



Principal Leadership and Teacher Discipline: Their Impact on Education Quality in Gandus District State Elementary Schools

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Abstract. This study aims to determine and analyze the Influence of Principal Leadership and Teacher Discipline on the Quality of Education in SD Negeri Se Gandus District, Palembang. This type of research is quantitative research with a research design using *an ex post facto* research design. The sample in this study is 169 teachers of State Elementary School in Gandus District, Palembang, which is a number. Data collection techniques use questionnaires. The data analysis technique uses quantitative descriptive analysis techniques and multiple regression. The results of this study stated that 1) there was a significant influence of the principal's leadership on the quality of education in Gandus Palembang District; 2) there was a significant influence of teacher discipline on the quality of education in Gandus Palembang District; 3) there is a significant influence on the leadership of the principal and the discipline of teachers on the quality of education in Gandus District, Palembang.

Keywords: Leadership, Discipline, Education.

1. INTRODUCTION

Education has a significant influence on a nation's growth. Therefore, improving the quality of national education is currently considered urgent, given that science is increasingly developing; national education needs to internationalize quality to be in line with the development of science and technology in other parts of the world.

One way to improve the quality of education is to encourage the transformation process of educational units to improve student learning outcomes and the quality of teaching and learning activities in schools (Yusuf, 2013). In addition, to ensure the quality of education, support is needed by all parties, including the government, education providers, and the community (Terry et al., 2018; Vejian et al., 2016).

One of the education providers who has a central role in improving the quality of education is the school principal. The leadership role of school principals in ensuring the quality of education is vital because school principals hold policies and rules in schools (Afini et al., 2023; Agustin & Purwanto, 2023; Astirini Swarastuti et al., 2024).

As the leader of a school institution, the principal is an essential factor and supports the school's progress through policy direction. As a leader, the principal regulates everything related to the life of the educational institution. Therefore, as a consequence of improving the

quality of education, adequate leadership from the principal is needed to manage the school and arrange educational human resources. Purwanto and Rosyidin (2024) stated that quality schools are influenced by a quality education process with supporting factors, adequate facilities and infrastructure and costs, proper management, and a supportive environment. Based on the opinion above, the principal is responsible for improving the quality of education in schools.

Through his leadership, the principal can influence his subordinates to carry out the desired process effectively. The results of research conducted by Purwanto (2022) state that there is a significant influence between the principal's leadership and the school's effectiveness. Then Marisyah et al. (2023) stated that leadership is a way for a leader to influence the behavior of his subordinates so that they want to work together and work productively to achieve organizational goals.

Research from Priansa et al. (2014) states that effective school management principals can play an important role in improving the quality of education in elementary schools. School principals' ability to have solid leadership, resource management, effective communication, improvement of teaching quality, and collaboration with *stakeholders* is indispensable to achieving education's goals.

Thus, the principal's leadership is an essential element in improving the quality of education. As a leader, the principal is a real example in the work activities of his subordinates. His subordinates will photograph the principal's appearance, attitude, and greeting and then imitate subordinates. School principals who are diligent, careful, honest, responsible, and caring for their subordinates impact subordinates' attitudes and behavior. Employees' attitudes and behaviors will strongly influence educational output (Septiana & Ivada, 2013; Setiyati, 2014). This statement is supported by the results of research by Dewi et al. (2019), which states that the leadership of school principals significantly influences the realization of effective schools. The better the principal carries out his role as a leader, the more influential the school will be. Furthermore, it is supported by research from Agustin et al. (2023), which states that quality education is a hope for all in facing future challenges in various sectors of life. Therefore, the role of school principals is needed as a driver in all directions related to school policies to improve the quality of education.

In addition to the leadership of the principal, another factor that can affect the quality of education is teacher discipline. Improving the quality of education can only run optimally if it is supported by discipline in carrying out its duties and responsibilities. The discipline that exists in a teacher is a driving force that realizes a behavior to achieve organizational goals.

Discipline is the key to the success of an organization in achieving its goals. Good discipline means that human resources are aware and willing to do all their tasks effectively and efficiently (Musfah, 2012).

Good discipline reflects the magnitude of a person's responsibility for the tasks assigned to him. Discipline is the most crucial function because the better the teacher's discipline, the higher the work performance he can achieve. With good discipline, it is easier for schools to achieve optimal results. Discipline must be enforced in the school environment. With the support of good teacher discipline, it is easier for the organization to realize its goals. So, discipline is the key to an organization's success in achieving its goals.

