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Investigating Reciprocal of Leadership Style and Work Discipline to Strengthening Principal Performance: An Actual Case from Banjarmasin's Junior High School Population

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Investigating Reciprocal of Leadership Style and Work Discipline to Strengthening Principal Performance: An Actual Case from Banjarmasin's Junior High School Population

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Abstract

This study aims to determine how the Influence of Leadership Style and Work Discipline on the Performance of Principal of State Junior High Schools in Banjarmasin City. The research method used is quantitative data method. Qualitative research as a human instrument, functions to determine the focus of research, select informants as data sources, assess data quality, analyze data, interpret data and draw conclusions from the findings. The purpose of this study was to analyze the influence the influence of leadership style and work discipline on the performance of the principal of a public junior high school in the city of Banjarmasin. The results of this study with a t-test (partial) showed that the Leadership Style variable (X1) had an effect on the principal's performance variable (Y), then work discipline (X2) had an effect on the principal.

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Keywords: Leadership Style, Work Discipline, and Principal's Performance.

1. INTRODUCTION

The principal's performance is the ability to carry out the work or tasks he has in completing a job at the school he leads. Performance is the result of an organization's work in order to realize strategic goals, customer satisfaction and its contribution to the strategic environment. The principal as the leader of an educational institution, is a figure whose influence is enormous in the life process of a school, the principal's leadership can determine whether or not the school life he leads will develop. Therefore, the principal's managerial leadership must also be based on silat as a "leader" and not just the nature of a manager.

The Ministry of Education and Culture (1999:3-4) explains that as a leader, the principal must: direct rather than push or force; carry out cooperation in each of its activities without relying on power or SK; maintain trust in teachers and staff; showing how to do something rather than showing that he knows something; develop a vibrant atmosphere; always correcting mistakes rather than imposing blame on others and working earnestly, in this case the principal must be able to direct others without feeling ordered and continuously strive to achieve school goals. Along with the development and progress in educational organizations, especially at the current school level. So it is also demanded that the principal's professionalism in leading the school in order to improve school performance,

namely in providing quality educational services to students, so that the function of the school as a human resource development institution can be realized properly, and in order to welcome changes in the future of the school in a better direction. better.

This is very important because the principal's leadership must always try to adapt to the current situation and conditions of educational development. Schools are required to be creative, full of innovation and have a broad view of the future so that the schools they lead can compete in a healthy and positive way in order to create effective educational leadership, and effective schools, so that they will have a positive impact on the learning and educational activities of their students. Namely in providing quality educational services to students, so that the function of schools as human resource development institutions can be realized properly, and in order to welcome changes in the future of schools in a better direction. This is very important because the principal's leadership must always try to adapt to the current situation and conditions of educational development.

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will have a positive impact on the learning and educational activities of their students.

Based on Figure 1.1, it can be explained that the overall performance of the principal of a public junior high school in the city of Banjarmasin is measured in 4 evaluation aspects and translated into 16 criteria, 10 criteria have been met well, and 6 other criteria

have only been met in the fairly good category. Furthermore, the results of the calculation of the principal's performance data were analyzed descriptively by using the percentage formula, then converted into qualitative categories to determine the actual achievement of each principal's performance criteria, in detail the results of these calculations are presented in table 1.1 below:

Table 1.1 *Results of the Performance Evaluation: Principals of Public Junior High Schools in the City of Banjarmasin in All Aspects of Evaluation in 2020*

No	Performance Evaluation Aspect	State of Performance Achievement Criteria	Achievement Actualization	Interpretation
1	Leading schools in the context of optimal utilization of school resources.	Of the 5 criteria in the aspect of leading schools, there are 4 criteria for good achievement, and 1 criteria for moderate achievement	54%	Poor Performance
2	Managing school change and development towards an effective learning organization	Of the 4 criteria in the aspect of managing change and school development, there are 3 criteria for good achievement, and 1 criterion for sufficient achievement	52%	Poor Performance
3	Creating a conducive and innovative school culture and climate for student learning	of the 4 criteria in the aspect of creating a school culture and climate, there is 1 criterion for very good achievement, 2 criteria for good achievement, and 1 criterion for moderate achievement.	79%	Enough Performance
4	Utilizing information technology in learning and school administration	of the 3 criteria for the aspect of utilizing IT, all criteria are in fairly good achievement	72%	Enough Performance

Source: secondary data processed 2021

As has been explained in the results of observations, the performance of the principal of SMP Negeri in the city of Banjarmasin in two aspects of performance evaluation has not or does not show the level of achievement of performance in the good category, and the next two aspects of evaluation are in the sufficient category, namely aspects of utilizing

information technology and creating a school culture and climate. .

