

The Effects of Leadership Style on the Teacher's Work Motivation, Work Discipline, and Performance at SMK PuspaBangsa (A Vocational High School), Cluring District, Banyuwangi Regency, Indonesia

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ABSTRACT

This study analyzes the direct effects of leadership style, work motivation and work discipline on teacher performance. This study also analyzes the indirect effects of leadership style on teacher performance through teacher's motivation and work discipline. This study aims to investigate the effects of leadership style, work motivation and discipline on teacher performance at SMK PuspaBangsa (A Vocational High School), Cluring District, Banyuwangi Regency. This study used questionnaires to collect the data. The samples of this research were 70 teachers working at SMK PuspaBangsa. The data in this study were analyzed using SPSS for Windows version 23. The findings of this study show that there are significant effects of direct influence of leadership style on teacher performance as well as direct effects of teacher's work motivation and work discipline on teacher performance. There are also significant effects of indirect influence of leadership style on teacher performance through teacher motivation as well as indirect effects of the influence of leadership style on teacher performance through teacher's work discipline. This indicates that if the school leader focuses a lot on the fulfillment of work motivation and work discipline of the teachers, in which the leader is sensitive to teachers' needs, then the teacher performance increases and gets better, and it will boost their confidence as well. On the other hand, the implementation of the existing leadership style will make the subordinates feel trusted and respected by as well as loyal and respectful towards their leader. In the end, the subordinates will feel comfortable and motivated to do more than expected.

Keywords: Leadership Style, Work Discipline and Teacher Performance, Work Motivation

1. INTRODUCTION

The government of Indonesia in its efforts to improve the education for its citizens has never stopped conducting various activities and providing supporting facilities including the enactment of Law No. 14 of 2015 on Teachers and Lecturers.

Schools as a system have components that relate to one another and contribute to the achievement of goals. Those components are students, curriculum, teaching materials, teachers, principals, other education personnels, environment, infrastructures, facilities, learning process and outcomes or outputs. All those components should evolve according to the demands of the current times and environmental changes that occur around them. To advance, there must be a process of change. This development should depart from the things that cause the organization unable to function as well as expected (Gupta & Shingi, 2001). In the conception of institutional development, it is reflected that there are efforts to introduce changes in how to organize an institution, the structure, the process and the system of the institution concerned so that it can better fulfill its missions. Therefore, the changes that happen in a school institution must include all components in it.

The change takes place in the structure, process, personnels and systems of an institution as well as the process of the change itself, concerning how a school as an institution is organized so that it can carry out its mission well. In the process of change, individuals in the organization and the institution improve their capabilities and performance in accordance with their goals, resources, and environments. The change will not work without the support of human resources, which is an asset that can give more contributions to achieving the goals of the organizations. Human resources should always be addressed, taken care of, maintained as well as developed by the organization (Killian and Siagian, 2005).

The teacher is one of the human resources at school. Teacher performance at school plays an important role in achieving the goals of the school. Teacher performance will surely be the attention of all parties. A teacher is someone who works in an organization with his or her power (both physical and mental) and receives rewards according to the regulations and the agreements (Hasibuan, 2005). Optimal teacher performance is influenced by various factors, both internal and external. Vocational High Schools (also known as SMK) in Banyuwangi Regency comprise 30 public schools and 36 private schools. In addition, one indicator that a school is considered successful is the achievement of high scores in National Exams and maximum rate of graduation. Schools with the highest scores in National Exams and 100% graduation rate every year are considered successful and thus will gain public trust.

Leadership style and work motivation, work discipline is very important for teachers and leaders, because with high work motivation and discipline as well as comfortable work environment, the tasks (duties) will be done eagerly and enthusiastically so that an optimal result (work performance) will be achieved, which will definitely support the achievement of the desired goals efficiently and effectively. Leadership style and work motivation, as well as work discipline are related to performance, in which teacher performance can be enhanced by a leadership that is supported by high work motivation and discipline, willingness and abilities in performing the tasks.

The effects of the principal's leadership on teacher performance according to Uben and Hughes (2005) are in the forms of the creation of school climate that can boost or hinder the effectiveness of teacher performance. As a leader in an educational institution, a principal should be the driving force for the occurrence of educational process. Generally, according to Sergiovani (2003), the tasks and the roles of a principal are as an educational leader (*education leadership*) and as a *school manager*. Meanwhile, according to Suryosubroto (2004), in addition to being a manager, a principal also acts as a supervisor.

