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THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP AND WORK DISCIPLINE WITH TEACHER JOB SATISFACTION AT SMA NEGERI CIRANJANG

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ABSTRACT

Principal leadership has a very important role in improving the work discipline of teachers who are good and obedient to the rules that apply in schools. To improve the quality of education a school principal must be able to increase the job satisfaction of teachers or their subordinates. Teacher work discipline is closely related to compliance in implementing school regulations. The purpose of this research is to: 1). Analyzing the relationship between the principal's leadership and teacher job satisfaction at SMAN 1 Ciranjang, Cianjur Regency, 2). Analyzing the relationship between teacher discipline and job satisfaction at SMAN 1 Ciranjang, Cianjur Regency 3) Analyzing the relationship between the principal's leadership and teacher discipline together with teacher job satisfaction at SMAN 1 Ciranjang, Cianjur Regency. The type of research being conducted was descriptive quantitative research. The research method used in this study uses an associative quantitative approach with survey methods. The sample in this study were all PNS teachers at SMAN 1 Ciranjang, Cianjur Regency in 2021. The sampling technique through a questionnaire was carried out based on the basic principles of the probability sampling technique through a random cluster sampling technique (area sampling). The analysis technique starts from the normality test, homogeneity test, simple linear regression test, and multiple regression test. Based on data analysis, it can be concluded: There is a positive relationship between the leadership of the Principal and Teacher Discipline together with teacher job satisfaction at SMAN 1 Ciranjang, Cianjur Regency.

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1. INTRODUCTION

The role of schools as educational institutions is to develop the human potential of students so that they are able to carry out the tasks of life as human beings both individually and as a society (Darmadi, 2015). One of the factors that is the key to the success of a school is the school leader or principal (Bafadal et al., 2019). The principal can manage the school to be successful, superior, achievement, no progress, backwards or even destroyed. Therefore a school principal must be able to carry out his leadership effectively so that the school is in accordance with the school's vision and mission (Agustina et al., 2021).

A school principal is a leader who will determine effective educational measures in the school environment (Allen et al., 2015). Leadership is one of the elements that determine the sustainability and development of organizations including educational organizations (Grooms et al., 2011). Principal leadership has a very important role in improving the work discipline of teachers who are good and obedient to the rules that apply in schools (Azainil et al., 2021). As a leader, the principal must have the attitude of being able to direct, guide, apply work discipline and motivate his subordinates and students (Hasbullah et al., 2016).

Teacher work discipline is closely related to obedience in implementing school regulations (Hadiati, 2018). Discipline will encourage a teacher to work in accordance with applicable regulations and procedures (Yuniati et al., 2017). The teacher who arrives on time and doesn't leave the class before the lesson ends is one example that can generate student motivation in learning. As in Article 3 number 11 Government Regulation No. 53 of 2010 concerning Discipline for Civil Servants which requires civil servants to come to work and comply with the provisions of working hours. In that article it is explained that what is meant by the obligation to "come to work and comply with the provisions of working hours" is that every civil servant must come, carry out his duties, and go home according to the provisions of working hours and not be in a public place not because of his service.

For this reason, upholding discipline is very important, because with discipline it can be seen how much the rules can be obeyed by the teacher. However, the reality on the ground speaks differently where there are still teachers who are not aware of their duties and functions so that imbalances often arise in carrying out their duties and the educational goals carried out cannot be achieved optimally.

Some things that are important for leaders to pay attention to in maintaining relationships with teachers are by paying attention to the level of job satisfaction of teachers (Andriani et al., 2018). To improve the quality of education a school principal must be able to increase the job satisfaction of teachers or their subordinates (Ghavifekr et al., 2014). As a school leader, you must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their satisfaction will be better. As a leader who

has influence, the principal tries to make his advice, suggestions and orders followed by the teachers. Thus a school principal can make changes in the way of thinking, attitudes, behavior he leads.

2. Literature Review

2.1. Job Satisfaction

Job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics-is clearly broad (Bellmann et al., 2021). Yet that breadth is appropriate. Positive feelings, comfortable about the work they are doing, these feelings come because they have evaluated themselves in that place. In the other side job satisfaction is a reaction or cognitive, affective, evaluative attitude and states that job satisfaction is a happy emotional state or positive emotion that comes from evaluating one's work or work experience (Ilies et al., 2004). Job satisfaction is an attitude of employees towards work related to work situations, cooperation between employees, rewards received at work, and matters relating to physical and psychological factors (Kabir et al., 2011). In the field of education it defines that "job satisfaction is a current attitude or past problem that is produced when an educator assesses their work (Klassen et al., 2010). Teachers will feel satisfaction if their efforts in the teaching and learning process are successful, namely by graduating, for example, being able to improve student morals and others. the overall feelings of teachers regarding various aspects of work which include educational resources, teaching and learning processes, madrasa achievements, income, and awards and freedom to carry out activities (Rofifah et a., 2021).