Leadership style is the result that will be achieved by a successful leader. Leadership does not mean that an administrator must become a leader or a head must turn into a leader, but the most important thing is how the

principal influences all elements in the school in achieving goals. Therefore, an effective principal's leadership style is a leader who can feel what is needed by providing motivation so that teachers can perform well in achieving the goals of the school's vision and mission.

The effectiveness of the principal's leadership depends on how the principal can use the appropriate leadership style. As an organization or educational institution in a school in which there are personal teachers where teachers have great duties and responsibilities for the teaching and learning process, these tasks are seen in the learning activities and school administration that are carried out. Besides the principal's leadership style, another factor that influences teacher performance is good work motivation from teachers which will give birth to good performance as well.

Work discipline can be defined as an attitude of respect, respect, obedience and obedience to the applicable regulations, both written and unwritten, and being able to carry it out and not evade accepting sanctions if he violates the duties and authorities given to him. Work discipline is a tool used by leaders to communicate with employees so that they are willing to change a behavior as well as an effort to increase one's awareness and willingness to obey all company regulations and applicable social norms.

Furthermore, based on the results of the author's pre-survey through several school principals regarding discipline in leading this matter can be seen in the table below:

Table 1.2 *Pre-Survey Results on Work Discipline*

No	Description of activities	A	B	C	D
1	Obey and obey the rules and regulations		<input type="checkbox"/>		
2	Work according to established procedures/norms			<input type="checkbox"/>	
3	On time according to the agreed				

	schedule in carrying out the task			<input type="checkbox"/>	
4	Avoiding sanctions or punishments			<input type="checkbox"/>	

Source: Data Processing 2020

Description: A. Always B. Often C. Sometimes D. Never

Based on the data from the table above, it can be concluded that work discipline is categorized as sufficient, and only describes the activities of obeying and obeying the rules of conduct that are categorized as good. This makes the principal must have a sense of responsibility to apply discipline. However, work discipline is still not optimal as expected.

The fact is that a good principal's work discipline reflects a very good sense of responsibility for the tasks he carries out. A principal who has a high sense of responsibility will continue to work well even without being supervised by the school supervisor. A disciplined principal will not steal work time to do other things, which has nothing to do with work. Work discipline is one of the most important factors in increasing the work productivity of school principals, because with work discipline they will be able to achieve maximum work productivity. Exemplary is the first key in enforcing discipline. Exemplary leaders, teachers, and people who have authority and authority, will have an impact on students and employees.

2. LITERATURE REVIEW

Principal's Performance

Another opinion was expressed by Rivai (2005:14) which states that: "performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets or predetermined criteria. and have been mutually agreed. Meanwhile, the definition of performance according to the Directorate of Education Personnel, Directorate General of Quality Improvement of Educators and

Education Personnel of the Ministry of National Education (Dittendik Dittendik Ditjen PMPTK Kemendiknas, 2008:3) performance is: "the results of work in achieving a predetermined goal or job requirement. Performance can be interpreted as an expression of one's potential in the form of a person's behavior or way of carrying out a task, so as to produce a product (work result) which is a manifestation of all the duties and responsibilities of the work given to him.

The principal's performance assessment aims to; (a) obtain data on the implementation of the main tasks, functions and responsibilities of school principals in carrying out managerial and supervision/supervision functions at the schools they lead, (b) obtain data on the results of the implementation of their duties and responsibilities as school leaders, (c) determine the quality of the work of the principal as the basis for promotions and awards given to him, (d) determining the program to improve the professional ability of the principal in the context of improving the quality of education in the school he leads, (e) determining a feedback program for self-improvement and development and his work in the context of career and professional development.

