The Effect of Transformational Leadership and Work Motivation of Teacher Discipline in State Elementary School in Kayong Utara

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Abstract

This study aims to determine Transformational Leadership to increase work motivation to teachers so that the creation of work discipline Teachers of Public Elementary Teachers In Sukadana District Kayong Utara District. This research is a quantitative study with data collection using a data collection tool in the form of a questionnaire or questionnaire. The subjects of this study were all 115 elementary school teachers in Sukadana Subdistrict, North Kayong Regency with the characteristics of civil servant status, having a minimum working period of 2 years and maximum age of 55 years. The conclusions of this study are as follows:  
(1). Principal transformational leadership has a positive effect on teacher work discipline (B = 0.760; sig. 0.006 <0.05). (2). Teacher work motivation has a positive effect on teacher work discipline (B = 0.773; sig. 0.000 <0.05). (3). Transformational leadership (X1) and work motivation (X2) simultaneously affect teacher work discipline (Y). It is known from the value of sig. is 0.000 <0.05, and the results of the Fcount value is 82.232> Fable 3.08. The value of R square is 0.595 or equal to 59.50%. The number implies that the Transformational Leadership (X1) and Work Motivation (X2) variables simultaneously influence the Teacher Work Discipline variable (Y) of 59.50%. While the remaining 40.5% (100% - 59.50%) is influenced by other variables. Suggestions of this research are: (1) the principal must be able to act wisely towards his subordinates, conversely the teacher must also always increase dedication, obedience, loyalty, adherence to the rules set by the principal; (2) the conditions of teachers' working motivation that is already good needs to be maintained and improved in ways such as giving rewards, implementing group structure tasks and empowering teachers; (3) the work discipline of teachers needs to be improved by applying applicable work rules and procedures. The enforcement of discipline should also be from the teacher himself.

Keywords: Transformational Leadership, Work Discipline, Work Motivation
INTRODUCTION

An organization, including education or in this case the school will need management to manage or manage cooperation that occurs to achieve goals. Therefore, the management of educational activities in schools should also have to have good planning, effective and efficient organization of human resources, the deployment of teachers, and school personnel according to their fields so that their performance is improved, and to carry out continuous control and supervision (Wukir, 2013: 35).

Management of a good school organization is undoubtedly supported by a leadership role, in this study the headmaster. It is because the successful implementation of efforts to improve the quality or quality of education in schools depends on the leadership capacity or ability of the school principal itself. Greenfield and Robbins in Wukir (2013: 20) state that leadership begins with the character of the leader expressed through personal values of self-awareness, capability, and morals.

Leadership cannot be separated from what is known as a leadership style, where the transformational leadership style is one of them. This leadership style is one of the leadership styles that is widely applied in various organizations, and also a lot of research material on leadership styles.

Transformational leadership is a charismatic leader and has a central role and strategy in bringing the organization to achieve its goals. Transformational leaders must also have the ability to equate the vision of the future with their subordinates and heighten the needs of their subordinates at a higher level than what they need.

Transformational leadership is one of several leadership styles put forward by Robbins (2003: 34). Leadership that focuses on its impact on how leaders strengthen cooperation and trust, collective self-efficacy, and team learning. Transformational leaders make followers more aware of the interests and values of work and persuade followers not to put personal interests above organizational interests.

Transformational leaders pay attention to the developmental integrity of each follower and problems by helping them see old problems in new ways, and they can stimulate, awaken and inspire followers to make extra efforts to achieve group goals.

The following according to Andang (2014: 43) are some of the things done by leaders adopting transformational leadership styles, (1) making followers more aware of the importance of the results of a job; (2) encouraging followers to put more importance on the organization or team rather than self-interest, and (3) activating the needs of followers to higher needs.

In school organizations, a good leader is a school principal who can improve his performance to achieve the school's goal of improving the quality of education. In addition, the principal must be able to motivate the teacher to continue working according to his ability and to the best of his ability, so that the teacher will display a positive attitude towards his work.

Teacher's work motivation is a driving force that causes the teacher to do something to achieve the goal. Increasing work motivation is very important to be done by leaders to optimize performance which in turn can encourage the achievement of school goals, namely improving the achievement or quality of graduates.

