

# C11. The Influence of Work Discipline on the Quality of Private School Principles in East Lombok, Indonesia

*by* Sudirman Sudirman

---

**Submission date:** 26-Jul-2023 11:43PM (UTC-0500)

**Submission ID:** 2137422981

**File name:** C11. The Influence of Work Discipline on the Quality of Private School Principles in East Lombok, Indonesia.pdf (355.69K)

**Word count:** 1905

**Character count:** 10355

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

Nasrun<sup>1</sup>, Sudirman<sup>1</sup>, Asrin<sup>2</sup>

<sup>1</sup> University of Mataram

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: 10.22178/pos.89-13

<sup>8</sup>  
LCC Subject Category: L7-991

Received 26.12.2022


Accepted 29.01.2023

Published online 31.01.2023

Corresponding Author:

Sudirman

Sudirman\_fkfp@unram.ac.id

<sup>2</sup>  
© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License 

**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.

<sup>4</sup>  
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.

<sup>5</sup>  
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<sup>6</sup>. 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:

$Principal\ Work\ Quality = 46.608 + 0.718\ Discipline.$

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 ( $Sig > 0.05$ ), it cannot reject  $H_0$ ;

- If the significance value is smaller than 0.05 ( $Sig < 0.05$ ), 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.

## REFERENCES

1. Usman, H. (2014). *Peranan Dan Fungsi Kepala Sekolah/Madrasah* [The Role and Function of the School/Madrasah Principal]. *Jurnal PTK Dikmen*, 3(1) (in Indonesian).
2. Ahmad, M. (2014). *Kepemimpinan Visioner Kepala Sekolah, Kepemimpinan Diri Guru dan Sekolah Efektif* [Principal Visionary Leadership, Teacher Self-Leadership and Effective Schools]. *JIANA*, 12(4), 217–228 (in Indonesian).
3. Susanto, B., & Mattalata. (2018). *Pengaruh Kepemimpinan Kepala Sekolah, Iklim Sekolah Dan Kompetensi Guru Terhadap Mutu Pendidikan Di Mts Kabupaten Jeneponto* [The Influence of Principal Leadership, School Climate and Teacher Competence on Education Quality in Mts of Jeneponto Regency]. *Journal of Management*, 1(2), 23–39 (in Indonesian).
4. Mulyasa. (2005). *Menjadi Kepala Sekolah Profesional* [Becoming a Professional Principal]. Bandung: Rosda Karya (in Indonesian).

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 <sup>2</sup>
Discipline	Principal's Work Quality	0.515

Based on the coefficient of determination analysis results, the R<sup>2</sup>-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.

5. Aisyah, A. (2018). Perencanaan dalam pendidikan [Planning in education]. *Adaara: Jurnal Manajemen Pendidikan Islam*, 6(1), 715–731. doi: [10.35673/ajmpi.v7i1.314](https://doi.org/10.35673/ajmpi.v7i1.314) (in Indonesian).
6. Mubin, F. (2020). *Pengembangan Model Perencanaan Pendidikan* [Development of an Education Planning Model]. doi: [10.31219/osf.io/5fk6n](https://doi.org/10.31219/osf.io/5fk6n) (in Indonesian).
7. Roijun. (2012). *Perencanaan Pendidikan Berbasis Masyarakat* [Community-based education planning]. *Educational Management*, 1(2), 2–5 (in Indonesian).
8. Kasmawati. (2019). *Implementasi Perencanaan Pendidikan dalam Lembaga Pendidikan Islam* [Implementation of Educational Planning in Islamic Education Institutions]. *Jurnal Idaarah*, 3(1), 138–147 (in Indonesian).
9. Suryapermana, N. (2017). Manajemen perencanaan pembelajaran [Learning planning management]. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(2), 183. doi: [10.32678/tarbawi.v3i02.1788](https://doi.org/10.32678/tarbawi.v3i02.1788) (in Indonesian).
10. Helmi, M. P. (2015). *Kompetensi Profesionalisme Guru* [Teacher Professionalism Competence]. *Jurnal Pendidikan*, 7(2), 319–336 (in Indonesian).

# C11. The Influence of Work Discipline on the Quality of Private School Principals in East Lombok, Indonesia

## ORIGINALITY REPORT

15%

SIMILARITY INDEX

13%

INTERNET SOURCES

6%

PUBLICATIONS

5%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://dinastipub.org">dinastipub.org</a> Internet Source	3%
2	Submitted to Universitas Mataram Student Paper	3%
3	Submitted to Syiah Kuala University Student Paper	2%
4	<a href="http://ijmmu.com">ijmmu.com</a> Internet Source	2%
5	Dian Dian, Roni Suhendar, Sovian Sovian. "The Influence of Principal's Leadership on Teacher Performance", AL-ISHLAH: Jurnal Pendidikan, 2021 Publication	1%
6	<a href="http://journal.unj.ac.id">journal.unj.ac.id</a> Internet Source	1%
7	Leonardo Rosa, Marcelo Martins, Martin Carnoy. "Achievement Gains from Reconfiguring Early Schooling: The Case of	1%

# Brazil's Primary Education Reform", Economics of Education Review, 2018

Publication

---

8	<a href="http://www.ssoar.info">www.ssoar.info</a> Internet Source	1 %
9	<a href="http://journal.upgris.ac.id">journal.upgris.ac.id</a> Internet Source	1 %
10	<a href="http://worldwidescience.org">worldwidescience.org</a> Internet Source	<1 %

---

Exclude quotes  On

Exclude matches  Off

Exclude bibliography  On