Leadership Style

According to Mifta Thoha (2010: 49) leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others as he sees it. The various leadership styles include:

a) Autocratic Leadership Style

According to Sudarwan Danim (2004: 75) the word autocratic is defined as an action according to one's own will, every product of thought is seen as right, stubborn, or a sense of I whose acceptance in the audience is forced. Autocratic leadership is also known as authoritarian leadership.

b) Democratic Leadership Style

According to Sudarwan Danim (2004: 75) democratic leadership starts from the assumption that only with group strength can quality goals be achieved. Mifta Thoha (2010:

50) says that democratic leadership style is associated with personal strength and the participation of followers in the problem solving process and decision making.

c) Permissive Leadership Style

According to Sudarwan Danim (2004: 76) a permissive leader is a leader who does not have a strong stance, his attitude is all-encompassing. The leader gives freedom to his subordinates, so that subordinates do not have a strong grip on a problem. Permissive leaders tend to be inconsistent about what they do.

From the above opinion, it can be concluded that leadership style is a consistent pattern of behavior shown by the leader and known by other parties when the leader tries to influence others. Leadership styles include autocratic leadership style, democratic leadership style, and permissive leadership style. If it is associated with the principal, the principal can use this leadership style in influencing teachers and employees in the school he leads. However, the right leadership style to motivate school principals is a democratic leadership style. This is in accordance with the opinion of Mifta Thoha (2010: 50) who says that the democratic leadership style is associated with personal strength and the participation of followers in the process of problem solving and decision making.

Work Discipline

Work discipline is the effort of every teacher as well as a group of teachers who ensure compliance with orders and take the initiative to take the necessary action if there is no order (Heidjrachman and Suad Husnan, 2002: 15). The work discipline indicator is based on the theory from Hani Handoko (2002: 132) that work discipline consists of two types of disciplinary activities, namely preventive and corrective. Preventive discipline is an activity carried out to encourage teachers follow various standards and rules, while corrective discipline is an activity taken to deal with violations of rules and try to avoid violations.

3. IMPLEMENTATION METHOD

Research design is the overall procedure for planning, and implementing research which includes procedures for data collection and data processing that have been determined. In carrying out a research, a researcher must develop a research design that is adapted to the type and purpose of the research. In accordance with the research objectives and the nature of the problem to be studied, this research uses quantitative descriptive with a correlation research design. This study places the influence of leadership style and work discipline on principal's performance.

Data Collection Technique

The data collection technique is done by means of a questionnaire or questionnaire which is a number of questions or written statements about factual data or opinions relating to the respondent, which are considered facts or truths that are known and need to be answered by the respondent. Interview is a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, but also if the researcher wants to know things from the respondents more deeply. Literature study, according to Nazir (2013), is a data collection technique by conducting a review study of books, literatures, notes, and reports that have to do with the problem being solved.

Analysis Method

This study uses multiple linear regression analysis as a tool to analyze data processed with the SPSS 25 program. The model used in explaining this research uses the equation:

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

4. RESULTS AND DISCUSSION

Data obtained then tested using the classic assumption test in order to get good results. After the classical assumption test is carried out, the data is analyzed using multiple linear regression analysis techniques. It performs hypothesis testing to see the effect of the dependent variable on the independent variable

and determine the coefficient of determination to see how big the contribution of the independent variable to the dependent variable is.

Classic Assumption Test

Before testing the hypothesis in this study, the classical assumption will be tested first. The classical assumption test consists of normality test, multicollinearity test and heteroscedasticity test.

a. Normality test

Normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution (Ghozali, 2016). Testing the normality of the data can be done using two methods, graphs and statistics.

b. Multicollinearity Test

The multicollinearity test aims to determine whether there is a correlation between the independent variables in the regression model. The multicollinearity test in this study is seen from the tolerance value or variance inflation factor (VIF).