Based on the Minister of Education Regulation number 35 of 2010, teacher performance is the result of an assessment of the process and work results achieved in carrying out their duties. Teacher performance can be improved if there is a match between work and their expertise, as well as the placement of teachers in their assignments.

Teachers can work optimally in carrying out their duties. It can be done by teachers who have a strong will and desire to realize the learning objectives. The teacher needs to motivate students in learning so that students grow awareness and enthusiasm for the importance of learning. Students who are motivated in learning will influence the quality of learning outcomes. Student learning outcomes through a process of motivation and discipline can realize the goals set together. Motivated
teachers will provide positive energy to the school environment, of course this can not be separated from the leadership carried out by the principal as the school leader.

The work discipline of SDN District Sukadana District North Kayong District teachers is still not optimal. It can be seen from the average results of the 2018 Final School Examination scores have decreased. This is due to several factors including (1) lack of coordination meetings between school residents; (2) the average score of school exams and final exams is still below the KKM of each educational unit determined; (3) educational facilities and infrastructure of SD Negeri Sukadana Utara Kayong District are inadequate; (4) student achievement is still low; (5) there is still low teacher competency; (6) teacher distribution is uneven; (7) there are still honorarium teachers who teach at SD Negeri Sukadana Utara Kayong District; (8) the implementation of discipline in schools is still less than optimal; (9) teaching materials are not complete; (10) there are still students who drop out of school; (11) school services have not been maximized; (12) lack of teacher participation and coaching in extracurricular activities; (13) lack of library reading material as a source of learning; (14) weak communication between students and teachers at school; (15) there are still teachers who leave class without assignments; (16) the value of accreditation for expertise competencies for national education standards is still relatively low; and (17) the lack of schools rewards students.

Based on the explanation above, the leadership role of the school principal with transformational style and work motivation is needed to improve the work discipline of teachers to improve the quality of education in schools. Therefore, the writer would like to study scientifically whether there is an "Influence of Transformational Leadership and Work Motivation on the Discipline of the Work of the Primary School Teachers in the District of Sukadana, North Kayong Regency".

From the background of the problem, it was found the need for transformational leadership and worked motivation towards the work discipline of the elementary school teachers in Sukadana Subdistrict, North Kayong Regency. Schools as agents of change must be able to meet the hopes and desires of the community for the importance of improving the quality of high-quality education. Some dominant factors that influence in improving teacher work discipline include transformational leadership that can motivate teachers so that the creation of work discipline to achieve quality teaching staff.

METHOD

This research uses quantitative research methods. This study belongs to the type of explanatory research or hypothesis testing research (explanatory research) because this study intends to explain the influence between variables, namely transformational leaders, work motivation, and teacher discipline.

The population in this study amounted to 161 elementary school teachers from 21 public elementary schools, Sukadana Subdistrict, North Kayong Regency. Characteristics of the sample in this study are (1) School Principal, which has an educator certificate, a minimum working period of 2 years in his assignment, the lowest level of III, passed the headmaster selection test, and has an appointment letter from the North Kayong Regent (number 21 person); (2) Characteristics of teachers, namely: District Elementary School Teachers. Sukadana Regency. Kayong Utara, Has a minimum service period of 2 years; Maximum age of 55 years; (3) School characteristics, namely SD Negeri Kec. Sukadana Regency. North Kayong. The number of samples distributed by SD Negeri Sukadana Subdistrict, North Kayong Regency using a questionnaire as many as 115 teachers spread across 21 SDN Sukadana Subdistrict, North Kayong Regency.

Data collection techniques are indirect, using instruments in the form of questionnaires or Likert scale questionnaires. The questionnaire was tested first, then processed and tested for validity and reliability using SPSS 22 for windows. Data requirements test uses validity test, reliability test,
normality test, and linearity test. Then the hypothesis test is done using a t-test, F test, and multiple regression test.

RESULTS AND DISCUSSIONS

Testing the hypothesis in this study using multiple regression analysis. In this study to test the hypothesis used SPSS version 22 for Windows. The following table shows the results of hypothesis testing using SPSS version 22 for Windows.

