

## **The Effect Of Discipline, Motivation And Teacher's Perception Upon The Leadership Of Principal Towards Teacher Performance Of Public Secondary Madarsa In Indonesia**

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**ABSTRACT:** The study aims to determine the influence of discipline, motivation and perceptions of teachers upon the leadership of Madarsa principal towards teacher performance of Public Secondary Madarsa of Bengkulu City, Indonesia. The data analyzed through multiple regression analysis technique with 5% significant level. The results showed that; there is no significant influence between work discipline on teacher performance with the level of influence of discipline variable of 0.106; there is no significant influence between work motivation on teacher performance, with level of influence of motivation variable of work equal to 0.074; there is no significant influence between teachers' perceptions of principal leadership on teacher performance with teacher perception influence level on principal leadership of 0.027; there is significant correlation between discipline, motivation, and teacher's perception upon principal leadership simultaneously on teacher performance, with influence level of 0.123.

**KEYWORDS:** discipline, motivation, teacher perception, principal, teacher performance.

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### **I. INTRODUCTION**

The Public Secondary Madarsa of Bengkulu State is the responsible agency and education provider under the Ministry of Religious Affairs of The Republic of Indonesia, which has an important role in providing services to the community. The implementation of these tasks and functions has become increasingly severe along with the increasing desire of the community to get better education services. The improvement of service must be balanced with the increase in the quality of service from teacher educators and education personnel; in addition, it must be balanced with the completeness of facilities and infrastructure that support education operations, because between the desires, main tasks and functions, and infrastructure must be balanced.

Madrasas as educational institutions in order to realize these goals are required to be able to carry out the process of teaching and learning activities on track, directed and continuously manner. The quality of teaching staff, is one of the factors determining the high and low quality of education outcomes. Furthermore, the types of teacher's strategy in improving the quality of educational outcomes are strongly influenced by professional abilities, welfare factors, work discipline, work motivation and school facilities.

Teacher in service certification had been established based on Ministry of National Education Regulation Act. 18 year 2007 to meet teacher professional standards. The certification for teacher educators was carried out through professional educator's training appointed by the Ministry of Religious Affairs under the Directorate of Education, which was handled by the Directorate of CSFW (Curriculum, Student, Facilities and Workforce) and assigned to accredited higher education institutions i.e. University of Bengkulu, State Islamic Institute of Bengkulu and State Islamic Universities all over Indonesia. The training was set by government and ended up by test and internship.

The teacher educators' certificate was recognized as an indicator of high teachers' competence and professionalism in teaching practices. Since the professional teacher educators meet minimum National Educator Standards and grant double monthly salary at once are expected to improve teaching-learning performance in classrooms as well as students' achievement.

Work motivation is one factor that determines the high and low performance of a teacher. Motivation also relates to a person's psychological factors as a form of the relationship between attitudes, needs and satisfaction that occur in humans. Stimulation for humans is trying to meet their needs both material and non-material. The fulfillment of material needs is a work motivation that comes from outside the individual teacher, but has a great influence on the psychological satisfaction condition of a teacher. Fulfillment of the teacher's

needs, at least the basic needs, the teacher will focus more on work and show performance in accordance with the demands of his profession.

Since discipline in working is essential for teachers' performance, it should be implemented consistently to teachers. The implementation of discipline then, becomes a habit through their performances. People who succeed in their respective fields generally have high discipline. Conversely people who fail, generally not disciplined. Discipline has a very important role in directing human life to achieve its goals and success in work, because without discipline, a person does not have a standard about what is good and bad in his behavior.

The professional ability of Madrasah Heads as education leaders is responsible for creating teaching and learning situation more conducive, so that teachers can carry out learning well and students can learn quietly. Madrasah heads are required to be able to work together with their subordinates, in this case the teacher.

## **II. LITERATURE REVIEW**

Since its establishment in 2003, Public Secondary Madrasah of Bengkulu City had vision to realize future generation with smart, creative, innovative, and environmentally aware based on religious faith, sciences and technology. It has had mission to (1) prepare smart, creative, innovative and competitive future generations, (2) create conducive, religious, and ICT-based learning environment, (3) implement 7K (Security, Cleanliness, Orderliness, Beauty, Kinship, Desire, and Health) based on environmentally attitude, (4) equip generation with skillful in sports and arts based on science and technology to lead the future.

