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## The Influence of Principal Leadership and Teacher Work Discipline on Elementary School Teacher Performance

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### ABSTRACT

Several problems were found that had an impact on teacher performance, namely teachers who did not pay attention to the students situation. Teachers sometimes came late to school, less literate with the latest learning systems, and they were less technologically literate. Teachers do not get information, there were teachers who had not completed lesson plans and do not bring a lesson plan at the time of the KBM. This study uses a descriptive correlational research method with a quantitative approach. The population of this study was the principal of a public elementary school in North Rupert which consists of SDN 1, 10, and 13 Rupert Utara. The total number of teachers is 37 people. The sample uses a saturated sample with a total of 37 people. The results of this study shows there is a positive and significant influence between Principal Leadership on Teacher Performance. The higher the organizational culture given, the higher the teacher's performance. There is a positive and significant influence between the variables of Teacher Work Discipline on Teacher Performance at SMP Rupert District. There is also a non-significant influence between the variables of Principal Leadership and Teacher Work Discipline simultaneously between the variables of Principal Leadership and Teacher Work Discipline on Performance at SDN in the North Rupert.

## 1. Introduction

In an organization, the achievement of organizational goals is strongly influenced by individual performance. Performance can be defined as a result of work that can be reviewed in terms of quality and quantity when someone does the task for which he is responsible. The expression of progress based on knowledge, skills and attitudes as well as motivation to produce something is performance (Fattah, 2003:27). The performance of a teacher is good if the teacher can control and

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develop lesson materials, be creative in the delivery of learning, can explain a high commitment to teaching assignments, be disciplined in work, do work in collaboration with all school members, and have a good personality so that they can be a role model for students.

Teacher performance is a synergistic element that must be developed to produce professional educators who are able to give birth to an educational process that is relevant to the demands of the situation, conditions and needs of the graduate user community. With the performance of quality teachers, they will be able to produce quality human resources, so that they can improve the quality of schools (Purwoko, 2018). To realize teacher performance in accordance with expectations, it takes a professional principal. This is in accordance with the results of research conducted by Sudriyah (2015) which states that the supervision of the principal has a positive and significant effect on teacher performance. Therefore, the principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplishing the mission and improving the organization (Wirawan, 2013)

The principal as the leader of the school organization has a very important role in improving teacher performance. The leadership role of the principal is needed to support the creation of professional quality teacher performance in schools. Effective principal leadership will influence the participation of subordinates to do what is their responsibility with a feeling of satisfaction and can work in accordance with the context, namely being able to provide a vision, create the big picture, set clear and mutually agreed goals, monitor and analyze achievements, and be able to develop the achievements of his followers, namely by providing direction and guidance, training and guiding and providing feedback (Muhassanah, 2020). The principal acts as a leader who has a clear vision for the future and can realize and be able to encourage the transformation process in schools. Leadership is the way a leader influences the behavior of subordinates to cooperate and work productively to achieve organizational goals (Hasibuan, 2011). Leadership can be defined as a person's ability to influence a group towards achieving goals (Badeni, 2013).

High teacher performance cannot be achieved if it is not accompanied by the absence of compliance with applicable regulations in carrying out work. This is in accordance with the opinion expressed by Terry (2010) that the work discipline of a teacher can be seen from the teacher's compliance with the regulations in force in the school. In other words, it is necessary to have work discipline in a job, which is the will and willingness of the teacher to fulfill and obey the applicable regulations, both written and unwritten. Discipline is a picture of a situation where individuals are subject to rules without coercion (Wukir, 2013). Work discipline is a mental attitude that always obeys all the rules and regulations that have been set for certain purposes. With good work discipline will further improve teacher performance which in turn will be able to improve the quality of education. Various definitions of performance have been put forward by experts with their

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respective versions, although basically there are similarities between one definition and another.

