motivation is higher than the teacher's discipline is higher or increasing, conversely if the principal's leadership and teacher's work motivation decreases the teacher's discipline decreases. The magnitude of the influence of school principal leadership and teacher work motivation on teacher discipline by contributing 32.67%.

E. Acknowledgement

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang and Universitas Bengkulu who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in management of education Universitas PGRI Palembang who helped us a lot in finalizing this project within the limited time frame.

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