<table>
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<th>Table 1. Coefficients</th>
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Source: Processed Data of SPSS 24, 2019

Based on the SPSS output table above, the sig value is known, is 0.006 <0.05, so according to the basis of decision making in the t-test, it can be concluded that the hypothesis is accepted. Or in other words transformational leadership (X1) partially influences the teacher's work discipline (Y). And it is known that t arithmetic is 3.567. Because the value of t arithmetic 3.567 > t table 1.983, as the basis for decision making in the t-test, it can be concluded that the hypothesis is accepted or in other words, transformational leadership (X1) partially influences the teacher's work discipline (Y).

As for the work motivation variable (X2), the sig value is known, is 0.000 <0.05, so according to the basis of decision making in the t-test, it can be concluded that the hypothesis is accepted. Or in other words work motivation (X2) partially affects the teacher's work discipline (Y). And it is known that t arithmetic is 12.086. Because the value of t arithmetic 12.086 > t table 1.983, then as the basis for decision making in the t-test it can be concluded that the hypothesis is rejected or in other words work motivation (X2) partially influences the teacher's work discipline (Y).

From the results of the calculation of SPSS 24 following the ANOVA table, the variables are simultaneously influential.

| Table 2. Test F
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Source: Processed Data of SPSS 24, 2019
Based on the SPSS output table above, the sig value is known. is $0.000 < 0.05$, so according to the basis of decision making in the F test, it can be concluded that the hypothesis is accepted. Or in other words transformational leadership ($X_1$) and work motivation ($X_2$) simultaneously affect the teacher's work discipline ($Y$). And it is known that the $F$ count is 82.232. Because the value of $F_{\text{count}}$ is $82.232 > F_{\text{table}}$ as the basis for decision making in the F test it can be concluded that the hypothesis is accepted or in other words transformational leadership ($X_1$) and work motivation ($X_2$) simultaneously affect the work discipline of the teacher ($Y$).

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<th>Table 3. Entered / Removed Variables</th>
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<tr>
<td>Variables Entered</td>
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<td>Work motivation ($X_2$), transformational leadership ($X_1$)</td>
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</table>

a. Dependent Variable: teacher's work discipline ($Y$)
b. All requested variables entered.

Source: processed data of SPSS 24, 2019

The entered/removed variable output table above provides information about the research variables as well as the method used in the regression analysis. The independent variables used in this study are transformational leadership variables ($X_1$) and work motivation variables ($X_2$), while the dependent variable is teacher work discipline ($Y$). Regression analysis using the enter method. There are no variables removed, so the removed variable column has no numbers or is empty.

The summary model table provides information about the coefficient of determination. The coefficient of determination (R square or R squared) or caused by "R2" is meaningful as a contribution to the influence given independent variables or independent variables ($X$) to the dependent variable or dependent variable ($Y$). Or in other words the value of the coefficient of determination or R square is useful for predicting and seeing how much the contribution of the influence given by variable $X$ simultaneously (simultaneously) to the variable $Y$.

Requirements that must be met to be interpreted the coefficient of determination is the result of the F test is significant, which means that there is a simultaneous influence of variable $X$ on the variable $Y$. Conversely, if the analysis results in the F test are not significant, then the coefficient of determination cannot be used or used for predict the contribution of the effect of variable $X$ simultaneously on the variable $Y$.

The following table illustrates the multiple linear regression

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<th>Table 4. Multiple Linear Regression</th>
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<td>Model Summary $^b$</td>
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<td>Model</td>
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a. Predictors: (Constant), work motivation ($X_2$), transformational ($X_1$)
b. Dependent Variable: teacher's work discipline ($Y$)

Source: Processed Data of SPSS 24, 2019
Based on the SPSS model summary output table above, it is known that the coefficient of determination or R square is 0.595. This R-square value of 0.595 is derived from the square of the correlation coefficient R-value, which is 0.771 x 0.771 = 0.595. The magnitude of the coefficient of determination (R squared) is 0.595 or equal to 59.50%. This figure implies that the Transformational Leadership (X1) and Work Motivation (X2) variables simultaneously influence the Teacher Work Discipline variable (Y) of 59.50% while the remaining 40.5% (100% - 59.50%) is influenced by outside variables outside this regression equation or variables not examined.