The aim is to increase the students' faith in God Almighty as a basis for implementing their knowledge, skills and attitudes in maintaining their existence in society as well as being able to improve the practice of religious teachings, and are of Islamic character. Preparing future leaders who are competent in accordance with their fields with the aim of optimizing the potential of students. As well as producing graduates that are in accordance with the education quality standards expected by the government.

Based on the above vision and objectives, the teacher's work is expected to determine the success of students in Madrasahs. According to Anton Moelyono in Iriyani (2007) stated that performance is something achieved, emerged achievements or ability to work. In other words, the performance is similar to work emergence, thus the teacher's performance is the work performance achieved by a teacher in carrying out the tasks assigned to him. Iriyani(2007) states that work performance is something done or service products produced by a person or group, how the quality of work, accuracy and neatness of work, assignment and field of work, use and maintenance of equipment, initiation and activities, discipline and work spirit (honesty, loyalty, a sense of unity and responsibility) and interpersonal relationships.

So it can be concluded that the teacher's performance is an achievement achieved as a result of the work of a teacher in carrying out the duties and responsibilities imposed on him according to the authority and ability possessed. Teacher performance has certain specifications / criteria. Teacher performance can be seen and measured based on competency specifications / criteria that must be possessed by each teacher. Based on Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. It was explained that the Teacher Competency Standards were developed in full from the 4 main competencies. (1) Pedagogic Competence, (2) Personality Competence, (3) Social Competence, (4) Professional Competence. Performance standards need to be formulated to be used as a reference in conducting assessments, namely comparing what is achieved with what is expected. Performance standards can be used as a benchmark for holding responsibility for what has been done. Indicators of assessment of teacher performance are carried out on three classroom learning activities, namely: (1) Planning of learning activities program, (2) Implementation of learning activities, (3) Evaluation of learning.

The definition of discipline according to the Big Bahasa Indonesia Dictionary is obedience (compliance) to the rules (rules and so on). The word discipline comes from the Latin "disciplina" which means modesty and personality training or development of character. As defined by Bahrodin(2007) that discipline is a form of adherence to rules, has been established. Whereas Sun Tzu in Bahrodin (2007) said that all kinds of wisdom have no meaning if it is not supported by the discipline through its implementation. Teacher's work discipline according to Imron (1995) is an orderly and orderly condition that is owned by the teacher in working at school, without any violations that are harmful directly or indirectly to him, his colleagues and to the school. Sastrohadiwiryo (2005) defined work discipline as an attitude of respect, respect, obedience and compliance with applicable regulations without hesitation and objection to run it and be acceptable to sanctions for any violation cases.

Kerlinger and Pahazur argued in Marjono(2007) that generally good discipline remains as when people come to the office regularly and on time, well dressed during attending job, be careful in using materials and official equipments, achieve satisfaction of work quality and follow the specified work methods.

Based on the description above the author concludes that work discipline is a condition where each individual carries out the applicable regulations properly with avoiding violation either visible or invisible.

Some work discipline in the study are as follows: (1) responsibility in work and tasks, (2) adherence to the rules that have been set, and (3) effective use of time.

According to the Big Bahasa Indonesia Dictionary, motivation is: a) the impulse that arises in a person to consciously or unconsciously carry out an action with a specific purpose. b) an effort that can cause a certain person or group of people to move to do something because they want to achieve the goals they want to get satisfaction with their actions. Marjono (2007) stated that motivation is a factor that exists in a person who moves his behavior to fulfill certain goals. He also defined that motivation is the drive to work that arises from a person to behave in achieving a predetermined goal.

Yamin(2010)defined motivation as a change in energy in a person, which is characterized by the emergence of feelings and reactions to achieve goals. Based on several definitions above, it can be concluded that work motivation is a physiological and psychological condition contained in a person's personality that encourages him to carry out certain activities in order to achieve a goal. The process of the emergence of a person's motivation is a combination of the concept of needs, encouragement, goals and rewards.