Bengkalis Regency as one of the regencies in Riau Province is in a strategic location, which is directly adjacent to the Malacca Strait. Rupert District is one of the sub-districts included in the administrative area of Bengkalis Regency. Rupert Island is an island that is considered very outside when compared to other islands. If not managed properly, then its existence as an inhabited island becomes very vulnerable. Not only the area but also the educational institutions. After the researchers conducted a pre-survey, then made a problem mapping, several problems were found that had an impact on teacher performance, namely teachers who did not pay attention to the development of students, teachers who came late to school, teachers who were less literate with the latest learning systems, teachers who were less technologically literate, teachers who lack information, there are teachers who have not completed the lesson plans and did not bring a lesson plan during the KBM. It can also be seen from carrying out learning, there are still many teachers who use conventional methods, conventional methods can be interpreted as traditional learning methods or also called the lecture method so that in this case not all students have the best way of learning by listening, teachers also often find it difficult to maintain so that students remain interested in what is being taught, students also do not know what they are learning that day. Lack of teachers in terms of delivering learning well, so there is no good response from students and lack of teachers in creating a pleasant learning atmosphere.

Armstrong (1998) suggests that employee performance is influenced by four dominant factors, namely: a) Leadership factors which include quality, guidance, and motivation; b) Personal factors which include motivation, discipline, skills and competencies; c) System factors which include work facilities and work systems; d) Situational factors which include the atmosphere of the work environment, internal and external elements. From this explanation, the authors take two factors that influence performance, namely leadership and work discipline. The author chose these two variables because there has been no research examining the effect of principal's leadership and work discipline on teacher performance, especially in the Rupert District Elementary School. Leadership is a process of persuading others to carry out organizational tasks voluntarily to their subordinates to always carry out productive activities. So that the existence of a leader in an organization is needed to be a leader for his subordinates. Good leadership is a vital prerequisite for the survival and success of an organization. Likewise in the world of education, education is a system of interrelated and influencing components to achieve a goal. In this case, the components of teachers and principals play an important role in achieving educational goals.

Lestari's research (2016) reveals that the principal's leadership has a significant influence on teacher performance, but there is no significant effect on the learning achievement of 6th grade elementary school students in UPTD Tuntang District. Teacher performance has a significant and strong influence on the achievement of 6th grade elementary school students in Tuntang District, Semarang Regency.

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Based on the results of the research above, it can be suggested that the principal should be able to build positive cooperation through coaching and providing motivation to teachers so that teacher performance increases, so that student learning achievement will also increase. Similarly (Adrijanti, 2018; Tahir, 2014) shows that there is an influence of leadership on teacher performance, that there is an influence of work motivation on teacher performance, that there is work discipline on teacher performance at SDN Sumari Sit Sampeyan Besar Gresik. Hasyim (2018) got the results of the research, namely the principal's leadership variable has a significant effect on teacher performance, the teacher's work discipline variable has a significant effect on teacher performance at MTs Kelingi, Musi Rawas Regency. In line with (Fransiska, 2020; Juniarti, 2020; Rohani, 2020) the variables of the principal's visionary leadership and teacher discipline affect teacher performance together

One of the success factors of a school depends on the leadership of the principal itself. The success of an educational program and the achievement of the goals of teaching and learning explain what teachers as educators must do. Furthermore, it is highly dependent on the teacher's role as a learning leader in the classroom (Sudjana, 1995). That's why the role of the teacher is very important for the progress of the school itself. Teachers should play an active role in carrying out their duties, especially in teaching and learning activities in the classroom. Not only the role of the teacher, students also play a role in the teaching and learning process. Therefore, according to Djamarah, teachers and students are two human figures who are not separated from the world of education, where there are students there are teachers who want to provide guidance and guidance to students (Djamarah, 2000). In addition, Sujana explained that learning and teaching are two concepts that cannot be separated from each other. Learning is focused on what people should do as subjects who receive lessons (student goals). Professional teachers are teachers who carry out their teaching duties basing their steps on applicable provisions and ignoring all kinds of selfish and engineered conditioning (Saroni, 2011).