Based on the opinion of experts, it can be concluded that teacher satisfaction is a feeling in which a teacher feels that he has achieved success in the learning process, be it changes in attitude, cognitive or affective of students as a result of the learning process in accordance with the learning objectives to be achieved based on a predetermined curriculum.

The indicators that measure job satisfaction according to the Minimum Stisfication Quartionare (MSQ) are: (1) Freedom to use free time, (2) freedom to work independently, (3) freedom to change jobs from time to time, (4) freedom to mingle , (5) direct superior leadership style, (6) supervisor competence, (7) assignments received, (8) opportunity to act, (9) work readiness, (10) freedom to govern, (11) freedom to apply applicable regulations, (12) freedom to apply applicable regulations, (13) salary received, (14) career development opportunities, (15) freedom to make decisions, (16) opportunities to use work methods, (17) supportive working conditions, (18) cooperation , (19) appreciation of achievement, (20) feelings of workers towards their achievements.

Based on the indicators from the experts, it can be concluded that the indicator of job satisfaction is a condition in which a person feels conducive both physically and psychologically, whether it's services or facilities and infrastructure that support the fulfillment of work needs so as to give rise to a high attitude of work discipline.

2.2. LEADERSHIP

Leadership is an activity in guiding a group in such a way that the goal is achieved (Burhanuddin, 2019). Leadership is a process where a leader can directly guide and influence behavior and other work towards achievement in certain situations (Syamsul, 2017). In addition, leadership is also the ability of a manager or leader to encourage subordinates to work with confidence and enthusiasm (Kuswaeri, 2017). Leadership is a person who has the authority to give assignments and has the ability to persuade or influence other people through good relationship patterns in order to achieve predetermined goals (Suddin, 2010). A leader is someone with leadership authority directing his subordinates to do part of his work in achieving goals (Faturahman, 2018). The principal is a very important educational leader if one can say it is the most important because it is closer and directly related to the implementation of the educational program of each school.

Based on expert opinion, it can be concluded that school principal leadership is a task carried out by a functional staff to become a leader in a school with the task of regulating the course of the teaching and learning process, implementing school programs, motivating work in order to increase teacher work productivity and student learning outcomes in order to achieve educational purposes. In this study adopting leadership indicators that are adjusted to actual leadership are: a) Humility b) Honesty, Fairness and Trustworthiness c) Commitment d) Patience e) Transparent.

2.3. WOEK DISCIPLINE

Work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase awareness and willingness to comply with all company regulations (Bentar et al., 2017). Work discipline is defined as the implementation of management to reinforce organizational guidelines. Work discipline is an act of management to encourage awareness and willingness of its members to comply with all regulations that have been determined by the organization or company and social norms that apply voluntarily.

Work discipline is a policy of shifting individuals to be self-responsible for complying with environmental regulations (organization) (Setyaningdyah, 2013). Work discipline is defined as the implementation of management to reinforce organizational guidelines. Sometimes, the behavior of workers in the organization becomes so disruptive that it results in decreased performance. Therefore, discipline is needed in such conditions. In organizations, there are still many employees who are late, ignore safety procedures, do not follow predetermined instructions or get into trouble with their co-workers. Based on expert opinion, it can be concluded that teacher work discipline is an act of management to foster an attitude of responsibility for the tasks carried out.

3. RESEARCH METHODS

This type of research is descriptive quantitative research. In simple terms it can be said that quantitative research is research that uses numbers. These numbers are used as a representation of the information obtained in the study. The research method used in this study uses an associative quantitative approach with survey methods. There are three variables to be studied, consisting of two independent variables, namely the principal's leadership (X1) and work discipline (X2) and job satisfaction (Y).

The population according to Putrawan (2016: 8) is all data that is of concern within a specified scope and time and the population has parameters, namely measurable quantities that show characteristics of the population. Meanwhile, the sample is part of the population, so that a representative sample truly reflects the characteristics of the population (Putrawan, 2016: 8). The population in this study were all PNS teachers from SMAN in Cianjur Regency in 2021. The sample in this study were PNS teachers at SMAN, Ciranjang District, Cianjur Regency.