Another factor that can enhance teacher performance is work motivation, the motives or certain goals that lie behind the actions. Those motives act as a driving force that give the teachers power so that they want and are willing to work hard. This is proven based on a study by McClelland (1961), Murray (1957), Miller (1967) quoted in Mangkunegara (2005), which concludes that there is a positive correlation between achieved motivation and achieved performance/work achievement. This means that leaders, managers, and employees that have high motivation and accomplishment will achieve high performance, and vice versa, i.e. those whose performance is low are driven by the low work motivation. Some factors that cause the lack of success of an educational institution (school) include the lack of teacher's quality, motivation, work discipline, facilities, and the leadership style of the principal (Winardi, 2001).

The variables of the principal's leadership style, motivation and work discipline have significant effects on teacher performance in the school environment. One way of school management to improve work achievement, motivate and improve teacher performance is by the influence of the principal's leadership style (Rahman, 2006). Fernandez, Sergio, (2003), states that the influence of the principal's leadership style is very important for teachers in improving the quality of education at school. Yulk Garry (2005) also examines the effects of the principal's leadership style on teacher performance through teachers' work motivation. Nevertheless, Utaminingsih (2010), and Moeljanto (2010) present different results from the two aforementioned studies. The findings of Utaminingsih and Moeljanto reveal that the principal's leadership style has no significant effects on teacher performance. From the results of those studies, there is a *research gap*, i.e. the findings were not consistent regarding the effects of leadership style on teacher performance. This study aims to investigate the effects of leadership style on teachers' work motivation, work discipline and teacher performance.

2. LITERATURE REVIEW

2.1 Definition of Performance

In general, *performance* can be defined as someone's success in performing a task. *Job performance* is also defined as a *successful role achievement* that someone obtains from his or her actions. According to the origin, the term "performance" comes from the words "*job performance*" or "*actual performance*" (work achievement or true achievement accomplished by someone). Natawijaya (2006) specifically defines teacher performance as a set of actual behaviors that a teacher shows when she or he provides learning to the students such as creating teaching programs, choosing appropriate methods and media to deliver, evaluating, and following up with enrichment and remedials.

According to Hersey and Blanchard (2000), there is no leadership style that suits various conditions in an organization, but leadership style can be very effective if it can accommodate the environment. Leadership style is one of the managerial aspects in the life of an organization which is a key position, because the leadership of a manager acts as a coordinator in the cooperation process between people in the organization.

2.2 The Theory of Work Motivation

Motivation is a set of attitudes and values that affect an individual to achieve specific things in accordance with his or her goals. Those attitudes and values are something *invisible* that gives power to encourage individuals to behave in achieving the goals. Veithzal (2005) states: "Two things perceived as individuals' driving force are the direction of attitude (working to achieve the goals) and the power of the attitude (how strong the individual's effort is in working)". Furthermore, Abraham Maslow argues that adults (subordinate employees) normally should fulfill at least 85% of their physiological needs, 70% of security needs, 50% of social needs, 40% of the needs for appreciation, and 15% of the needs for self-actualization, family, which can be the cause of conflicts at work.

2.3 The Theory of Work Discipline

The definition of discipline in the Great Dictionary of the Indonesian Language (also known as KBBI) is the obedience (compliance) to the regulations (rules). The word "discipline" comes from the Latin word "*disciplina*", which means training or education of politeness and spirituality as well as the development of characters. Munandar (2007) asserts that discipline is a form of compliance with the established rules. According to Sun Tzu (2007), all kinds of wisdoms have no meaning if not supported by the employee's work discipline in the organization, which can be seen from their attitudes. The employees' attitudes and behaviors are based on the compliance in implementing the established rules and the regulations. Obeying the rules means giving positive supports to the organization in implementing the programs that have been established, so that the goals of the organization can be achieved more easily.

2.4 The Correlation between the Principal's Leadership Style and Performance

In order to carry out the role and the function as a manager, a principal must have appropriate strategies to empower education personnels through cooperation and cooperatives as well as give them opportunities to enhance their profession and encourage the involvement of all education staff in various school activities.

2.5 The Correlation between Work Discipline and Performance

Simamora (2006) states that: "Discipline is a procedure that corrects or punishes a subordinate for violating against the rules or the procedures. Discipline is a form of employee's self-control and an organized implementation as well as showing the work team's level of seriousness in an organization." When a person can apply the discipline then she or he will be able to perform the tasks that become her or his responsibilities. Based on the above explanation, there is a linkage between work discipline and teacher performance. This means that the higher the work discipline of a teacher is, the higher the results of his or her performance are.