Discussion
Effect of Principal Transformational Leadership on Teacher Work Discipline
The test results as listed in Table 4.14 that the principal's transformational leadership has a positive impact on teacher work discipline (B = 0.760; sig. 0.006 <0.05) means that there is an influence of the principal's transformational leadership on the teacher's work discipline. Which means that the transformational leadership of the principal is followed by an increase in the competence of the teacher's work discipline. The higher the principal's transformational leadership level, the higher the teacher's work discipline level. It reinforces the argument that the work discipline of teachers is determined by many factors including the transformational leadership of the principal. Heidjrachman and Husnan (2002: 15) argue that: "discipline is every individual and also a group that guarantees obedience to orders and takes the initiative to take action if needed there is no order". Based on these definitions the importance of leadership in influencing teacher's work discipline is known.

The results of this study are also in accordance with Saydam's opinion (1996: 202), that the factors that can affect the work discipline of teachers one of which is the presence or absence of leadership in companies or institutions. The same thing was conveyed by Notoatmodjo (2009: 127) that indicators that influence the level of employee discipline in an organization, one of which is exemplary leadership. This exemplary form can be demonstrated in transformational leadership. It is because the principal provides an exemplary example of a mental attitude or the way the principal himself is as a subordinate role model. The school principal is charismatic and has an interesting and motivating vision, stimulates subordinates to be innovative and creative, provides support, has a clear vision and mission, is goal-oriented, reinforces and guides subordinates. Therefore, a school principal can provide change for subordinates in their ability to guide teachers as an appreciation of performance and efforts to increase productivity. It is manifested in a positive mental attitude of teachers towards the vision held by the principal so that the teacher will carry out the task in a professional manner to achieve the goals of quality education.

The Effect of Teacher's Work Motivation on Teacher's Work Discipline
The test results as listed in table 4.14 that teacher work motivation has a positive effect on teacher work discipline (B = 0.773; sig. 0.000 <0.05) means that there is an influence of teacher work motivation on teacher work discipline. Which means the teacher's high work motivation is owned by the teacher; the teacher will increasingly have high discipline. It reinforces the argument that teacher work discipline is determined by many factors including teacher work motivation.

Hasibuan (2003: 45) said to encourage employee enthusiasm and enthusiasm for work, various efforts need to be done, one of which is to increase employee motivation. It is consistent with the results of this study that teacher work motivation influences teacher work discipline. A teacher already has work motivation in themselves. A teacher has a high motivation in carrying out the learning process, the learning process will succeed. Therefore, teachers who successfully bring the learning process in accordance with the desired goals, the teacher has work discipline in carrying out their duties. It is because high teacher work discipline can be seen from internal and external motivations, namely the teacher's desire to excel, to love the work itself, a comfortable workplace, a supportive work atmosphere and a large salary. Therefore teachers who
have work motivation viewed from various aspects, the teacher is more disciplined in carrying out their duties in accordance with established procedures.

Effects of Principal Transformational Leadership and Teacher Work Motivation on Teacher Work Discipline

The test results as listed in table 4.15 show that the sig value is known. is 0.000 <0.05, so according to the basis of decision making in the F test, it can be concluded that the hypothesis is accepted. Or in other words transformational leadership (X1) and work motivation (X2) simultaneously affect the teacher's work discipline (Y). And it is known that the F count is 82.232. Because the value of Fcount is 82.232> Ftable 3.08, as the basis for decision making in the F test it can be concluded that the hypothesis is accepted or in other words transformational leadership (X1) and work motivation (X2) simultaneously affect the work discipline of the teacher (Y).

The results of this study are in accordance with the opinion of Rivai (2011: 825) that: "Work discipline is a tool used by managers to communicate with employees so that they are willing to change a behaviour and as an effort to increase awareness and availability in meeting all company regulations. " it means that the leadership element is quite dominant in influencing employee morale and work motivation to improve work discipline so that it can be in line with the goals of the institution. It is also corroborated by the opinion of Heidjrachman and Husnan (2002: 15) which states that: "discipline is every individual and also a group that guarantees obedience to orders and takes the initiative to take action required if there is no order".