Table 4.1 *Multicollinearity Test Results*

Coefficients ^a			
Model	Collinearity Statistics		
	Tolerance	VIF	
1 (Constant)			
X1_Leadership_Style	.936	1.068	
Discipline_Work_X2	.936	1.068	

a. Dependent Variable: Performance_Principal_School_Y

Source: Data processed from attachment 4 (2021)

Based on table 4.1, it can be seen that the tolerance value of Leadership Style (X1) is 0.936, Work Discipline (X2) is 0.936, all of which are greater than 0.10 while the VIF value of Leadership Style (X1) is 1.068, Work Discipline (X2) is 1.068, all of which are smaller than 10. Based on the results of the above calculations, it can be seen that the tolerance value of all independent variables is

greater than 0.10 and the VIF value of all independent variables is also smaller than 5 so that there is no correlation symptom in the independent variables. . So it can be concluded that there is no symptom of multicollinearity between independent variables in the regression model.

c. Heteroscedasticity Test

The heteroscedasticity test aims to test whether from the regression model there is an inequality of variance from the residuals of one observation to another observation. A good regression model is one with homoscedasticity or no heteroscedasticity. One way to detect the presence or absence of heteroscedasticity is the Glejser test, in the Glejser test, if the independent variable is statistically significant in influencing the dependent variable, then there is an indication of heteroscedasticity. On the other hand, if the independent variable is not statistically significant in influencing the dependent variable, then there is no indication of heteroscedasticity. This is observed from the significance probability above the 5% confidence level (Ghozali, 2016; 138).

Table 4.2. Glejser Test Results

Coefficients ^a			
Model	t	Sig.	B
1 (Constant)	4,752	2,423	
X1_Leadership_Style	0.048	0.727	
Discipline_Work_X2	0.037	0.480	

a. Dependent Variable: ABS_RES1

Source: Data processed from attachment 4 (2021)

Based on the above test, the significance value of Leadership Style (X1) is greater than 0.05 (5%) which is 0.143, the test of the significance value of Work Discipline (X2) is greater than 0.05 (5%) which is 0.185, then there is no indication of heteroscedasticity.

Multiple Linear Regression Analysis

Multiple linear regression testing explains the magnitude of the role of the Leadership Style

Variable (X1), Work Discipline (X2), on the Principal's Performance (Y). Data analysis in this study used multiple linear regression analysis using SPSS 25 for windows. The analysis of each variable is described in the following description:

Table 4.3. Multiple Linear Regression Results

Coefficients ^a		
Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	5.018	3,685
X1_Leadership_Style	,375	,123
Discipline_Work_X2	,603	,145

a. Dependent Variable: Performance_Principal_School_Y

Source: Data processed from attachment 4 (2021)

Based on these results, the multiple linear regression equation has the formulation: $Y = a + b_1X_1 + b_2X_2 +$, so that the equation is obtained: $Y = 5.018 + 0.375 X_1 + 0.603 X_2 +$

Hypothesis Testing

1. T-test (Partial)

The t statistic test is also known as the individual significance test. This test shows how far the influence of the independent variable partially on the dependent variable.

Table 4.4. Partial Test (t)

Coefficients ^a		
Model	t	Sig.
1 (Constant)	1.361	,183
X1_Leadership_Style	3.048	,002
Discipline_Work_X2	4,157	,000

a. Dependent Variable: Performance_Principal_School_Y

Source: Data processed from attachment 4 (2021)

a. Hypothesis Testing the Effect of Leadership Style Variables (X1) on the Principal's Performance variable (Y).

From table 4.4, the tcount value is 3,048 With = 5%, ttable (5%; 34-2 = 32) the ttable value is 1,693. From the description it can be seen that tcount (3,048) > ttable (1,693), as well as the significance is 0,002 < 0.05 then it can be concluded that the hypothesis first accepted, it means Variable Leadership Style (X1) significant effect on the Variable Principal's Performance (Y).

b. Hypothesis Testing the Effect of Work Discipline Variables (X2) on Principal Performance Variables (Y)

From table 4.12, the tcount value is 4,157 With = 5%, ttable (5%; 34-2 = 32) obtained ttable value of 1.693. From the description it can be seen that tcount (4,157) > t table (1.693), and the significance value is 0.000 < 0.05, it can be concluded that the second hypothesis is accepted, meaning that Variable Work Discipline (X2) significant effect on the Principal's Performance Variables (Y).

