

# Exploring the Relationship Between Principal Leadership Styles and Teacher Work Discipline

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DOI: <http://doi.org/10.33650/al-tanzim.v7i4.6656>

Received: 04 August 2023; Received in Revised Form 28 September 2023, Accepted: 24 October 2023, Available online: 02 November 2023

## Abstract:

This research explores the relationship between the school principal's leadership style and teachers' work discipline in State Senior High Schools Pekanbaru, Riau. The study adopts a quantitative approach with a survey method and correlation technique. Through random sampling, the research involves 40 teachers from eleven State Senior High Schools in Pekanbaru. Data collection is conducted using a questionnaire, which has been calibrated with validity testing using Pearson Product Moment and reliability coefficient with Cronbach's Alpha formula. The research results indicate a relationship between the leadership style of school principals and the discipline of teachers in State Senior High Schools in Pekanbaru. The significance testing of a correlation coefficient of 0.51 supports this relationship. It suggests a moderate connection between the principal's leadership style and teacher discipline. This study implies that enhancing teacher discipline can be achieved through the role of the school principal's leadership style. In other words, a correlation of 0.51 indicates that the principal's role in leading and guiding teachers can have a positive impact on their work discipline, and these efforts may be crucial in achieving a higher quality of education.

**Keywords:** *Leadership Style of the School Principal, and Work Discipline of Teacher*

## Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi hubungan antara gaya kepemimpinan kepala sekolah dan disiplin kerja guru di SMA Negeri Kota Pekanbaru, Riau. Pendekatan kuantitatif digunakan dalam penelitian ini dengan metode survey dan teknik korelasi. Melalui teknik random sampling, penelitian ini melibatkan 40 guru dari sebelas SMA Negeri di Kota Pekanbaru. Data dikumpulkan menggunakan kuesioner yang telah diuji validitas itemnya menggunakan metode Pearson Product Moment dan diukur reliabilitasnya menggunakan rumus Alpha Cronbach. Hasil penelitian menunjukkan bahwa terdapat hubungan antara gaya kepemimpinan kepala sekolah dan disiplin kerja guru di SMA Negeri di Kota Pekanbaru, yang didukung oleh hasil uji signifikansi koefisien korelasi sebesar 0,51. Ini menunjukkan bahwa terdapat hubungan yang moderat antara gaya kepemimpinan kepala sekolah dan disiplin kerja guru. Implikasi dari penelitian ini adalah bahwa meningkatkan disiplin kerja guru dapat dicapai melalui peran gaya kepemimpinan kepala sekolah. Dengan kata lain, korelasi sebesar 0,51 sudah cukup mengindikasikan bahwa peran kepala sekolah dalam memimpin dan membimbing guru dapat berdampak positif pada disiplin kerja mereka, dan upaya ini mungkin sangat penting dalam mencapai kualitas pendidikan yang lebih baik.

**Kata Kunci:** *Gaya Kepemimpinan Kepala Sekolah, dan Disiplin Kerja Guru*

Please cite this article in APA style as:

Nurfaisal, Asfar, A., Sunengko. (2023). Exploring the Relationship Between Principal Leadership Styles and Teacher Work Discipline in Schools. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1119-1132.

## INTRODUCTION

In realizing the goals of National Education, schools are formal educational institutions that play an essential role. Darmadi (2019) added that formal educational institutions such as schools are expected to produce individuals with knowledge, solid faith, piety, and skills valuable for personal progress and positive contributions to others. However, what needs to be considered is how to manage schools properly so that they can be genuinely effective in achieving the dream of national education goals. So that there will no longer be a derogatory opinion, calling school just a place where students gather without providing meaningful changes in their behavior and thinking. Many factors need to be considered to ensure that schools can function optimally. Huong (2020) says that in education, various factors are involved, including the human resources of organizers and managers, the role of teachers, curriculum, learning methods, facilities, environment, students, parents, and so on. Some factors that can affect the survival and smooth running of education in schools include human resources (HR). In school management, human resource planning is planning for future labor needs by considering changes and managing the labor supply available in schools (Cahyo, 2016). Both the human resources of organizers (government and community) and the human resources of school managers (principals).