Transformational leadership has a clear vision and mission goals and has a comprehensive picture of the organization in the future. Leaders, in this case, dare to take firm steps but still refer to the goals that have been determined for the success of the organization, for example in implementing work methods and procedures, developing teachers and staff as a whole, establishing partnerships with various parties, including including being brave ensure welfare for its staff.

Transformational leadership style has the characteristics of transparency and cooperation. It is consistent with the opinion of Tree Nur Yuliawani, et al. (2008) characteristics of the transformational leadership style, namely the existence of the most important similarities, the actors are more concerned with the interests of the organization rather than personal interests, the active participation of the followers or people they lead.

Work discipline is one of the important factors in every activity to achieve the desired goals. Success or failure to achieve the goals set by an organization, then one of the crucial factors is the creation of the work discipline of its employees with the assumption that in an atmosphere of discipline the organization will be able to carry out its work program to achieve the targets set. With the discipline, the teacher can improve performance.

Discipline is very important to the teacher. Raihani (2010: 67) states the teacher's work discipline is an orderly and orderly state that is owned by the teacher in working at school, without any violations that harm either directly or indirectly against him, his colleagues and to the school as a whole.

Teacher performance is also determined by high work discipline. Thus schools in the teaching and learning process grow in discipline, will function as forming individual values and norms, mastery of difficulties, attitudes and responsibilities for teachers. The lack of discipline of teachers in carrying out tasks, such as coming to school late, being indifferent to students results in the quality of students being low.

Transformational leadership and discipline are two factors that greatly affect performance. If both factors are owned by the teacher, then they can improve teacher performance. Transformational leadership is more concerned with moralist leadership, which is centred on the beliefs and values held by the principal. This system of values and beliefs gives more trust, to understand reasoning and
intuition, and to accept sacred authority and feelings as a way of knowing that is entirely legal (Raihani, 2010: 73).

As explained earlier, transformational leaders influence followers by generating strong emotions and identification with these leaders, but they can also transform followers by acting as a coach, teacher or mentor. Transformational leaders try to give power and exalt followers. Transformational leadership also behaves as a super leader. It means that a transformational leader can develop everyone into self-leadership. Transformational leadership is a leader who leads others to lead themselves.

CONCLUSION AND SUGGESTION

Conclusions
The conclusions in this study are: (1) Principal transformational leadership has a positive effect on the teacher's work discipline, meaning that there is an influence of the principal's transformational leadership on the teacher's work discipline. It can be interpreted that the transformational leadership of the principal is followed by an increase in the competence of the teacher's work discipline. The higher the principal's transformational leadership level, the higher the teacher's work discipline level. It reinforces the argument that the work discipline of teachers is determined by many factors including the transformational leadership of the principal. (2) Teacher's work motivation has a positive effect on the teacher's work discipline, meaning that there is an influence of the teacher's work motivation on the teacher's work discipline. It can be interpreted that the high work motivation of teachers is owned by the teacher, the teacher will increasingly have high discipline. It reinforces the argument that teacher work discipline is determined by many factors including teacher work motivation. (3) Transformational leadership (X1) and work motivation (X2) simultaneously affect teacher work discipline (Y) by 59.50%. While the remaining 40.5% (100% - 59.50%) is influenced by other variables.

Suggestions
Suggestions in this study are: (1) Analysis and testing of hypotheses prove that the transformational leadership variable of school principals has a dominant influence on the career development of elementary school teachers in Sukadana District, North Kayong Regency. Therefore the risk of teacher career development is largely determined by the leadership of the school principal. It has the consequence that the principal must be able to act wisely towards his subordinates, on the contrary the teacher must also always increase dedication, obedience, loyalty, obedience to the rules set by the school principal. (2) Teacher work motivation is needed to increase the role of teacher career development. Then the conditions of teacher work motivation that are already good need to be maintained and improved in ways such as giving rewards, carrying out the task of group structure and teacher empowerment. Another way that can be used is to increase effective teacher work motivation is by providing different rewards to teachers according to the achievements donated to the school. (3) The work discipline of teachers needs to be improved by implementing applicable work rules and procedures. Discipline enforcement should also be followed by differences in treatment for those with high levels of discipline not to be confused with those with low levels of discipline. The enforcement of discipline should also be from the teacher himself.

REFERENCES

Pustaka Pelajar