2. F-test (Simultaneous)

Table 4.5. Simultaneous Test Results (F)

ANOVA			
Model		F	Sig.
1	Regression	11,894	,000b
	Residual		
	Total		
a. Dependent Variable: Performance_Principal_School_Y			
b. Predictors: (Constant), Discipline_Work_X2, Leadership_Style_X1			
Source: Data processed from attachment 4 (2021)			

Obtained the value of Fcount of 11,894 With = 5%, dk numerator : 3, dk denominator : 34-2-1 (5%; 2; 31) obtained Ftable value of 3.30 From the description it can be seen that Fcount (11,894) > Ftable (3.30), and a significance value of 0,000 < 0.05, it can be concluded that the third hypothesis is accepted, meaning that Variable Leadership Style (X1), Variable Work Discipline (X2), has a significant effect simultaneously (simultaneously) on the Principal's Performance Variable (Y).

Coefficient of Determination (R²)

The value used to see the coefficient of determination in this study is in the adjusted R square column. This is because the adjusted R square value is not susceptible to the addition of independent variables. The value of the coefficient of determination can be seen in the following table:

Table 4.6. Coefficient of Determination

Model Summary			
Model	R	R Square	Adjusted R Square
1	,659a	,434	,398
a. Predictors: (Constant), Discipline_Work_X2, Leadership_Style_X1			
b. Dependent Variable: Performance_Principal_School_Y			
Source: Data processed from attachment 4 (2021)			

Based on table 4.6, it can be seen that the adjusted R square value is 0.398 or 39.8%. This shows that the Leadership Style Variable (X1), the Work Discipline variable (X2), can explain

the Principal Performance Variable (Y) of 39.8%, the remaining 60.2% (100% - 39.8%) is explained by other variables outside the research model.

Discussion

Based on test results The first hypothesis proposed states that Leadership Style (X1) affect Principal's Performance(Y) on Principal at UPT SMP Negeri Banjarmasin City. From the results of SPSS 25 processing shows that the value of $t_{count} > t_{table}$, it can be concluded that the first hypothesis is accepted, meaning that the Leadership Style (X1) affects the Principal's Performance(Y) on Principal at UPT SMP Negeri Banjarmasin City.

Based on test results The second hypothesis put forward states that Work Discipline (X2) affect Principal's Performance(Y) on Principal Performance at UPT SMP Negeri Banjarmasin City. From the results of SPSS 25 processing shows that the value of $t_{count} > t_{table}$, it can be concluded that the second hypothesis is accepted, meaning that work discipline (X2) affects the Principal's Performance(Y) on Principal Performance at UPT SMP Negeri Banjarmasin City.

Based on test results The third hypothesis put forward states that Leadership Style (X1), Variable Work discipline(X2), have a joint or simultaneous effect on Principal's Performance(Y) on Principal at UPT SMP Negeri Banjarmasin City. From the results of SPSS 25 processing shows that the value of $f_{count} > f_{table}$, it can be concluded that the third hypothesis is accepted, meaning Leadership Style (X1), Variable Work discipline(X2), have a joint or simultaneous effect on Principal's Performance(Y) on Principal at UPT SMP Negeri Banjarmasin City.

5. CONCLUSION

To complete this research, there are several additional aspects that are proposed in the suggestions in this study, namely as follows:

- a) For further researchers to expand the scope of the object of research, for example in government, provincial or national coverage throughout Indonesia.
- b) On Principal at UPT SMP Negeri Banjarmasin City. to always take care Leadership Style, Work Discipline and Principal Performance of this research should be a strategy or as material for consideration so that the Principal at UPT SMP Negeri Banjarmasin City pays attention to Leadership Style, Work Discipline in carrying out activities. This means that the Principal at UPT SMP Negeri Banjarmasin City, still maintains Work Discipline the good one. This is to improve the Principal's Performance on UPT SMP Negeri Banjarmasin City.
- c) For further researchers to expand the scope of the object of research so that later the results of this study can contribute thoughts, information and consideration to the Principal at UPT SMP Negeri Banjarmasin City in determining policies, in making leadership style strategies and work discipline so as to improve the performance of the principal on UPT SMP Negeri Banjarmasin City.
- d) The researcher hopes that this research can be useful for students who do similar research or do further research on the same topic. The researcher hopes that this topic and the discussion that has been presented can arouse curiosity to conduct further research, by conducting interviews or distributing wider questionnaires in order to obtain maximum results.

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