The government, especially the Education Office, as a unit that has a direct relationship with schools, should realize that schools are the main element in serving the purpose of education. The planning should describe how to facilitate the best services so schools can carry out their activities effectively. This implies that the program should be directed towards the interests of schools so that the teaching-learning process can run without obstacles. In this regard, the education office must be able to coordinate and mobilize all its personnel for the successful implementation of activities in schools (Romlah & Latief, 2022). Therefore, the education office must strive for maximum preparation of human resources as education providers so that they can provide appropriate services according to the needs of education providers.

In management, the role of the principal is pivotal in implementing and managing the school effectively and efficiently to achieve the set goals. As a manager, the principal must have the skills to manage the available resources optimally (Sholeh, 2017). In addition, principals are expected to be able to create opportunities, innovate, and achieve progress in the field of education (FR et al., 2021). They are also expected to be able to design activity programs that focus on improving the quality of the teaching and learning process and creating a conducive work environment. As educators, principals must provide coaching and guidance to teachers in carrying out their duties and creating a safe and comfortable atmosphere. Additionally, teachers have responsibilities in classroom management to achieve satisfactory learning outcomes (Erwinsyah, 2017). They must interact positively with students and create a pleasant atmosphere.

In recognizing the vital role teachers play in influencing the teaching and learning process, it is appropriate to continue to provide continuous coaching to teachers to improve the quality of learning. The government has implemented coaching that includes providing knowledge on various aspects of teachers' duties, such as methodological development, teaching and learning, assessment systems, use of technology, and tutoring. The government implements these measures at both the central and regional levels. The accumulation of these activities will contribute significantly to the advancement of education.

However, as mentioned earlier, improving technical skills alone cannot guarantee improved learning quality. Similarly, improving teacher welfare, such as the payment of allowances, promotion, certification incentives, etc., has not improved student learning outcomes. This is shown by the Computer-based Test (UTBK) results of students who still need to meet the prerequisites for university admission. Teachers need attention not only to improve their quality and welfare but also to the issue of their discipline in working or carrying out their obligations. Time and action are issues related to teacher discipline in activities that need attention. Teachers must come and go at the predetermined time to utilize time efficiently. This requirement must be understood because the allocated period limits teachers' performance. Teachers need help to accelerate or expedite their arrival and departure times. As a result, the issue of workplace attendance requires careful consideration. Teachers' awareness of their obligations as educators is undoubtedly necessary for their timely attendance in their duties. A teacher must have a high level of awareness and responsibility, and those who demonstrate exemplary work discipline show a strong sense of responsibility toward the assigned tasks. These teachers continuously strive to improve the quality of their work during the teaching and learning process, and their actions will undoubtedly impact student learning outcomes (Amtu et al., 2020).

The facts in the field show that the level of teacher work discipline has yet to reach the desired expectations. Observations in the field reveal shortcomings in teacher work discipline that must still meet the expectations set. This is proven by several indications found in schools, especially in public high schools in Pekanbaru. Some teachers still need to arrive on time, and most are absent from carrying out their duties, even without explanation. There are still teachers who need to carry out their duties following the provisions that have been previously determined, which means that there is no renewal and improvement in the learning experience. Not checking the results of daily tests, which are valuable for determining the completeness of teaching and learning, or general tests and rarely conducting remedial classes or improving student learning outcomes, nor providing enrichment for students to broaden their perspectives. In addition, some teachers continue to neglect the use of learning aids.

The indicators mentioned above certainly significantly impact the implementation of the teaching and learning process in schools. Consequently, it will have some negative consequences on student learning outcomes. This situation can be caused by various reasons, including the principal's leadership style that is less attractive and conducive, so that it does not encourage the application of work discipline. The leadership style of principals who are unable

to create a pleasant working atmosphere and climate needs to be more fair in making decisions and be wiser in resolving differences of opinion and addressing any paradigm shifts that may have an impact on teacher work discipline. Unconvincing teacher discipline in carrying out tasks certainly harms the development of student attitudes and learning outcomes. In general, the writing of this article explores the obstacles that may arise in teachers. In other words, the researchers seek empirical answers regarding the relationship between the principal's leadership style and teachers' work discipline. Specifically, the aim is to determine whether there is a correlation between the principal's leadership style and the work discipline of teachers in public high schools in Pekanbaru.