The instrument is in the form of a questionnaire to collect data on principal leadership, teacher discipline and teacher job satisfaction. The research questionnaire was prepared using each variable used to collect data on school principal leadership, teacher discipline, and teacher job satisfaction with five alternative answers SR (Very Often), S (Often), JR (Rarely), KD (Sometimes), TP (Never). Before being used in research, the instrument was tested for validity and its reliability was calculated. Valid instrument items are used as measurement tools in assessments, while those that are invalid are not used to collect research data or are discarded.

Data analysis used in this research is descriptive statistical analysis and inferential statistical analysis. Inferential statistical analysis was used to test the hypothesis using multiple regression. A Quantitative analysis in this study was carried out with the following steps: (1) Validity test done using Pearson Product Moment correlation. To assess the validity of the items of each statement compared to the r table of 0.132. If r -Correlation > 0.132 means the statement is valid. Based on the results of the validity test, it was obtained that the principal's leadership variable consisted of 32 valid statements, the work discipline variable consisted of 31 statements and job satisfaction consisted of 30 statements. (2) instrument reliability test, based on the reliability test obtained all research variables have sig. reliability more than 0.600. This shows that each statement item on the questionnaire is able to obtain data consistently or steadily from respondents. Furthermore, the instruments were given to the sample respondents and the research data were analyzed. (3) Normality test variable data X1, X2, and Y are carried out to find out the data from each variable is normally distributed. The Estimate Error for the regression equation Y over X1 and X2 shows Asymp Sig. 0.812 > 0.05 and Zsabung value of 0.732 and Z table = 0.1977 at a confidence level of 0.05 (Zcount 0.732 > 0.1977). The normality test results obtained for all variables are normally distributed. (4) Linear regression test and

multiple regression. Multiple regression analysis is intended to see the relationship of the two independent variables simultaneously (together) on the dependent variable.

4. RESULT

4.1. Description of the Research Object

The research data is in the form of scores obtained from a questionnaire or Likert scale given to school principals and teachers in the Cianjur sub-district, Cianjur Regency. The variable in this study is the X1 variable, namely the leadership of the principal. The school principal's leadership variable was measured through a questionnaire consisting of 32 questions. obtained an average value of 137.41; the median is 137.00; the mode is 137, the maximum value is 155 and the minimum value is 126. A description of the frequency distribution of school principal leadership is shown in Table 1 below.

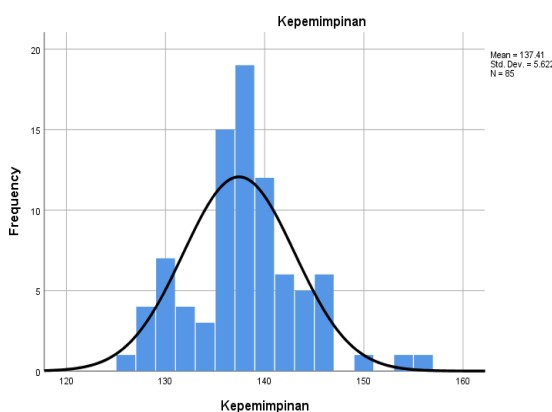
Table 1

Frequency Distribution of Principal Leadership Variables

| | | frequency | percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | 126-129 | 8 | 9.4 | 9.4 | 9.4 |
| | 130-133 | 10 | 11.8 | 11.8 | 21.2 |
| | 134-137 | 29 | 34.1 | 34.1 | 55.3 |
| | 138-141 | 21 | 24.7 | 24.7 | 80.0 |
| | 142-145 | 13 | 15.3 | 15.3 | 95.3 |
| | 146-149 | 1 | 1.2 | 1.2 | 96.5 |
| | 150-153 | 1 | 1.2 | 1.2 | 97.6 |
| | 154-157 | 2 | 2.4 | 2.4 | 100.0 |
| | Total | 85 | 100.0 | 100.0 | |

Based on Table 1, it shows that the average score obtained is in class 3. This shows that the total high score is 155 and the low score is 126. The numbers are balanced so that the data has a tendency to be normally distributed. Graphically it can be seen more clearly through the histogram in Figure 1 below.