Komaruddin (1983) divides motivation into two types. intrinsic motivation is the motivation that arises from within a person. This motivation is often called "pure motivation" for example, the need for achievement, the need for feelings to be accepted, extrinsic motivation, namely motivation that comes from outside of a person such as; promotion, praise, prizes and so on.

Teacher's work motivation is a motivation that causes a teacher to be enthusiastic in teaching because their needs have been met. The teacher works because of the needs that must be met such as to get income, security, welfare, appreciation, recognition and socializing with the community. If the need has been met, the teacher will be encouraged to work. Motivated teachers will have a high responsibility to work enthusiastically and as well as possible to mobilize all abilities and skills to achieve optimal performance. From the description above, it can be concluded that the indicators of work motivation in this study are (1) motivation related to the evaluation of their abilities, (2) motivation that is oriented towards carrying out the task perfectly especially regarding students, (3) motivation related to moral responsibility, (4) the desire to get awards and recognition from others, (5) the desire to have authority and (6) the need to collaborate with others.

Notwithstanding the term of Madarsa principal can be defined as a functional staff teacher who is given the task to lead schooling system where the teaching and learning process established. Many studies on leadership have been conducted and led to conclusion that the role of leader in an organization is almost the main key of organization successful in achieving their goals. The leadership of Madarsa Principal is the ability to coordinate and mobilize all sources i.e. teachers, staff, employees and education personnel of madarsa or Islamic institution in achieving educational aims.

Based on the point of view of education quality management, the educational leadership reflected by the head of the madrasah has a role and concern for efforts to improve the quality of education in the education unit they lead. The principal is an educational leader who has a very large role in developing the quality of education in schools or madaras. The development of working spirit, harmonious cooperation, interest in the development of education, a conducive and pleasant working atmosphere, the development of professional quality among the teachers was determined by the quality of madarsa principal leadership. The successful of schools' achievement is predominantly determined by the reliability of school management that strongly influenced by the leadership capacity of madarsa principal.

According to the Ministry of National Education (2000) that both the secondary primary education environment and the role of principals should includes several aspects that known as EMASLIM platform i.e. Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator.

In accordance with the Decree of the Minister of National Education of the Republic of Indonesia No. 162/U/2003 concerning Guidelines for Assigning Teachers as Principals, Article 9 line 2 explained that aspects of Principal's assessment based on the duties and responsibilities of the Principal as (1) leader, (2) managers (3), educators, (4) administrators, (5) entrepreneurs, (6) creators of the work climate, (7) supervisors.

Each teacher has his own responses upon principal leadership performance. The response might be either positive or negative depend on their perception to principal leadership performance. The word perception in the Big Bahasa Indonesia Dictionary (1990) means: the response (acceptance) directly from absorption, the process of someone knowing several things through the five senses.

Here, the perception means the process of a person in organizing and interpreting a stimulus towards object through human five senses. Other than through sensory observation, the process of forming perception is also influenced by his experience, learning process either knowledge about principal leadership or interpretations that involve teacher's cognition and affection on the knowledge, skills and behavior of madarsa principal in carrying out their duties.

### III. RESEARCH METHODS

The study conducted in Public Secondary Madarsa 02 of Bengkulu city. There were 54 teachers who had been certified and selected as sample of study. The data collected through observation upon teachers' performance in the classroom, questionnaire applied to find out the effect of discipline, motivation and teachers' perception upon principal leadership of Public Secondary Madarsa 02 of Bengkulu City towards their performance in job and documentation review of teacher attendance along with teaching tools i.e. lesson plan, teaching aids, learning achievements, etc. The data analyzed through multiple regression analysis technique with 5% significant level.

Null hypothesis formulated as there will be no significant influence between work discipline and teacher performance; there will be no significant influence between work motivation and teacher performance; there will be no significant influence between teachers' perceptions of principal leadership and teacher performance; there will be no significant correlation between discipline, motivation, and teacher's perception upon principal leadership towards teacher performance.