From the author's observations, it was found that there were several problems related to the leadership of the principal, including: 1) there was no clear sanction for teachers who violated the rules, 2) there was a lack of appreciation for exemplary teachers, 3) there was no good communication between the principal and the teacher. teachers, and 4) lack of monitoring from the principal in learning or other tasks. Another factor that affects performance is teacher discipline. Discipline is essentially the ability to control oneself in the form of not doing something that does not conflict with something that has been determined and doing something that supports and protects something that has been determined. Work discipline is a person's ability to regularly, persistently and continuously work in accordance with applicable rules without violating the rules that have been set. If the teacher has good work discipline, the teacher will be responsible for the tasks assigned to him.

Teacher discipline really determines the success of education in schools because it can improve performance. The principal as the implementation is responsible for

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the implementation of educational activities, school administration, coaching other education personnel and the utilization and maintenance (Susanto, 2016). Toha (2014) states that work discipline as the implementation of management to strengthen the guidelines is seen as closely related to performance. This statement is supported by the opinion of Malthis and Jackson that work discipline is closely related to employee behavior and has an effect on performance. The principal's leadership is a motivator for self-compliance with the work discipline of the teachers. Although this discipline is only one part of the characteristics of teacher performance and is related to the percentage of attendance, non-compliance with rules, decreased work productivity and apathy, it turns out that this has a very big impact, especially in our education system which still requires the presence of teachers predominantly in learning process. At this stage the principal's leadership is required to be able to lead or manage the school, is also required to be able to create a conducive atmosphere in the work environment so as to prevent disintegration and be able to provide encouragement so that all components in the school unite to achieve the goals to be achieved.

From the author's observations, it was found that there were several problems related to the teacher's poor performance, namely: 1) the teacher was in and out of the classroom while the lesson was still in progress, 2) there were still some teachers who had not implemented lesson plans as a basis for teaching in the classroom, 3) teachers who being late for class and ending when the lesson has not been completed, 4) there are still obstacles in establishing good relations between teachers and other school components.

Based on these problems, the researcher concludes that the root of the problem lies in the leadership of the principal and teacher discipline. Therefore, the researcher wants to raise the title "The Influence of Principal Leadership and Teacher Work Discipline on the Performance of Elementary School Teachers in Rupert District". In other words, how the performance and professionalism of the principal in leading an elementary school (SD) and the work discipline applied have an effect on the performance of teachers in elementary schools in Rupert District, Bengkalis Regency.

## **2. Methodology**

This study uses a descriptive correlational research method with a quantitative approach. Sukmadinata (2013) explains that correlational research is aimed at knowing the relationship of a variable with other variables which is expressed by the magnitude of the correlation coefficient and statistical significance. Arikunto (2013) explains that "correlational research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to data that already exists".

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The sampling technique in this study used the Slovin formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

Information

n = sample

N = Population

E = expected or set error magnitude

Then the number of samples in this study is

$$n = \frac{52}{1 + 52e^2}$$

$$n = 37$$

In this study there is an independent variable (X) namely the principal's leadership and work discipline the dependent variable (Y) is teacher performance. The location where this research was conducted is in Rupert District, Bengkalis Regency, Riau Province. The population of this study is the principal of a public elementary school in North Rupert which consists of SDN 1, 10, and 13 Rupert Utara. The total number of teachers is 37 people. The sampling technique in this study was a saturated sample. From a total of 37 existing populations, all populations were sampled. So that the sample in this study amounted to 37 people.

### 3. Results and Discussion

Respondents in this study were the population of this study were principals of public elementary schools in North Rupert which consisted of SDN 1, 10 and 13 North Rupert. The total number of teachers is 37 people. While the discussion of the results of research that has been carried out includes: 1) Data description 2) the contribution of the independent variable (dependent) on the dependent variable (independent), 3) Testing the analysis requirements, and 4) Testing the hypothesis.