Picture 1 Leadership Variable Histogram



Based on the calculation results of work discipline variable data, the minimum score is 113, while the maximum score is 140, the standard deviation is 5.758 and the variance is 33.152, the average score is 126.78; while the median is 127 and the mode is 122. The description of the frequency distribution of work discipline is in Table 2 below.

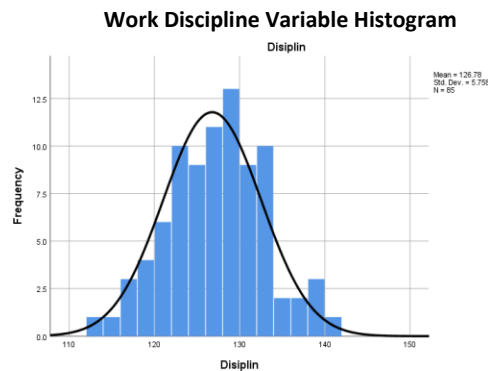
Table 2

Distribution of Work Discipline Frequency

| | | frequency | percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | 113-116 | 3 | 3.4 | 3.5 | 3.5 |
| | 117-120 | 8 | 9.2 | 9.4 | 12.9 |
| | 121-124 | 17 | 19.5 | 20.0 | 32.9 |
| | 125-128 | 24 | 27.6 | 28.2 | 61.2 |
| | 129-132 | 22 | 25.3 | 25.9 | 87.1 |
| | 133-136 | 7 | 8.0 | 8.2 | 95.3 |
| | 137-140 | 4 | 4.6 | 4.7 | 100.0 |
| | Total | 85 | 97.7 | 100.0 | |
| missing | System | 2 | 2.3 | | |
| Total | | 87 | 100.0 | | |

Based on Table 2, it shows that the average score obtained is in class 4. This shows that the number of work discipline scores that get a high score of 140 and a low score of 113 is balanced so that the data has a tendency to be normally distributed. Graphically it can be seen more clearly through the histogram in Figure 2 below.

Figure 2



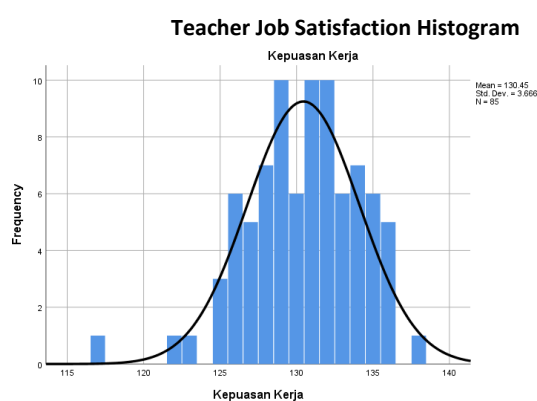
Based on Figure 2, it shows that the work discipline variable score data is spread out by forming a normal curve. meaning that the amount of data above and below the average is the same.

Based on the calculation results of the job satisfaction variable data, a minimum score of 117 is obtained, while the maximum score is 138, the standard deviation or standard deviation is obtained by a value of 3.666 and the variance value is 13.441, the average score obtained is 130.45; while the median is 131 and the mode is 129. A description of the performance data can be seen in Table 3.

Table 3**Frequency Distribution of Teacher Job Satisfaction (Y)**

| | | frequency | percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | 117-119 | 1 | 1.1 | 1.2 | 1.2 |
| | 120-122 | 1 | 1.1 | 1.2 | 2.4 |
| | 123-125 | 4 | 4.6 | 4.7 | 7.1 |
| | 126-128 | 18 | 20.7 | 21.2 | 28.2 |
| | 129-131 | 26 | 29.9 | 30.6 | 58.8 |
| | 132-135 | 29 | 33.3 | 34.1 | 92.9 |
| | 136-139 | 6 | 6.9 | 7.1 | 100.0 |
| | Total | 85 | 97.7 | 100.0 | |
| missing | System | 2 | 2.3 | | |
| Total | | 87 | 100.0 | | |

Based on Table 3, it shows that the average score obtained is getting a high score of 138 and a low score of 117, the numbers are balanced so that the data has a tendency to be normally distributed. Graphically it can be seen more clearly through the histogram in Figure 3 below.

Figure 4.3

Based on Figure 4.3 above, it shows that the job satisfaction variable score data forms a normal curve, meaning that it can be interpreted graphically that the job satisfaction variable data is normally distributed, meaning that the amount of data above and below the average is the same.