### IV. RESEARCH RESULTS AND DISCUSSION.

#### 4.1. Discipline.

Work discipline data is described based on 9 questionnaire data to 54 teachers. Based on calculations with the SPSS 16.0 for Windows computer program, the results for the mean were 31.8. The discipline level of the Public Secondary Madarsa Bengkulu City teacher is in percentage of 87.5% and in average of 31.8. These results can be seen in the bar diagram in Figure 1.



Figure 1. Graph of Discipline Variables ( $X_1$ )

#### 4.2. Work motivation.

The working motivation of the teachers was significant in percentage of 77.22% and mean of 82.87. These results can be seen in the bar diagram in Figure 2.

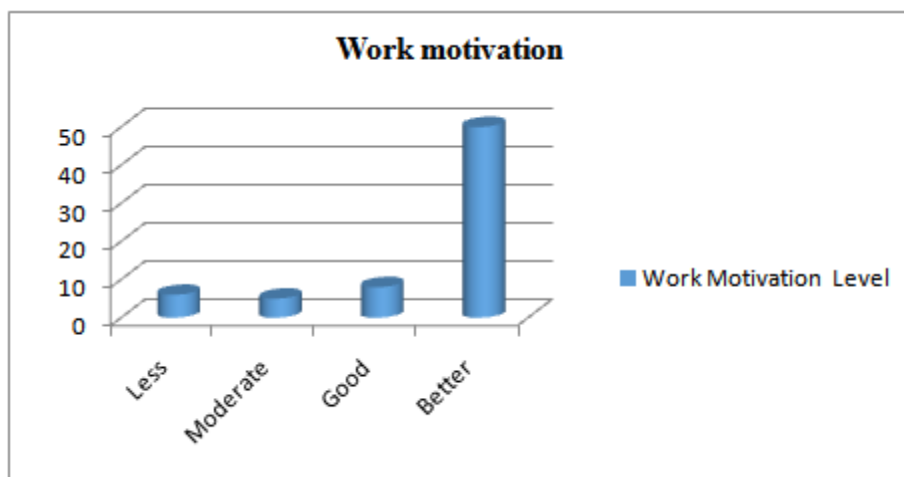
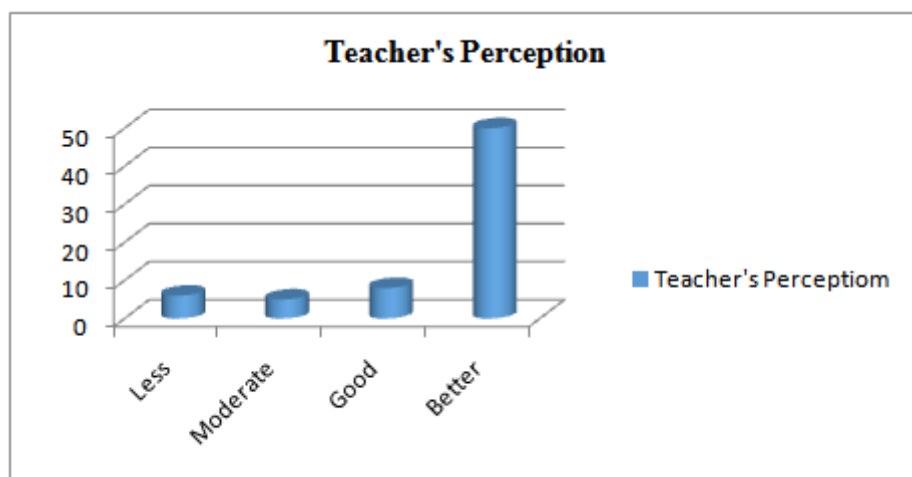


Figure 2. Work Motivation ( $X_2$ )