#### *Description of Research Object*

The general description of respondents will describe the characteristics of respondents based on gender, age, and years of service.

#### Characteristics of Respondents Based on Gender

Table 1. Characteristics of Respondents by Gender

Gender	Frequency	Percentage
Man	23	62,1%
Women	14	37,9 %
<b>Total</b>	<b>37</b>	<b>100 %</b>

Based on Table 1, it can be seen that the number of respondents who are female is 23 people (62.1%), and male is 14 people (37.9%). This shows that the number of respondents in the North Rupert State Elementary School are male teachers.

#### *a) Characteristics of Respondents Based on Age*

Characteristics of respondents by type of age can be seen in Table 2.

Table 2. Characteristics of Respondents by Age

Age	Frequency	Percentage
21 – 30	10	27,1 %
31 – 40	8	21,6%
41 – 50	12	32,4%
51 – 60	7	18,9%
<b>Total</b>	<b>37</b>	<b>100 %</b>

Based on Table 2, it can be seen that there are 10 respondents in the 21-30 age group (27.1%), 8 people in the 31-40 age group (21.6%), the 41-50 age group 12 people ( 32,4%, and the age group 51-60 amounted to 7 people (18,9%). Thus it can be concluded that the majority of respondents are in the 41-50 age group, which is 32.4%.

#### *b) Characteristics of Respondents Based on Working Period*

Characteristics of respondents based on years of service can be seen in Table 3.

Table 3. Characteristics of Respondents Based on Term of Service

Age	Frequency	Percentage
1 – 10	9	24,3%
11 – 20	12	32,4%
21 – 30	16	43,3%
<b>Total</b>	<b>37</b>	<b>100 %</b>

Based on Table 3, it can be seen that there are 9 respondents with 21-30 years of service (24.3%), 12 people with 11-20 years of service (32.4%), and 16 people with 21-30 years of service. (43.3%). Thus, it can be concluded that the majority of respondents are in the range of 21–30, which is 43.4%.

#### *Normality Test*

Normality test is a statistical test used to see whether the residual value is normally distributed or not. A good regression model is to have a residual value that is normally distributed. The results of the normality test can be seen in the following graph:

Table 4. Normality Test of Principal Leadership Effect ( $X_1$ ), Teacher Work Discipline ( $X_2$ ), and Teacher Performance (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel		
		Principal Leadership	Teacher Work Discipline	Teacher Performance
1	Significant	0,200	0,200	0,200

Based on Table 4, it is known that the significance value for the variables of the Influence of Principal Leadership, and Teacher Work Discipline on Teacher Performance is 0.200. And this sig value is greater than  $= 0.05$ . Thus, it can be concluded that the variables of the Influence of Principal Leadership, and Teacher Work Discipline on Teacher Performance have data that are normally distributed, or accept  $H_0$ .

Table 5. Principal Leadership ( $X_1$ ) on Teacher Performance (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance *	Between Groups	(Combined)	9408,730	21	448,035	1,742	,137
		Linearity	5634,227	1	5634,227	21,90	,000
Principal Leadership	Within Groups	Deviation from Linearity	3774,503	20	188,725	,734	,745
			3859,000	15	257,267		
Total			13267,730	36			

### Linearity Test

Based on the results of the linearity test, it is known that the value of Sig. deviation from linearity of  $0.745 > 0.05$ , it can be concluded that there is a linear relationship between Principal Leadership ( $X_1$ ) and Teacher Performance (Y).

Table 6. Work Discipline ( $X_2$ ) on Teacher Performance (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance *	Between Groups	(Combined)	10238,396	23	445,148	1,910	,114
		Linearity	6692,992	1	6692,992	28,722	,000
Teacher Work Discipline	Within Groups	Deviation from Linearity	3545,404	22	161,155	,692	,784
			3029,333	13	233,026		
Total			13267,730	36			

Based on the results of the linearity test, it is known that the value of Sig. deviation from linearity of  $0.784 > 0.05$ , it can be concluded that there is a linear relationship between Work Discipline ( $X_2$ ) and Teacher Performance (Y).