Yusuf (2013) stated that teacher discipline is the regulation of teacher behavior and activities based on applicable rules, policies, and other rules set collectively by schools. Steady discipline grows and shines from the results of human consciousness. Discipline that does not originate from the human conscience causes weakness in discipline that does not last long, so discipline does not live and cannot last long. Discipline that grows based on self-awareness is expected to be inherent in all humans.

Mulyasa (2019) stated that one factor that affects work productivity is mental attitude in the form of work discipline. Teacher discipline is one of the factors that affect performance. A disciplined teacher can be interpreted as following all the rules set by the organization and applicable social norms. Good discipline reflects a sense of responsibility for the tasks assigned to teachers. Discipline can foster work spirit, work spirit. It is helping to implement the planned goals. High discipline can build professional performance because a good understanding of discipline allows teachers to obey rules and strategic steps in teaching and learning. Teacher discipline is an inseparable part of implementing duties and obligations (Nurilahi et al., 2022; Safitri et al., 2023).

Discipline demands the ability of the individual to adapt to the applicable rules, so he consciously wants to follow those rules. Discipline is closely related to a person's mental and moral attitudes. Consciousness contains an element of self-control, and self-control leads individuals to a high moral mental attitude. Discipline is a person's attitude that reflects following rules based on a sense of responsibility (Dacholfany et al., 2024). In addition, thorough teacher discipline will establish order and ensure that work is done smoothly. On the other hand, discipline also means the awareness and willingness of the individual to follow all the rules of the organization and the applicable social norms. Awareness is the attitude of a person who is aware of his duties and responsibilities so that he follows all the rules and can do his job well without coercion (Ilgen & Pulakos, 1999).

Martimianakis et al. (2009) stated that a disciplined attitude is constructive in completing work on time and in the necessary conditions. Discipline is more than just a sign of enthusiasm and work spirit; it can affect effectiveness and efficiency in achieving company/organizational goals. Discipline allows work to be done as effectively and efficiently as possible. It is hoped that it can be done systematically. On the other hand, if discipline is not applied correctly, the goals set by the organization may not be achieved, or their effectiveness and efficiency may be reduced.

This research was conducted at State Elementary School in Gandus District, Palembang. The results of initial observations conducted by researchers from January 1 to January 10, 2024, obtained preliminary information that SD Negeri in Gandus Palembang District, researchers found several indicators that show the lack of teacher discipline in schools so far, where many teachers have not been maximized in carrying out the tasks entrusted to them properly, there is no awareness to use time as efficiently as possible, Some teachers still often arrive late, resulting in unsatisfactory work results and not being able to produce something to be proud of for the school. This can undoubtedly hinder the process of implementing education in the school.

The results of the observation conducted by the researcher found a discipline index based on teacher attendance data. One of the metrics is teacher attendance data. This shows that some teachers do not show high discipline. Some teachers need more discipline in carrying out their duties. This can also be seen from teachers who are not disciplined on time. There are still teachers who are late and have to go to school to get a permit. The discipline of some teachers is also seen in the learning process when students take classes and teachers do not make Learning Implementation Plans (RPP).

The results of these observations show that the principal needs to carry out his leadership function to the maximum. The teacher has not had a good performance, which can be seen from the low discipline in carrying out his duties and responsibilities.

Based on the data obtained through observation, the researcher can conclude that the principal is less firm in making a decision, there is a lack of effectiveness of supervision, there are still teachers who do not enter without information, there are still many teachers who are allowed during teaching hours, and the lack of punitive sanctions so that supervision has not had an impact on increasing discipline. In addition, the implementation of supervision by school principals has yet to affect efforts to improve school quality objectively.

The results of the initial observations made by the researcher mentioned above cannot be used to conclude that the leadership of the principal and the discipline of teachers at the

State Elementary School in Gandus Palembang District influence the quality of education. Therefore, researchers feel it is essential to conduct more in-depth research. Starting from the description above, the researcher is interested in researching the title The Influence of Principal Leadership and Work Discipline on the Quality of Education in State Elementary Schools in Gandus District, Palembang.

2. METHOD

This research was carried out at SD Negeri in Gandus District, Palembang, from February 2024 to June 2024. This type of research is quantitative, using the partial correlation method. The sample that will be taken in this study, based on all schools, is as follows.