According to Hasibuan (2007), discipline is the consciousness and willingness of an individual to obey all organizational rules and social norms in effect. Hasibuan (2007) further explains that consciousness is an individual's voluntary attitude to abide by all rules and to be aware of their duties and responsibilities. Willingness is the attitude, behavior, and actions of an individual in following both written and unwritten rules. Hasibuan's (2007) opinion above can be interpreted that the willingness to obey these regulations is related to social norms, usually related to the way of life of the community where the organization is located so that a person who has the status of a member of a particular organization in the community where the person resides is automatically obliged to obey the rules or norms that exist in society. The description above illustrates that discipline for an organization member has meaning as a guide to the behavior concerned when carrying out organizational tasks and in the community. Therefore, a person bound in an organization needs to have an attitude of self-control so that his behavior does not deviate from organizational norms. Another study also shows that teacher discipline positively correlates with teacher performance (Ahmad, 2022).

Discipline refers to an individual's compliance with rules and regulations driven by consciousness. It is related to one's self-control over adhering to established forms of rules. Compliance in implementing rules caused by fear of sanctions that will be given cannot be called someone with good discipline. A person is considered well disciplined if he consciously implements the rules precisely since he knows the benefits of the stipulated rules. It is necessary to socialize all the rules to employees or members of the organization.

Discipline is the attitude and actions of obeying rules. In the definition of discipline, two critical factors are implied: time factor and activities or actions. In an organization, efforts to create discipline require not only clear rules and regulations but also clear job descriptions and authorities, simple procedures, or work processes that every member of the organization can quickly understand. Discipline realized due to coercion or pressure will quickly fade when the external factors disappear. If a discipline has been integrated into an individual, precedently, the activity or action carried out is no longer felt as a burden.

On the contrary, it will burden him if he does not act as usual. Unaradjan (2003) said that discipline is compliance with regulations. This means that if someone behaves in a disciplined manner, he is expected to behave obediently, obey, and follow specific rules in his environment.

More specifically, the Ministry of Education defines discipline as a provision or rule that applies in a school or Education Office agency that needs to be followed and transferred by all personnel. The Education Office emphasizes more on employees in their environment, particularly teachers, in conducting their duties at school. The main task of a teacher in the learning process is to be aware, assess, and provide continuous evaluation during the follow-up stage of the teaching and learning process (Ramadoni, 2021). It is realized that students, including their discipline, will emulate teachers who stand in front of the class. The discipline of teachers who are not good at carrying out teaching and learning tasks in front of the class will also hurt students. Furthermore, the principal must be able to motivate and foster teacher awareness through the principal's exemplary behavior in enforcing these rules.

A school organization whose members obey all school regulations positively impacts achieving school goals. With school members' awareness to obey all school rules, it will be easier for the school organization to achieve its goals. Discipline needs to be nurtured and maintained so that the survival of the school organization is more secure. As mentioned by Unaradjan (2003), the benefits obtained from disciplinary behavior are: 1) provide a feeling of security, 2) assist individuals in gaining social acceptance, 3) successful self-adjustment, 4) encourage individuals to do what is needed, 5) develop a conscience in taking decisions. In conformity with the opinions of experts and the description above, what is meant by teacher work discipline is the teacher's compliance with the applicable regulations in carrying out his work, with indications: 1) how to complete work, 2) responsibility at work, 3) complying with rules and norms, and 4) attendance at work.

Hamalik (1992) defines leadership as a process of influencing other people or groups so that they act to achieve predetermined goals. This limitation explains that to achieve an organization's goals, there is a process of influencing leaders to subordinates. It is expected that subordinates will take action or act through the influence generated by the leader to achieve predetermined goals. The effort to influence subordinates occurs through two-way communication (between leaders and subordinates), conducted directly and indirectly. In line with the above opinion, there is also a definition of Leadership by Wahjosoemidjo (2007): "Leadership is the interpersonal influence exercised in a situation, and directed through the communication process, toward the attainment of a specified goal or goals" (Leadership is the interpersonal influence exercised in a situation, directed through the process of communication, towards specific goals).

Leadership, according to Winardi (2000), argues that; "... leadership is the relationship in which one person, or the leader, influences others to work together willingly on related tasks to attain that which the leader desires." This definition emphasizes that leading activities include a relationship. The relationship between the leader and the leader is not one-way, but there must always be interaction. There is one person who influences other people so that they want to work towards achieving precise goals. The leader's influence can arise due to his work that presently affects the work of the group and the influence of his actions.