4.2. Hypothesis Test

Before being analyzed, a normality test was first carried out to find out whether the data was normally distributed or not. The standard error normality test is estimated using the Kolmogorov Smirnov, normal if Sig. obtained has a price more than sig.table at $\alpha = 0.05$ for the number of respondents 85 people. Based on the results of the normality test, it was found that the Estimation Error for the regression equation Y on X1 and X2 showed Asymp Sig. $0.812 > 0.05$ and Zcount value of 0.732 and Z table = 0.1977 at the confidence level of

0.05 Zcount $0.732 > 0.1977$). So it can be interpreted that the variable Y on X1 and X2 is normally distributed.

Furthermore, the following are the results of the research based on the proposed research hypothesis. **Analysis of the principal's leadership relationship to teacher satisfaction**

Testing the first hypothesis is done by looking for a regression of the leadership variable on teacher performance variables. Hypothesis testing is written as follows

Ho :There is no relationship between the principal's leadership variable with teacher job satisfaction

Ha :There is a relationship between the principal's leadership variable and Teacher job satisfaction

The following results of the regression test are shown in Table 5.

Table 5 Regression Coefficient of Leadership Variables Principal of Teacher Job Satisfaction

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|-------|
| | | B | std. Error | Betas | | |
| 1 | (Constant) | 16,361 | 19,517 | | 10,231 | 0,000 |
| | Leadership | 9.65 | ,135 | 0.065 | 3,812 | 0.013 |

a. Dependent Variable: Job Satisfaction

Based on the results of the calculation of the calculated t value obtained $3.812 > t$ table (t table = 1.664), meaning that H_0 is rejected, it is concluded that there is a relationship between variable X1 and variable Y, thus it can be concluded that there is a significant relationship between the leadership of the Principal (X1) and teacher job satisfaction. To see how strong the relationship between variable X1 and variable Y can be seen in Table 7 below.

Table 7

Correlation Results between Leadership Variables and Teacher job satisfaction

correlations

| | | Job satisfaction | Leadership |
|---------------------|------------------|------------------|------------|
| Pearson Correlation | Job satisfaction | 1,000 | 0.927 |
| | Leadership | 0.927 | 1,000 |
| N | Job satisfaction | 85 | 85 |
| | Leadership | 85 | 85 |

Based on Table 7 above, the Correlation value $r = 0.927$ is included in the very strong criteria, it means that the Principal's Leadership has a strong relationship with teacher job satisfaction. One indicator of satisfaction, namely appreciation, can be in the form of a reward given by the principal. So it is also necessary to have leadership that has a charismatic, idealistic and inspiring attitude as an indicator of the principal's leadership.

Based on Table 7, the R Square value (coefficient of determination) is 0.859 or it can be said that the contribution of variable X1 to variable Y is 85.9% while the remaining contribution from other variables is 14.1%. So it can be said that the principal's leadership variable has an influence on teacher job satisfaction of 85.9%. Based on the principal's leadership function, a school principal must be able to carry out his leadership functions effectively and efficiently, such as the principal must be able to plan, organize all forms related to planning, the principal must also be able to direct and guide his members,

4.3. Analysis of The Relationship Between Work Discipline and Teacher Job Satisfaction

Testing the second hypothesis as follows:

Ho : There is no relationship between discipline and teacher job satisfaction

Ha : There is a relationship between discipline variables and teacher job satisfaction

To answer this hypothesis a linear regression test was carried out. The results of linear regression calculations in this study can be seen in Table 8 below.

Table 8

Coefficient Variables of Work Discipline and Teacher Job Satisfaction
Coefficientsa

| Model | | Unstandardized Coefficients | | Standardized Coefficients | Q | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|-------|
| | | B | std. Error | Betas | | |
| 1 | (Constant) | 15,143 | 15,292 | | 11,578 | 0.000 |
| | Job satisfaction | 6,38 | ,093 | .060 | 3,517 | 0.014 |

a. Dependent Variable: Teacher Job Satisfaction

Based on the results of calculating the tcount value obtained $3.517 > t_{table}$ ($t_{table} = 1.664$), it means that Ho is rejected, it is concluded that there is a relationship between variable X2 and variable Y, thus it can be concluded that work discipline (X2) has a significant relationship with teacher job satisfaction (Y).