Table 1. Research Sample

No	School Name	Number of Population	Sample Calculation
1	SD Negeri 142 Palembang	15	$15/292 \times 169 = 9$
2	SD Negeri 143 Palembang	32	$32/292 \times 169 = 19$
3	SD Negeri 144 Palembang	33	$33/292 \times 169 = 19$
4	SD Negeri 145 Palembang	13	$13/292 \times 169 = 8$
5	SD Negeri 146 Palembang	23	$23/292 \times 169 = 13$
6	SD Negeri 147 Palembang	19	$19/292 \times 169 = 11$
7	SD Negeri 148 Palembang	34	$34/292 \times 169 = 20$
8	SD Negeri 149 Palembang	33	$33/292 \times 169 = 19$
9	SD Negeri 150 Palembang	23	$23/292 \times 169 = 13$
10	SD Negeri 151 Palembang	16	$16/292 \times 169 = 9$
11	SD Negeri 152 Palembang	11	$11/292 \times 169 = 6$
12	SD Negeri 153 Palembang	11	$11/292 \times 169 = 6$
13	SD Negeri 154 Palembang	12	$12/292 \times 169 = 7$
14	SD Negeri 155 Palembang	17	$17/292 \times 169 = 10$
Total		292	169

This study's validity and reliability test was conducted on 30 people, taken from all teachers of SD Negeri 292 and SD Negeri 155 Palembang. The data collection technique used in this study was a questionnaire. Requirements for the research data analysis test using normality and homogeneity tests.

3. RESULTS AND DISCUSSION

Result

Based on the results of the multiple regression test, the value of the regression equation constant (a) of 12.698, the value of the coefficient of free variables (b_1) of 0.441, and the value (b_2) of 0.441 were obtained. Then, the regression equation was obtained as follows.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 12,698 + 0,418 X_1 + 0,441 X_2$$

This means that the quality of education has improved positively through the Principal's Leadership and teacher discipline. To determine the correctness of hypothesis testing, a simultaneous test was carried out using the F test to determine the influence of the Principal Leadership variable and teacher discipline on the education quality variable.

The research hypothesis is as follows.

H_{a3}: There is a significant influence between the principal's leadership and teacher discipline on the quality of education in state elementary schools in Gandus District.

H_{o3}: There was no significant joint influence between the Principal's Leadership and teacher discipline on the quality of education in State Elementary School in Gandus District.

The results of multiple regression analysis can be seen in the following table.

Table 2. Multiple Regression Analysis Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3153.261	2	1576.631	92.784	.000 ^b
	Residual	2820.739	166	16.992		
	Total	5974.000	168			

a. Dependent Variable: Quality of Education

b. Predictors: (Constant), Work Discipline, Principal Leadership

Source: Data Management Using SPSS 25.00

From the Anova test above, F is calculated as 92.784 with a significance level of 0.000 < a probability value of α 0.05 while F table corresponds to a significance level of 0.05 (2.166) of 3.05 so that F calculates > F table (92.784 > 3.09) so that H_{o3} is rejected, meaning that there is a significant influence jointly between the Principal's Leadership and teacher discipline on the quality of education in State Elementary School in Gandus District. To determine how much influence the independent variable has on the dependent variable simultaneously, you can see the following summary model table.

Table 3. Koefisien Determinasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.528	.522	4.122

a. Predictors: (Constant), Teacher Discipline, Principal Leadership

Source: Data Processing Using SPSS 25.00

The table shows that the R square value is 0.528. Therefore, the determination coefficient is 52.8%, which suggests that the influence of the Principal's Leadership and teacher discipline on the quality of education in Gandus District is 52.8%. The remaining 47.2% is

influenced by other factors not studied in this study.

Discussion

The results of the descriptive statistical test of the variables of education quality in the outstanding category amounted to 10 or 5.91%, the excellent category amounted to 24 or 14.20%, the pretty good category amounted to 93 or 55.02%, the poor category amounted to 28 or 16.56%, and the inferior category amounted to 14 or 8.28%. The analysis results show that this category's education quality is quite good. The results of this analysis stated that the quality of education in Gandus District was in a suitable category based on indicators (1) graduate competency standards, (2) content standards; 3) process standards; 4) standards of educators and education personnel; 5) standards of facilities and infrastructure; 6) management standards; and 7) financing standards.

The results of the above analysis show that the high quality of the school will be reflected in the ability of graduates to achieve the competency standards that have been set. These standards include mastery of knowledge, skills, and attitudes relevant to the curriculum provided. Then, quality schools will be able to produce graduates with competencies that are required by the demands of the world of work or the needs of further education.

In addition, the quality of the school is shown by its success in providing a relevant, comprehensive, and in accordance with national education standards curriculum. A well-structured curriculum will include adequate learning materials, varied teaching methods, and fair and ongoing assessments.

High school quality is an effective and efficient learning process regarding process standards. This includes interaction between teachers and students, innovative teaching methods, and personalized and ongoing student learning support. Schools that have high quality will also implement a continuous monitoring and evaluation system to improve the quality of the learning process (Ridayani & Purwanto, 2024).