From various definitions and interpretations of leadership provided by previous experts, we can conclude that leadership possesses diverse characteristics. Leadership is influencing others, whether they are subordinates, colleagues, or superiors. Additionally, there is the presence of followers who can be influenced through invitations, suggestions, persuasion, directives, advice, or other means. Equally important, there is a goal to be achieved within the context of leadership. Leadership becomes an art that demands the leader's understanding and integration of these elements to attain the established vision and objectives.

Leaders always try to influence members or followers to execute what they want. To be able to fulfill his will, leaders use various methods so that his wishes are accomplished. The methods used/practiced by leaders in influencing their followers are called leadership styles. This is the opinion of Sugandha (1986), who said that each leader has ways or styles of encouraging followers to want to work together. Likewise, Agus (2001) said that leadership style is the leader's behavior when he tries to influence the behavior of the people he leads. Agus (2001) divides the leadership style into four parts: 1) instructive leadership style, 2) consultative leadership style, 3) participative leadership style, and 4) delegating leadership style.

According to Kartono (1994), democratic leadership style in typical situations is superior to authoritarian and laissez-faire leadership styles. The main reasons are: 1) people can collect and utilize all information and wisdom from all group members, and 2) people do not rely on the intelligence or personal abilities of the leader alone. Sastrodiningrat (1999) suggests there are three leadership styles known as the "Tri Dimensional Grid" style, namely: 1) task orientation, 2) relationship orientation, and 3) effectiveness. Task Orientation is a leadership style oriented to the task executor (TO), where a leader mobilizes his subordinates to achieve organizational goals marked by Planning, Organizing, and Controlling. Relationship orientation is a leadership style concerned with cooperative relationships (RO), characterized by mutual trust, respect for subordinates' ideas, and tolerance for the role of subordinates. Effectiveness is a leadership style concerned with results (E), where leaders strive to achieve organizational goals following the requirements of their position. The three leadership styles are organized into eight leadership styles, namely: 1) deserter, 2) bureaucrat, 3) missionary, 4) developer, 5) autocrat, 6) benevolent autocrat, 7) compromiser, and 8) executive.

Of eight leadership styles, only four are highly effective: executive, benevolent autocrat, developer, and bureaucrat. The executive is a leader/manager with a high sense of duty and social power and uses it appropriately; therefore, it is most effective. Someone who is an excellent motivator sets high standards, treats each person differently, and supports team management. The benevolent autocrat is a leader/manager who, although low in social orientation, has a high sense of duty, uses it in appropriate situations, and is therefore considered adequate. A person is seen as someone who knows what is wanted and how to get it without causing tension. The developer is a leader/manager with a low sense of duty but high sociability and uses it in appropriate situations, making it more effective. Someone who has special trust in

subordinates and develops them individually. The bureaucrat is a leader/manager who, although that person has a low sense of duty and socialization, uses it in the right situation; thus, it is considered more effective. A person who is classified as a person who is aware of and especially upholds rules and procedures and controls their implementation. Of the four most practical styles, using the elements of effectiveness depends on the right situation. Some tasks of leaders or managers sometimes require all four leadership styles at once. Leaders require one or two styles constantly.

Similarly, this also applies to how the principal leads the school organization. As the highest authority in the school, the principal's leadership style can significantly influence and even determine the success of achieving the school's goals. The principal must use the leadership style appropriately to organize and utilize teachers and other staff to work optimally. The proper use of leadership style may motivate teachers and employees to work to facilitate the achievement of school organizational goals. So, the principal's leadership style is the teacher's assessment of the principal's way of influencing teachers and other staff to achieve school goals by indicating 1) division of tasks/work, 2) decision making, 3) rewards and punishments, 4) creating relationships between employees, and 5) providing feedback.

The principal's leadership style is an assessment made by the teacher of the principal's way of influencing teachers and other staff to achieve goals with indications: division of tasks/work, how to make decisions, rewards and punishments, creating relationships between employees, and providing feedback. Teacher work discipline is the willingness of teachers to carry out the rules that apply in carrying out their work, with the indications being how to complete work, responsibility at work, complying with rules and norms, and attendance at work (Latif, 2022). The task of teachers in carrying out the teaching and learning process at school is a challenge in itself. Besides mastering the subject matter and teaching methods, they must also manage the classroom to create a conducive learning atmosphere. Establishing a conducive learning atmosphere will undoubtedly affect students' learning outcomes.

