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The Influence of Work Discipline on the Quality of Private School Principals in East Lombok, Indonesia

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Abstract. This study aims to determine the effect of work discipline on the work quality of private high school principals in East Lombok. The total sample is 45 school principals and uses the census. The method used for data collection is a questionnaire method. Data analysis used is descriptive analysis, prerequisite test and hypothesis testing, which includes linear regression analysis. The research results show that discipline significantly affects the quality of work of private high school principals in East Lombok Regency by 57.5% with $p = 0.000$. The more discipline increases, the work quality of school principals will also increase.

Keywords: Work Discipline; Work quality; Principal.

INTRODUCTION

The principal is a power or teacher assigned to lead a school with specific competencies and can carry out their duties and roles as a leader or principal [1]. Principals must have innovations and strategies in carrying out their responsibilities and functions and be responsible for their leadership [2]. In school development, principals have a considerable role and task in advancing the school [3]. Principals must be able to create and design various programmes to develop schools by collaborating with various other school parties and other school stakeholders [4].

School development programmes are planned to improve a school's education quality. Educational planning is needed in policy-making both at the national and regional levels. Still, it is also required in policy-making at the school institution level because schools are used as a place to prepare the younger generation for the future. Educational planning has five functions in academic development, namely estimating the end, having the best opportunity among the good, schools can prioritise the needs needed as a measuring tool for school performance [5, 6, 7].

Educational planning plays a vital role in school development, so the potential effect of a school is

also influenced by what has been planned in education [8, 9]. The strategic point of macro-scale education planning is driven by the decentralisation of education, which gives schools the flexibility and responsibility to innovate according to the needs of schools or stakeholders.

The position of teachers as professionals aims to implement the national education system and national education goals [10]. The improvement of education, especially at the macro scope, is determined by the operationalisation of management at the school level, where the leading actor or executor in carrying out management is the principal, who is assisted by the entire community. Many problems are found in the form of low student learning achievement, the discipline of both teachers and students, the ability of teachers to manage learning and administrative staff who are slow in serving the needs of students.

These problems prove that the principal's ability to manage and empower staff still needs to improve. Principals must be able to utilise existing resources effectively and maximally to realise and implement educational goals properly. Every principal must have good managerial skills in managing the school they lead.

Based on this description, a study was conducted on principals' leadership in implementing planned programmes to improve schools' quality, especially in developing teacher professionalism and students' academic and non-academic abilities. Therefore, a study was conducted to know the effect of work discipline on the quality of work of private high school principals in East Lombok.

METHOD

This research is a quantitative study. The population of this study were all private high school principals in East Lombok, consisting of 45 people. The total population was used as a research sample, and the sampling technique used a saturated sampling technique (census). The method used for data collection is the questionnaire method. The data analysis used is descriptive, prerequisite tests and hypothesis testing, which includes multiple linear regression analysis to determine the effect of MKKS activities and discipline on the quality of work of private high school principals in East Lombok. Data analysis used the SPSS 20 for Windows programme.

RESULTS AND DISCUSSION

Respondent's perception of discipline. The discipline variable was measured using a questionnaire distributed and filled in by the school principal. The research instrument has a statement of 30 items with five answer options: never, rarely, sometimes, often, and always. Based on these calculations, respondents' perceptions of discipline are determined in Table 1.

Table 1 – Respondents' Perception of Discipline

Score Range	Category	Amount	%
139-150	Very high	27	60
127-138	Tall	8	17
115-126	Currently	7	16
103-114	Low	2	4
90-102	Very low	1	3
Total		45	100

Table 1 shows that most of the respondents' responses to discipline were in the very high category, namely 27 respondents (60%). Respondents who stated that field was very low were one person (3%). The average value of respondents'

responses in table 1 is 135.60, which, if interpreted per Table 1, is included in the high category. This means that the more Discipline increases, the Principal's Work Quality will also increase.

Respondents' Perception of Principal's Work Quality. The principal's work quality variable is measured using a questionnaire distributed and filled in by the principal. In Table 2, of the 45 respondents, the highest score was 150, and the lowest was 90. The research instrument has a statement of 30 items with five answer choices: never, rarely, sometimes, often, and always. Based on the calculation, the respondents' perceptions of the Principal's Work Quality are described in Table 2.

Table 2 – Respondents' Perceptions of the Principal's Work Quality

Score Range	Category	Amount	%
139-150	Very high	17	38
127-138	Tall	13	29
115-126	Currently	11	25
103-114	Low	3	4
90-102	Very low	1	4
Total		45	100

Table 2 shows that most of the respondent's responses to the Principal's Work Quality were in the very high category, namely 17 respondents (38%). Respondents who stated that the Principal's Work Quality was very low were one person (4%). The average value of respondents' responses in Table 2 is 130.01, which, if interpreted, is included in the high category. This means that the more Discipline increases, the Principal's Work Quality will also increase.

Significance of Partial Effect of Discipline on Principal's Work Quality. The following single linear regression analysis was used to test the effect of the independent variable (discipline) on the dependent variable (top work quality) of private high schools in the East Lombok Regency. The results of the single linear regression analysis are as follows:

Table 3 – Single Regression Analysis Results

Free Variables	Dependent variable	Constant	Coefficient
Discipline	Principal's Work Quality	46.608	0.718

The single linear regression analysis results in the following equation:

$$\text{Principal Work Quality} = 46.608 + 0.718 \text{ Discipline.}$$

The regression equation can be interpreted as

1) The constant in the regression equation is 46.608, which means that if the discipline variable is 0, then the Principal's Work Quality is 46.608;

2) The positive coefficient on the independent variable shows a unidirectional relationship, meaning that if there is an increase in the independent variable, an increase in the dependent variable will follow.

This shows that if there is an increase in discipline, an increase in the Principal's Work Quality will follow.

The t-test or hypothesis testing tests whether the independent variable (Discipline) affects the dependent variable. Before testing, the statistical hypothesis for the t-test is made first as follows:

- H_0 : The independent variable does not affect the dependent variable;

- H_a : The independent variable affects the dependent variable;

- If the significance value is more significant than 0.05 ($\text{Sig} > 0.05$), it cannot reject H_0 ;

- If the significance value is smaller than 0.05 ($\text{Sig} < 0.05$), then H_0 is rejected.

The t-test results on the regression model are shown in Table 4. The test results decide that the significance value of the Discipline variable is 0.001 (smaller than 0.05), so H_0 is rejected. This means that the discipline variable affects the quality of work of private high school principals in East Lombok Regency.

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Table 4 – Discipline variable t-test results on the Quality of School Principal Work

Free Variables	Dependent variable	Significance Value
Discipline	Principal's Work Quality	0.001

The analysis of the coefficient of determination determines the effect of discipline on the quality of work of school principals. The analysis results are shown in Table 5.

Table 5 – Coefficient of Determination of Discipline on the Quality of Work of Principals

Free Variables	Dependent variable	R ²
Discipline	Principal's Work Quality	0.515

Based on the coefficient of determination analysis results, the R²-value is 0.515. This means that 51.5% of discipline affects the quality of work of private high school principals in East Lombok Regency.

CONCLUSIONS

Based on the study results, it is concluded that discipline significantly affects the Quality of Work of Private High School Principals in East Lombok Regency by 51.5% with $p=0.001$. The more discipline increases, the work quality of private high school principals in East Lombok Regency will also increase.

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