Then, it is related to the standards of educators and education personnel. The quality of the school will be reflected in the qualifications, competence, and professionalism of educators and education staff in the school. High-quality teachers, in-depth knowledge in their field, continuous improvement of skills, and commitment to student learning will contribute to a high quality of school (Purwanto et al., 2023).

In addition, the quality of the school also includes a conducive, safe, and comfortable learning environment for students and staff. Adequate facilities and infrastructure, such as comfortable classrooms, well-equipped libraries, laboratories, sports facilities, and modern

learning technology, will support an effective learning process (Nasar et al., 2024; Purwanto et al., 2020). Schools that have high quality also involve effective and efficient management of all aspects of school operations. Strong leadership, sound strategic planning, efficient resource management, and continuous staff development are essential to high school quality (Marsinah et al., 2024).

They relate to financing standards where high-quality schools need adequate financial support to meet learning and operational needs. Abdullah (2014) states that inadequate financial resources will enable the school to provide quality facilities and services and support staff development and educational innovation. By meeting these standards well, schools can achieve high quality and provide quality education for students (Bambang, 2017).

Thus, quality in education includes a service with the main focus on students, so quality should meet the needs and expectations of various parties. The quality of education develops in line with the demands of scientific and technological advancement. As a formal educational institution, it is highly emphasized that schools, in the process, must improve the quality of education that is well programmed (Irawan et al., 2024). This is an answer to the needs and dynamics of society that continue to develop so that the improvement of the quality of human resources can be appropriately realized through the implementation of education. The overall characteristic of services, as shown by the ability to satisfy the needs requested by consumers, is the general definition of quality. In the realm of education, the definition of quality is covered in educational inputs, processes, and outputs (Fudiyah & Harapan, 2021; Simamora et al., 2020)

From the ANOVA test, it was obtained that F calculated 92.784 with a significance level of $0.000 < \alpha 0.05$ while F table corresponds to a significance level of 0.05 (2.94) of 3.05 so that F calculated $> F$ table ($92.784 > 3.09$) so that H_03 was rejected, meaning that there was a significant influence jointly between the Leadership of the Principal and teacher discipline on the quality of education in State Elementary School in Gandus District. Based on the *R square* value of 0.548, the determination coefficient is 52.8%, so it can be concluded that the influence of principal leadership and teacher discipline on the quality of education in state elementary schools in Gandus District together is 52.8%. The remaining 45% is influenced by factors not studied in this study. The results of this study state that the higher the Principal's Leadership owned by teachers and the higher the discipline of school teachers, the higher the quality of education will be.

This analysis is supported by the results of research conducted by Janiah et al. (2021). which states that the work performance of school principals affects the improvement of the

quality of education, and the work discipline of teachers affects the improvement of the quality of education. Effective principal leadership and high work discipline can improve the quality of education through improving professionalism and teacher performance. Hapizoh et al. (2020), with the results of the study, stated that there is a significant influence between discipline on teacher performance and there is an influence of teacher performance on the quality of education (Edi Harapan et al., 2023; Ristianey et al., 2020)

In addition, the leadership of school principals and work discipline can also affect the quality of education by improving teacher professionalism (Ristianey et al., 2021) and teacher professionalism can affect improving the quality of education (Budiyanto et al., 2024; Harapan et al., 2022; Sukardi & Edi Harapan, 2023).

4. CONCLUSION

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

- 1) There is an influence between the leadership of the principal on the quality of education in the State Elementary School in Gandus District. Based on a simple regression test, a calculated t value of $4.898 >$ from the table t price of 1.654 where the calculated t value is greater than the tablet, then H_01 is rejected.
- 2) There is an influence between teacher discipline and the quality of education in the State Elementary School in Gandus District. Based on the test of the teacher discipline variable's significance on the quality of education in State Elementary School in Gandus District, a calculated t value of $5.688 \geq$ a table t price of 1.654 where the calculated t value is greater than the tablet, then H_02 is rejected.
- 3) There is a joint influence between the leadership of the principal and teacher discipline on the quality of education in the State Elementary School in Gandus District. Based on the results of the ANOVA test, F is calculated as 92.784 with a significance level of $0.000 <$ a probability value of α 0.05 while F table corresponds to a significance level of 0.05 (2.166) of 3.05 so that F calculates $>$ F table ($92.784 > 3.09$) so that H_03 is rejected. Based on the results of the estimation test, the *R square* value of 0.548 was obtained; thus, the determination coefficient was 52.8%. It can be concluded that the principal's leadership and teacher discipline influence the quality of education in Gandus District, which is 52.8%, and the remaining 45% is influenced by other factors that have not been studied in this study.

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