In order to achieve student learning outcomes as expected, skills are needed on how to carry out tasks. In addition, a teacher must be responsible for work, comply with applicable rules and norms, and attend work on time. The hope for teachers to behave earnestly in their work, complete tasks well, be responsible, adhere to rules and norms, and attend to their duties is greatly influenced by the leadership style of the school principal. Therefore, an appropriate leadership style from the principal is necessary, especially when making policies and decisions that involve teacher participation (Rostini et al., 2022). Please meet these requirements to maintain the teachers' motivation and discipline.

Similarly, rewards and punishments must be fair. Principals should assess teachers and employees based on reality and not favor a particular teacher or group of teachers. Bafadal et al. (2020) also add that leaders should evaluate or assess personnel based on the fact that they are opposed to someone or specific. Unfair rewards and punishments by principals for teachers and employees will create unfavorable perceptions of the principal's leadership and can weaken

teacher discipline. In addition, the principal should create a harmonious social atmosphere among teachers and employees and the principal himself (Bafadal et al., 2020). An atmosphere that is familiar and full of openness will facilitate the implementation of tasks and help each other complete work. This means that the principal places himself as an inseparable part of the group. If an educational institution aspires to have good quality, all should be improved, and a principal must continuously have creativity and innovations (Setyowati, 2020). Based on the description, there appears to be a positive relationship between the school principal's leadership style and the discipline of teachers' work. In other words, the more democratic the school principal's leadership style, the higher the level of teachers' discipline in their work.

Several previous studies with similar topics have been conducted. Nuraini (2022) conducted similar research at SMK TI Al-Ikhlashiyah Dumai involving 30 respondents. The findings indicated a positive and significant influence of leadership style on teachers' work discipline, as evidenced by a product-moment correlation coefficient of 0.599. Rustam et al. (2023) explored the impact of the School Principal's Leadership Style on Teachers' Work Discipline in Public Junior High Schools in Kandangserang Subdistrict, Pekalongan Regency, using an ex post facto research design with a correlational approach and a survey method using questionnaires. The results showed that the school principal's leadership style had a 49.7% influence on teachers' work discipline. Wibowo (2021) examined the Influence of the Transformational Leadership Style of the School Principal and Work Motivation on Teachers in Madrasah Aliyah Negeri in South Jakarta. The first research concluded a positive influence between the transformational leadership style of the school principal (X1) and teachers' dedication discipline (X3), with a correlation coefficient of 0.639. Furthermore, Wicaksono (2018) researched to determine the partial positive and significant influence of the situational leadership style of the school principal on teachers' work discipline at SMK Negeri 2 Blitar. The results showed that the significance value of the school principal's situational leadership variable was 0.094, indicating a positive and significant influence of the situational leadership of the school principal on teachers' work discipline.

Fiedler's (1967) research in measuring leadership orientation developed the Preferred Co-Worker (LPC) Scale to measure two leadership styles: 1) task (exercising control, providing structure) leadership, and 2) relationship (passive, understanding) leadership, found that each leadership style would be effective in certain situations. This means that the effectiveness of a leadership style is highly dependent on the situation at hand (situational). Sometimes, in certain situations, task-oriented leadership styles are more effectively used by leaders than relationship-oriented. In other situations, relationship-oriented leadership styles are more effectively used than task-oriented. Davis Newstrom (1985) argued that the approach used by Fiedler (1967) has made a significant contribution. He said that the approach has encouraged managers to 1) Assess their situation, tasks and organizations, 2) Flexibly use a variety of skills in the overall style, and 3) Consider modifying elements of the job elements to obtain a better fit with their preferred style.



## RESEARCH METHODS

This research adopts a quantitative approach, in line with the research problem and objectives previously established. The method used in this study is a survey with a correlation technique. Soendari (2012) explained that the correlation technique aims to predict and interpret the results of a statistical analysis based on the coefficients obtained to determine whether there is a relationship between one phenomenon and another and the degree of that relationship. This technique analyzes the relationship between the school principal's leadership style variable and teachers' work discipline.

Data collection procedures are carried out using a questionnaire containing several statements that respondents must answer to learn about the principal's leadership style and teacher work discipline. The conception underlying the instrument's preparation departs from the indicators of the research variables based on the theoretical study. In the teacher work discipline variable, the indicators used are how to complete work, responsibility in work, compliance with rules and norms, and attendance at work, while for the principal's leadership style, indicators are how to divide tasks/work, how to make decisions, rewards, and punishments, create relationships between employees and provide feedback. Furthermore, the indicators are elaborated into several statement items by the meaning contained in the indicators.