**4.3. Teacher's Perceptions Upon The Leadership of Madarsa Principal.**

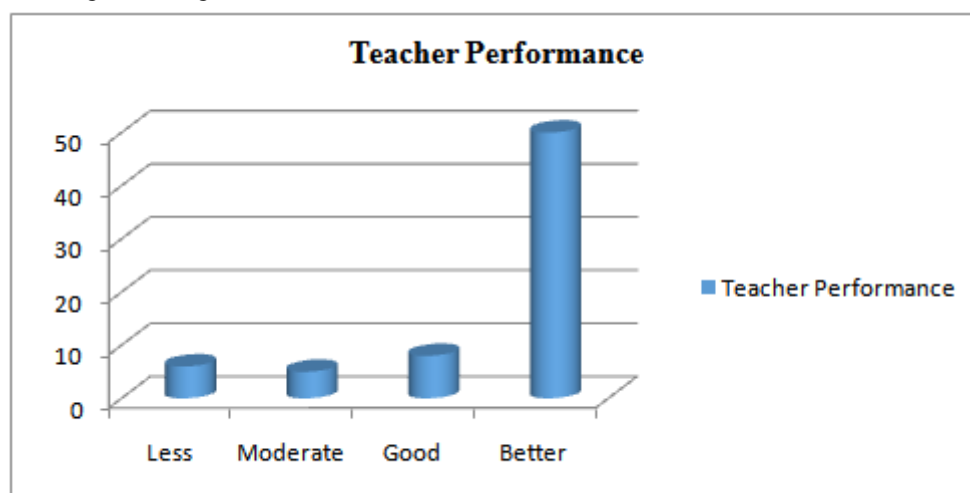
Teacher perception upon the leadership of the madarsa principal was significant that showed in percentage of 87.35%, and in mean of 106.54. These results can be seen in the bar diagram in Figure 3.



**Figure 3.** Teachers' Perception Upon The Leadership of Madarsa Principal ( $X_3$ )

**4.4. Teacher Performance**

Teacher performance showed significant in percentage of 68.4% with mean 21.2. These results can be seen in the bar diagram in Figure 4.



**Figure 4.** Teacher Performances(Y)

**V. DISCUSSION.**

**5.1. Discipline Effect on Post-Certification Teacher Performance**

The correlation coefficient ( $r_{xy}$ ) between work discipline and teacher performance was obtained at 0.106 and the determinant coefficient  $R_2 = 0.011$ . Based on these data it can be interpreted that the teacher's work discipline has a positive influence with a contribution of 1.1%. The probability value is 0.354 greater than 0.05, so it can be concluded that work discipline does not have a significant influence on the teacher's performance in the Public Secondary Madarsa 02 of Bengkulu City after certification program. This positive but insignificant correlation indicates that the teacher's work discipline does not affect the performance of certified teachers.

Prediction of the level of teacher work discipline relationship with teacher performance using regression analysis with equation  $Y = 17,491 + 0,115 X_1$ , which means constant 17,491 states that if there is no increase in teacher's work discipline, the teacher's performance is 17,491. Regression coefficient of 0.115 states that each additional teacher's work discipline of 0.115 will increase teacher performance by 0.115.

The contribution of variable  $X_1$  to  $Y$  is  $r^2 \times 100\% = 1.1\%$ . So the contribution of work discipline variables to teacher performance is 1.1% and the rest is determined by other variables.

### **5.2. Effect of Teacher's Work Motivation on Post-Certification Performance.**

The correlation coefficient ( $r_{xy}$ ) between the teacher's work motivation and the teacher's performance of 0.074 and the determinant coefficient  $R^2 = 0.006$ . Based on these data it can be interpreted that the teacher's work motivation has a positive influence in contributing 0.6%. The probability value of 0.514 is greater than 0.05 so it can be concluded that work motivation has not significant effect on certified teachers' performance.

Furthermore, to predict the level of work motivation correlation to teacher performance was conducted through regression analysis with the equation  $Y = 18,680 + 0.030 X_2$ . The regression equation means showed at 18.680 had proved that there is no significant increase of teacher's work motivation. Regression coefficient of 0.030 states that each additional teacher's work motivation is 0.030, it will increase the teacher's performance by 0.030.

The contribution of variable  $X_2$  to  $Y$  is  $r^2 \times 100\% = 0.6\%$ . So the contribution of work motivation variables to teacher performance is 0.6% and the rest is determined by other variables.