Based on the results of the correlation test, the Correlation value $r = 0.827$ is included in the very strong criteria, so it can be interpreted that the Work Discipline variable (X2) has a strong relationship to teacher job satisfaction (Y). According to research As'ad (2007; 119), argues that job satisfaction is caused by factors related to work, working conditions, co-workers, supervision, promotions and wages.

Based on the results of the determination test in the regression, the R Square value (coefficient of determination) is 0.684 or it can be said that the contribution of variable X2 to variable Y is 68.4% while the remaining contribution from other variables is 31.6%. Factors that influence job satisfaction is work discipline. According to Gie (Wukir, 2013) said that discipline is defined as an orderly state in which people belonging to the organization are subject to the rules that have been set with pleasure by a person/group of people. Basically, the problem of work discipline is very important to pay attention to, because with good work discipline it will make the work done more effective and efficient.

4.4. Relationship Analysis of Leadership and Work Discipline with Job Satisfaction

Testing the research hypothesis using inferential statistical techniques, namely multiple regression analysis. The calculation of multiple regression analysis was carried out together with the variables X1 and X2 with Y.

Hypothesis testing is done by looking for regressions of school principal supervision and organizational culture on teacher job satisfaction. Hypothesis testing is written as follows:

Ho : There is no relationship between head leadership variables school and discipline together with job satisfaction

Ha : There is a relationship between the principal's leadership and discipline teachers together with job satisfaction

To answer this hypothesis a linear regression test was carried out. The results of multiple regression calculations in this study can be seen in the following table.

Table 9

Leadership Variable Multiple Regression Test and Discipline with Teacher Job Satisfaction

ANOVAa

| Model | | Sum of Squares | Df | MeanSquare | F | Sig. |
|-------|------------|----------------|----|------------|-------|--------|
| 1 | Regression | 15.209 | 2 | 7,604 | 7,526 | 0.019b |
| | residual | 1212,630 | 83 | 10,488 | | |
| | Total | 1133,639 | 85 | | | |

a. Dependent Variable: Teacher Motivation

b. Predictors: (Constant), Leadership, Discipline_work

Based on Table 9 above, the sig. 0.019 less than 0.05 means that there is a relationship between variables X1 and X2 with variable Y. So it can be concluded that there is a positive relationship between Principal Leadership (X1) and work discipline (X2) with Teacher Job Satisfaction (Y). To see how much the contribution of variables X1 and X2 together to variable Y can be seen in the following table. Based on the calculation of determination in multiple regression, the value of R Square (coefficient of determination) is 0.950 or it can be said that the contribution of variables X1 and X2 to variable Y is 95.0% while the remaining contribution from other variables is 5%.

5. CONCLUSION

Based on the results of the study, several conclusions were obtained: There is a positive relationship between the principal's leadership (X1) and work discipline (X2)

together with teacher job satisfaction (Y). This shows that the variables between principal leadership (X1) and work discipline (X2) partially or jointly have a positive relationship with job satisfaction (Y). This can be seen in the R value of 0.975 which is included in the very strong criteria.

6. SUGGESTION

Based on the results of the discussion and conclusions it is suggested as follows:

1. In order to increase teacher job satisfaction, the principal should give rewards to teachers who excel or teachers who have good discipline at work. For example, the school principal gives awards or gifts to outstanding teachers in one sub-district or district.
2. In carrying out their duties, it is expected that the principal's leadership pays attention to opportunities/opportunities for teachers to get promotions or promotions/classes.
3. The teacher is one of the school components that plays an important role in determining the quality of school education. Therefore teachers need to get a sense of justice and appreciation from the principal. Teachers get justice in getting supervision, not favoritism, teachers who excel get rewards, and fairness in promotions/classes. Fairness and appreciation are indicators of job satisfaction that can motivate teachers to work.
4. Headmaster preferably memGive an example of discipline, for example arriving on time, complying with school rules, dressing neatly and politely, saying politely. To create a disciplined work atmosphere, an idealistic school principal is needed. Idealistic influence is one indicator of the principal's leadership that can make teachers work more disciplined.
5. Based on a questionnaire regarding work discipline variables, indicators of the level of obedience and obedience in carrying out tasks have a high influence. Therefore the principal must be charismatic, for example visionary, sensitive to teachers and the school environment, sensitive to the work needs of teachers in schools, daring to take personal risks, adept at using unconventional behavior.

Headmaster is expected to have an idealistic influence so that it can encourage awareness in teachers about the importance of obedience in carry out tasks within the stipulated time.

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