The instrument development process begins with the preparation of a four-scale instrument, namely 1 (Always), 2 (Often), 3 (Rarely), and 4 (Never). The statements in the instrument items entirely refer to the indicators of the research variables that will be used to measure these variables. After the instrument concept was approved, it was tested on the heads and 40 teachers at public high schools in Pekanbaru. The test results were examined for validity and reliability. The data from the research were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was conducted by describing all the data from each variable, including (a) data presentation using frequency distribution and histogram, (b) central measures such as mean, median, and mode, and (c) dispersion measures such as variance and standard deviation. Meanwhile, inferential statistical analysis was used to test hypotheses through path analysis. Before testing the hypothesis, first, the requirements of the analysis were tested, including (a) normality test of regression estimated error using the Liliefors technique and (b) data homogeneity test using Chi-Square; they can be seen in Table 1 and Table 2 as follow.

**Table 1. Normality Test Results for Variable Y with respect to Variable X**

<b>n</b>	<b>L<sub>h</sub></b>	<b>α</b>	<b>L<sub>t</sub></b>	<b>Conclusion</b>
40	0,137	0,05	0,14	Normal

Description:

n : number of samples

L<sub>h</sub> : L<sub>count</sub>

α : significance

L<sub>t</sub> : L<sub>table</sub>

**Table 2. Result of the homogeneity of variance test for Variable Y with respect to Variable X**

$\chi^2$ count	$\alpha$	$\chi^2$ table	Conclusion
9,57	0,05	16,9	homogeneous

## RESULTS AND DISCUSSIONS

The research results meet all research requirements in all aspects, both the availability of research data and the procedures followed in analyzing research data (both descriptive data analysis, analysis requirements consisting of normality and homogeneity, and inferential analysis). The alignment between the research hypotheses and the research findings is also fulfilled. There is an agreement between the research hypotheses and the hypothesis testing results, where the hypotheses can be accepted. The hypothesis stating that there is a direct positive relationship between the School Principal's Leadership Style and Teachers' Work Discipline is confirmed to be accepted. The hypothesis testing was conducted using the techniques of regression analysis and simple correlation. This finding is in accordance with the theoretical framework, where the Principal's Leadership Style is a psychological response that results from an evaluation of work-related elements: wages, coworkers, promotion opportunities, superiors, the job itself, and others. Teacher work discipline will be obtained if there is a match between expectations in the above components and what he gets now. The higher the level of a teacher's acquisition of aspects of his work, the higher his work discipline; on the contrary, if the aspects obtained are low, his work discipline will also be low.

From the regression equation:  $= 30.504 + 0.419 X_1$ , as described above, it can be interpreted that an increase of one unit of the principal's leadership style value will be followed by an increase in the value of teacher work discipline by 0.419 units at a constant 30.504. The correlation coefficient between the principal leadership style variable (X) and teacher work discipline (Y) is  $r_{y1}=0.512$ . To test the significance of the correlation coefficient of Y on X, the t-test formula was used. the calculated t price= 3.67, while the t distribution table with  $dk= 10$  at the  $\alpha = 0.01$  significance level obtained the  $t_{table} (t_t) = 2.42$ . Because  $t_h = 3.67 > t = 2.42$ , (the correlation coefficient is very significant). It can be implied that a positive relationship exists between the principal's leadership style and teacher work discipline.

Thus the null hypothesis ( $H_0$ ) is rejected. Otherwise, the alternative hypothesis ( $H_1$ ) is accepted. The conclusion is that there is a positive relationship between the principal's leadership style and teacher work. The results can be seen in the following table.

**Table 3. The results of the calculation of the significance of the correlation between X, with Y with the coefficient of determination (r) is 0.262**

n	$R_{y1}$	$T_{hitung}$	$T_{tabel} (0,05)$	$T_{tabel} (0,01)$
40	0,512	3,67**	1,68	2,42

Description: TY: coefficient between X and Y

\*\* Highly significant

There is a relationship between the school principal's leadership style and teachers' work discipline in carrying out the teaching and learning process at public high schools in Pekanbaru. This relationship is obtained from the significance test of the correlation coefficient between the school principal's leadership style and teachers' work discipline, which is 0.51 and is considered significant. By controlling the influence of teachers' job satisfaction, there is still a positive relationship between the school principal's leadership style and teachers' work discipline, with a partial correlation coefficient of 0.34. Thus, the relationship between the school principal's leadership style and teachers' work discipline is significant. This indicates that the more democratic the school principal's leadership style, the higher the level of teachers' discipline. The coefficient of determination (R squared) of 0.262 shows that the school principal's leadership style can explain 26.2% of the variation in teachers' work discipline.