### **5.3. The Influence of Teacher's Perceptions About the Leadership of Madarsa Principal towards Teachers' Performance.**

The correlation coefficient ( $r_{xy}$ ) between teacher's perception upon the leadership of madarsa principal and teacher's performance was at 0.027 and the determinant coefficient  $R^2 = 0.001$ . Based on these data it can be interpreted that the teacher's perception of the leadership of madarsa principal has a positive influence in contributing 0.1%. The probability value of 0.811 is greater than 0.05 so it can be concluded that work motivation has not significant effect to teacher performance.

This positive but not significant correlation shows the teacher's low perception of the leadership of madarsa principal does not affect the performance of certified teachers. The correlation of teacher's perception upon the leadership of madarsa principal towards teacher performance was conducted through regression analysis with the equation  $Y = 20,622 + 0,005 X_3$ , it emerged that a constant of 20,622 interpreted there is no significant effect of teacher's perception upon the leadership of madarsa principal towards teacher's performance in value 20,622. The regression coefficient of 0.005 showed that each additional teacher's perception of principal's leadership is 0.005.

The contribution of variable  $X_3$  to  $Y$  is  $r^2 \times 100\% = 0.1\%$ . So the contribution of work motivation variables to teacher performance is 0.1% and the rest is determined by other variables.

### **5.4. The Influence of Discipline, Motivation, and Teachers' Perception Upon the Leadership of Madarsa Principal towards Teacher Performance.**

The hypothesis test found correlation between variables of work discipline, work motivation, and the teacher's perception upon the leadership of madarsa principal towards teacher's performance obtained  $R = 0.123$  and the determinant coefficient  $R^2 = 0.15$ . Based on these data it can be interpreted that discipline and motivation have a positive influence in the strong category on teacher performance with a contribution of 1.5%. The probability value of 0.766 is greater than 0.05 so that it can be interpreted that those work discipline, work motivation and teacher's perceptions of principals leadership are not significant influence towards teacher performance of Public Secondary Madarsa 02 of Bengkulu City.

This positive but not significant correlation shows the high and low level of teacher work discipline, teacher's work motivation and teacher's perception upon the leadership of madarsa principal does not affect certified teacher performance.

The correlation of work discipline, work motivation and teacher's perception upon the leadership of madarsa principal towards teacher's performance through regression analysis emerged the equation of  $Y = 15.846 + 0.111X_1 + 0.026 X_2 - 0.004X_3$ . Means is constant at 15.846 showed that there is no significant increase of work discipline, work motivation and teacher's perception upon the leadership of madarsa principal, towards teacher performance at 22.075. The regression coefficients of 0.111, 0.026 and -0.004 emerged that every addition to a score of work discipline, work motivation and teacher's perception upon the leadership of madarsa principal would show score increase in between 0.111 and 0.026 and decrease in 0.004.

The study showed that work discipline, work motivation and teacher's perceptions upon the leadership of madarsa principal have not significant effect on certified teacher performance of Public Secondary Madarsa 02 of Bengkulu City.

## **VI. CONCLUSION**

There is no significant effect of teachers' work discipline towards certified teacher performance in correlation value of 0.106. The regression equation is linear with equation  $Y = 17.491 + 0.115 X_1$ , furthermore the contribution of work discipline variables towards teacher performance was obtained 1.1%.

There is no significant effect of teachers' work motivation towards certified teacher performance in correlation value of 0.074. The regression equation is linear with the equation of  $Y = 18,680 + 0.030 X_2$  and showed the contribution of work motivation to teacher performance obtained 0.6%.

There is no significant effect of teacher's perception upon the leadership of madars a principal toward teachers' performance in correlation value of 0.027. The regression is linear in the equation of  $Y = 20.622 + 0.005 X_3$ , emerged the contribution of the work motivation toward teachers' performance obtained 0.1%.

There is no significant correlation between work discipline, work motivation and teachers' perception of the leadership of Madars a principal towards certified teachers' performance in correlation value of 0.123. The regression is linear with the equation  $Y = 15.846 + 0.111X_1 + 0.026 X_2 - 0.004X_3$ , emerged the contribution of work discipline, work motivation and teachers' perception of the leadership of Madarsa principal towards teachers' performance is simultaneously obtained 1,5%.

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