2.6 *The Correlation between the Principal's Leadership Style, Work Motivation and Discipline, and Performance.*

Rusyan (2000) asserts that: the principal's leadership style provides work motivation for the improvement of teacher's work productivity and students' learning outcomes.

Teachers who have intrinsic and extrinsic motivations will achieve more if supported with good work discipline. Davis (2003) states that work discipline as the implementation of the management to strengthen the guidelines is closely related to performance. Work discipline is closely related to the employees' attitudes and affects performance. Teacher performance can be seen from the teachers' success in performing their main duties.

3. METHODS OF RESEARCH

3.1 *Types of Research and Data Sources*

The type of this study is descriptive analytical explanatory with survey methods using questionnaires and lists of questions for the respondents. The type of data used is qualitative data, which is explained through the number of each observed category. The data sources of this study are primary data, i.e. data that are obtained from the respondents (Sugiono,2002).

3.2 *Population and Samples*

In this study, the samples are selected from the total number of teachers by using random sampling technique based on the sample size from Krejcie & Morgan 1970 (Sugiono, 2001).

Table 1. The Number of Respondents/ GTT (Non-Permanent Teachers) at SMK PuspaBangsa, Cluring District, Banyuwangi Regency

No	Years of Service	Number of Teachers
1	1 – 4 years	10
2	5 – 7 years	15
3	8 – 15 years	25
4	15 – more years	20
Total Number of Teachers		70

Source: SMK Puspabangsa, 2016

This technique used to prove the research hypotheses is *path analysis*.

4. RESULT AND DISCUSSION

4.1 The Technique of Data Analysis and the Results of Hypothesis Testing

The equation models (1), (2), and (3) are as follows:

$$Y_1 = 0.509X_1 + 0.861e_1 \quad (p=0.000)$$

$$Y_2 = 0.258X_1 + 0.966e_2 \quad (p=0.031)$$

$$Y_3 = 0.181Y_1 + 0.021Y_2 + 0.348X_1 + 0.881e_3 \quad (p=0.001)$$

4.2 Direct and Indirect Effects

Direct and indirect effects of the principal's leadership style, work motivation, work discipline, and teacher performance are shown in the following table.

a. *The indirect effects of leadership style on teacher performance through teacher's work motivation is:*

$$X_1 \rightarrow Y_1 \times Y_1 \rightarrow Y_3$$

$$0.509 \times 0.181 = 0.092$$

b. *The indirect effects of leadership style on teacher performance through teacher's work discipline is:*

$$X_1 \rightarrow Y_2 \times Y_2 \rightarrow Y_3$$

$$0.258 \times 0.021 = 0.005$$

4.3 The Effects of the Principal's Leadership Style on Teacher's Work Motivation

Leadership style has significant and positive effects on teacher's work motivation. The leader in this study, the principal at SMK PuspaBangsa, has been able to ensure from the beginning that all members of his team (all teachers and staff) understand the Vision and the Missions of SMK PuspaBangsa. In communicating something to his team, the principal usually uses media such as email, *notes*, official memos, *chat-group*, or other internal *communication tools*.

4.4 The Effects of Leadership Style on Teacher's Work Discipline

Based on the respondents' responses regarding leadership style (X1), the average score obtained is 3.92 and for teacher's work discipline (Y2), the average score obtained is 3.28.

The testing results of path analysis reveal that the variable of leadership style has positive and significant effects on work discipline. Thus, it can be said that leadership style of a leader can make the subordinates obey the rules and be disciplined.

This finding is consistent with the results of a study by Widyawati (2011), who states that leadership style significantly affects teacher's work discipline. This means that how a principal evaluates, directs, and motivates teachers by socializing the school's work program to teachers and providing supervision will cause the teachers to have a sense of commitment and attitudes to comply with the regulations and the procedures that are established at SMK PuspaBangsa.