### ***Multicollinearity Test***

The multicollinearity test aims to determine the closeness of the relationship between independent variables using the help of the IBM SPSS Statistic Version 22 program. Decision making is based on the criteria for the correlation coefficient value. The VIF value of all variables is less than 10.0. This is because the regression coefficient generated by path analysis is very strong so that it can provide an analysis that represents the nature or influence of the independent variable on the dependent variable. The results of the multicollinearity test are as follows:

Table 7. Multicollinearity Testing of Principal Leadership ( $X_1$ ) and Teacher Work Discipline ( $X_2$ )

No	Research variable	Collinearity Statistic	
		Tolerance	VIF
1	Principal Leadership	0,823	1,215
2	Teacher Work Discipline	0,823	1,215

Dependent Variable: Teacher Performance

From Table 7, it can be seen that the value of tolerance for the variables of Principal Leadership and Teacher Work Discipline is 0.541 which is greater than 0.1, then the value of VIF for the two variables is 1.215 smaller than 10 or  $VIF < 10$ . Thus it can be concluded that multicollinearity between the independent variables does not occur.

### ***Hypothesis Testing***

The hypothesis is a provisional guess on the formulation of the problem. Therefore, the hypothesis must be tested for empirical truth. Hypothesis testing 1 to 3 in this study uses path analysis. And hypothesis testing or multiple linear regression analysis is used to determine the magnitude of the influence of each and the overall effect of the variables of the influence of Principal Leadership, and Teacher Work Discipline on Teacher Performance. To determine the effect of these variables, then use linear regression analysis, namely simple linear regression and multiple linear regression. Simple linear regression was used to determine the magnitude of the influence of the variable Principal Leadership Effect on Teacher Performance, and the magnitude of the influence of the Teacher Work Discipline variable on Teacher Performance, while multiple linear regression was used to determine the magnitude of the simultaneous influence of the Principal Leadership and Teacher Work Discipline variables. on the Teacher Performance variable the results of multiple linear regression tests are as follows:

#### ***Principal Leadership Hypothesis Test ( $X_1$ ) on Teacher Performance ( $Y$ )***

#### ***Regression Coefficient***

Testing the first hypothesis is that there is a significant influence between the influence of Principal Leadership ( $X_1$ ) on Teacher Performance (Y).

Table 8. T-test Calculate the Coefficient of the Effect of Principal Leadership ( $X_1$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized	t	Sig
		Coefficients B		
1	Constant	13,965	1,804	0,000
	Principal Leadership	1,023	5,083	0,000

Based on the results of the SPSS output coefficient table above, it is known that the significance value of the variable  $X_1 = 1.203$  is smaller than 0.05 and  $T_{count} > T_{Table}$  ( $5.083 > 1.645$ ). These results conclude that the regression model 1, namely the Principal Leadership variable ( $X_1$ ) has a significant effect on Teacher Performance (Y). And based on the table, the standardized beta coefficient value is 0.656 which is the path value or direct influence path (model 1) between  $X_1$  and Y.

### *F Uji Test*

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect of Principal Leadership ( $X_1$ ) on Teacher Performance (Y).

Table 9. Linearity Test Results and Significance of Principal Leadership Variables ( $X_1$ ) and Teacher Performance (Y)

No	Teacher Performance and Principal Leadership	F	Sig
1	Linearity	21,900	0,000
2	Deviation from Linearity	10,734	0,190

Based on Table 9. The magnitude of the value of  $F_{Table}$  with the number of samples  $n=37$ , variable  $k=2$ ,  $df_1=k-1$ , and  $df_2=n-k$ , obtained  $F_{Table}=4.03$ . So that  $F_{count} < F_{Table}$ , and  $sig\ 0.190 > 0.05$ . the results of data analysis obtained  $F_{count}$  of 21.900 while  $F_{Table} = 4.03$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the Principal's Leadership variable significantly affects Teacher Performance.