Based on these findings, the school principal's leadership style has a significant influence on how teachers comply with regulations, their commitment to tasks, and their professional attitude in carrying out their duties at school. These research results are consistent with previous studies conducted by Astuti et al. (2020), Saleem et al. (2020), and Nuraini (2022), which found a positive and significant influence of leadership style on teachers' work discipline. Rustam et al. (2023) found that the school principal's leadership style had a 49.7% influence on teachers' work discipline. Jaarsveld et al. (2019), Wibowo (2021) and Li et al. (2022) discovered a positive influence between the transformational leadership style of the school principal and teachers' dedication to discipline. Wicaksono (2018) mentioned that the significance value of the school principal's leadership variable was 0.094, which means there is a positive and significant influence of the situational leadership of the school principal on teachers' work discipline. To create a proper teaching and learning process in a school environment, the leadership of the school principal is crucial (Rafiqah & Nasution, 2015; Ganon-Shilon & Schechter, 2019; Leithwood et al., 2021; Hartinah et al., 2020). Fiedler, in measuring leadership orientation, developed the Least Preferred Co-Worker (LPC) Scale to measure two leadership styles: 1) task (exercising control, providing structure) leadership, and 2) relationship (passive, understanding) leadership, found that each leadership style would be effective in certain situations. This indicates that the effectiveness of a leadership style is highly dependent on the situation at hand (situational). Sometimes in certain situations, leaders use task-oriented leadership styles more effectively than relationship-oriented ones (Henkel et al., 2019; Breevaart & de Vries, 2021). In other situations, relationship-oriented leadership styles are more effectively used than task-oriented (Wirawan et al., 2019; Dehghanan et al., 2021),.

Although the results of this study found a positive relationship between the principal's leadership style and teacher work discipline, however, the researcher is well aware that the quantitative approach in this study has several limitations, including: First, in general, many variables can affect the work discipline of high school teachers in carrying out teaching-learning process tasks at school, as identified in the Introduction. This study was limited to two variables: the principal's leadership style and issues related to teacher work discipline. Second,

in preparing the instrument, the author has made such an indication of filling, hoping that the respondent can fill in according to the actual situation. Conversely, it is possible that the instrument's filling needs to follow the actual situation due to various factors and conditions at school. Additionally, the data related to the principal and the respondents themselves. Of course, this will affect data analysis and research results. Third, to achieve optimal results, the planning of this research has been prepared as much as possible, such as the instrument is planned through the stages of validity testing and reliability calculation. Nevertheless, data collection using questionnaires in this study has areas for improvement, especially the time, cost, and energy limitations. Fourth, even so, the limitations of this study do not reduce the significance of the research results obtained so that they can be used as a reference in solving problems related to work discipline.

## CONCLUSION

Based on the analysis, the research results concluded a relationship between the school principal's leadership style and teachers' work discipline in the teaching and learning process at State Senior High Schools in Pekanbaru. This relationship is based on the significance test results of the correlation coefficient between the school principal's leadership style and teachers' work discipline, which is 0.51 significant. Even after controlling for teachers' job satisfaction, a positive relationship between the school principal's leadership style and teachers' work discipline is still evident, with a partial correlation coefficient of 0.34. Therefore, the relationship between the school principal's leadership style and teachers' work discipline is significant. This indicates that the more democratic the school principal's leadership style, the higher the teachers' work discipline. The coefficient of determination ( $R^2$ ) of 0.262 shows that the school principal's leadership style can explain 26.2% of the variation in teachers' work discipline.

## ACKNOWLEDGEMENTS

We want to express our heartfelt gratitude to all those who have contributed to the successful completion of this research, which has culminated in the publication of this journal article. Foremost, we extend our sincere appreciation to the school principals and teachers of the State Senior High Schools in Pekanbaru. We are indebted to the Faculty of Teacher Education and Educational Sciences at Lancang Kuning University for providing essential resources, facilities, and unwavering support throughout the research process. Lastly, we want to thank our families for their unwavering patience, understanding, and support throughout the research process.

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