### *Coefficient of Determination*

Table 10. The Influence of the Principal's Leadership Variable ( $X_1$ ) on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Principal Leadership	0,652	0,425	42,5%	Moderate

SPSS output results The summary model table above shows an R-square value of 0.425, this indicates that the contribution or contribution of the influence of the principal's leadership management ( $X_1$ ) to teacher performance ( $Y_1$ ) is 42.5% while the remaining 57.5% is a contribution from the following variables. other variables not included in this study. Meanwhile for the value of  $e1 = (1-0.425) = 0.425$ . Based on the results of the analysis, it can be seen that the regression model 1 is positive, meaning that there is a direct and positive influence on the Principal's Leadership on Teacher Performance at SDN Rupert Utara.

### ***Teacher Work Discipline Hypothesis Test ( $X_2$ ) on Teacher Performance (Y)***

The Influence of Teacher Work Discipline ( $X_2$ ) on Teacher Performance (Y) at SDN Rupert Utara with the following details:

### ***Regression Coefficient***

Table 11. T-test Calculate the Coefficient between the Effect of Teacher Work Discipline ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized	t	Sig
		Coefficients B		
1	Constant	1,017	0,117	0,908
	Teacher Work Discipline	1,406	5,969	0,000

Based on the results of the SPSS output coefficient table above, it is known that the significance value of the variable  $X_2 = 1.406$  is smaller than 0.05 and  $T_{count} > T_{Table}$  ( $5.969 > 1.645$ ). These results conclude that the regression model 1, namely the Teacher Work Discipline variable ( $X_2$ ) has a significant effect on Teacher Performance (Y). And based on the table, the standardized beta coefficient value is 0.710 which is the path value or direct influence path (model 1) between  $X_2$  and Y.

### ***F Uji Test***

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect between Teacher Work Discipline ( $X_2$ ) and Teacher Performance (Y).

Table 12. Linearity Test Results and Significance of Work Discipline Variables ( $X_2$ ) Teachers and Teacher Performance (Y)

No	Teacher Performance and Work Discipline	F	Sig
1	Linearity	28,722	0,000
2	Deviation from Linearity	0,692	0,784

Based on Table 12. The magnitude of the value of  $F_{Table}$  with the number of samples  $n=37$ , variable  $k=2$ ,  $df_1=k-1$ , and  $df_2=n-k$ , obtained  $F_{Table}=4.03$ . So that  $F_{count} < F_{Table}$ , and  $sig\ 0.784 > 0.05$ . the results of data analysis obtained

Fcount of 28.722 while FTable = 4.03. Because Fcount > FTable then H0 is rejected. This means that together the Principal Leadership variable has a significant effect on Teacher Performance.

### ***Coefficient of Determination***

Coefficient of Determination ( $R^2$ ) The Influence of Teacher Work Discipline Variables on Teacher Performance (Y).

Table 13. The Effect of Teacher Work Discipline Variables ( $X_2$ ) on Teacher Performance (Y)

Model	Predictor	R	$R^2$	Contribution (%)	Interpretation
1	Teacher Work Discipline	0,7103	0,504	50,4%	Moderate

From the table above, it can be seen that the coefficient of determination (R square) obtained is 0.504. This means that 50.4% of the Teacher Work Discipline variables and the remaining 49.6% of the variables are explained by other variables or factors that cannot be mentioned in the study. this.

### ***Principal Leadership Hypothesis Test ( $X_1$ ) and Work Discipline ( $X_2$ ) on Teacher Performance (Y)***

The Influence of Principal Leadership ( $X_1$ ) and Work Discipline ( $X_2$ ) on Teacher Performance (Y) at SDN Rupert Utara with the following details:

### ***Regression Coefficient***

Testing the third hypothesis is that there is a significant influence between the influence of Principal Leadership ( $X_1$ ) and Principal Leadership ( $X_2$ ) on Teacher Performance (Y).

Table 14. T-test Calculate the Coefficient between the Effect of Principal Leadership ( $X_1$ ) Teacher Work Discipline ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	92,696	13,602	0,000
	Principal Leadership	0,197	1,372	0,176
	Teacher Work Discipline	0,378	2,779	0,008

Based on the results of the SPSS output coefficient table above, it is known that the significance value of the variable  $X_1 = 0.197$  is smaller than 0.05 and Tcount > TTable ( $1.372 > 2.006$ ). These results conclude that the regression model 1, namely the Principal Leadership variable ( $X_1$ ) has no effect on Teacher Performance (Y) while  $X_2 = 0.378$  is smaller than 0.05 and Tcount > TTable ( $2.779 > 2.006$ ). Teacher Work Discipline ( $X_2$ ) has a significant effect on Teacher Performance (Y). And based on the table, the standardized beta coefficient values

of 0.429 and 0.530 are obtained which are path values or direct influence paths between  $X_1$  and  $X_2$  on  $Y$ .

### *F Uji Test*

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect between Principal Leadership ( $X_1$ ) and Teacher Work Discipline ( $X_2$ ) and on Teacher Performance ( $Y$ ).

Table 15. Linearity Test Results between Principal Leadership ( $X_1$ ) and Teacher Work Discipline ( $X_2$ ) and Teacher Performance ( $Y$ )

No	Teacher Performance, Principal Leadership, and Work Discipline	F	Sig
1	Linearity	21,900	0,000
2	Deviation from Linearity	0,734	0,745

Based on Table 15. The magnitude of the value of FTable with the number of samples  $n=37$ , variable  $k=2$ ,  $df_1=k-1$ , and  $df_2=n-k$ , obtained  $F_{Table}=4.03$ . So that  $F_{count} < F_{Table}$ , and  $sig\ 0.734 > 0.05$ . the results of data analysis obtained  $F_{count}$  of 21.900 while  $F_{Table} = 4.03$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the variables of Principal Leadership and Work Discipline have a significant effect on Teacher Performance.

### *Coefficient of Determination*

Table 16. The Influence of Principal Leadership Variables ( $X_1$ ) Principal Leadership on Teacher Performance ( $Y$ )

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Principal Leadership, Teacher Work Discipline	0,810	0,656	65,6%	Tinggi

From Table 16 it can be seen that the coefficient of determination (R square) obtained is 0.656. This means that 65.6% of the variables of Principal Leadership and Teacher Work Discipline and the remaining 34.4% of variables are explained by other variables or factors that cannot be controlled. mentioned in this study. This effect is illustrated by each increase of one unit of Principal Leadership and Teacher Work Discipline, it will be followed by an increase in Teacher Performance of 0.656 one unit.

## 4. Conclusion

Based on the results of the research that has been carried out, the following conclusions can be drawn: First, there is a positive and significant influence between Principal Leadership on Teacher Performance. The higher the

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organizational culture given, the higher the teacher's performance. Second, there is a positive and significant influence between the variables of Teacher Work Discipline on Teacher Performance at SMP Rupal District. The higher the level of leadership that the principal has, the higher the level of performance that the teacher has. Third, there is a non-significant influence between the variables of Principal Leadership and Teacher Work Discipline together between the variables of Principal Leadership and Teacher Work Discipline on Performance at SDN Rupal Utara. The Principal's Leadership variable has no significant effect on Teacher Performance. While the teacher's work discipline variable is positive, the better the teacher's performance. On the other hand, if the perception of Teacher Work Discipline is negative, the teacher's performance will get worse.

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