Table 2. The Results of Hypothesis Testing

No	The Relationship between Variables	Path Coefficient (Beta)	t-Value	F Value	Testing Results
1.	Leadership style and work motivation	0.509	4.877		H1 is accepted
2.	Leadership style and work discipline	0.258	2.204		H2 is accepted
3.	Leadership style and teacher performance	0.348	2.729	6.335	H3 is accepted

No	The Relationship between Variables	Sig.	The Coefficient of Determination (R square)	The Coefficients of Other Variables
1.	Leadership style and work motivation	0.000	0.509	0.491
2.	Leadership style and work discipline	0.031	0.258	0.742
3.	Leadership style and teacher performance	0.008	0.473	0.527

Table 3. Direct Effects

Variables	Direct Effects		p-value
	The Coefficient of Effects	The Effects on	
Leadership Style (X ₁)	0.509	Work Motivation (Y ₁)	0.000
	0.258	Work Discipline (Y ₂)	0.031
	0.348	Teacher Performance (Y ₃)	0.008

Note: If *p-value* < 0.05, it means there is a significant effect

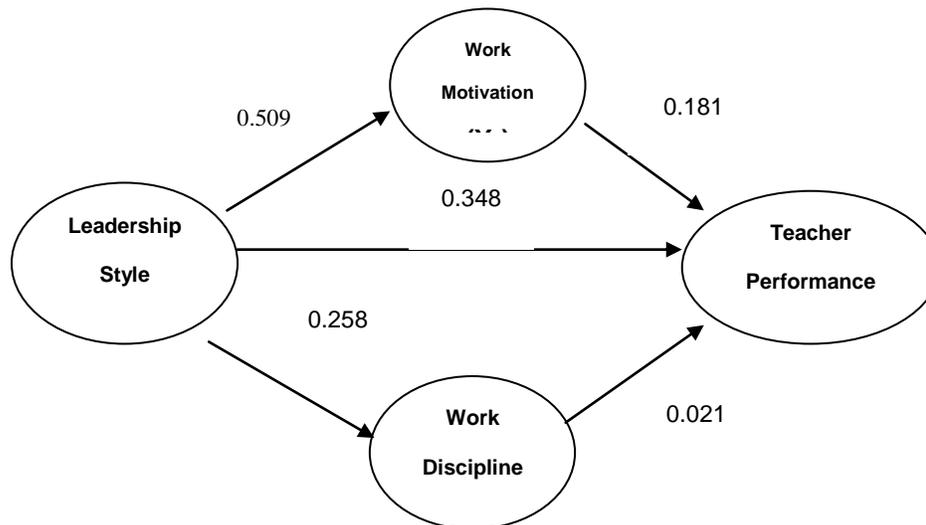


Figure 1. Path Coefficients between Variables

Table 4. The Indirect Effects of Leadership Style on Teacher Performance

Variables	Indirect Effects	The Coefficient of Effects
Leadership Style (X_1)	Through work motivation (Y_1)	0.092
	Through work discipline (Y_2)	0.005

4.5 The Effects of Leadership Style on Teacher Performance

Leadership style has positive and significant effects on teacher performance. This means that the leadership style that is applied by the principal at SMK PuspaBangsa can improve the performance of the teachers. With the opportunities for the subordinates to give suggestions, considerations or opinions; the tasks given to the subordinates are given more of a request than an instruction. In addition, the existence of reciprocal communication enables teachers to have creativity in developing the learning without forgetting to utilize the technology.

4.6 The Indirect Effects of Leadership Style on Teacher Performance through Teacher's Work Motivation

Even though leadership style has direct positive and significant effects, but through motivation the leadership style does not affect performance. Teacher performance cannot be separated from the leadership style and the work motivation of the teachers at the school.

A leader that is sensitive to the needs and the wishes of the teachers will make the teachers feel more appreciated and thus with such appreciation given by the leader, they feel more comfortable at work. The motivation in working will encourage teachers to accomplish better and improve their performance. However, as each teacher has different motivation in working, social background, as well as education, the effect of the leadership style on teacher performance through motivation is only little.

This finding is consistent with the results of a study by Paracha (2012), who states that leadership style has no significant or positive effects on teacher performance through teacher's work motivation.

4.7 The Indirect Effects of Leadership Style on Teacher Performance through Teacher's Work Discipline

Leadership style has no indirect effects on teacher performance through teacher's work discipline at SMK PuspaBangsa in Cluring District, Banyuwangi Regency. If leadership style is followed by disciplinary rules, and compliance with the regulations, the teachers feel watched and think that the discipline meant here as well as the school condition that is unpleasant, unorganized, and so forth can lead to attitudes that are less or not disciplined. The less flexible curriculum, forced, and so forth can also cause undisciplined attitudes in the process of teaching and learning specifically and in the educational process generally. Meanwhile, some teachers are not affected by such condition because they put forward their pedagogic skills.

5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In accordance with the conducted study and the discussion on the effects of the principal's leadership style, work motivation and work discipline on teacher performance at SMK PuspaBangsa in Cluring District, Banyuwangi Regency, it can be concluded that leadership style has positive effects on teacher's work motivation at SMK PuspaBangsa, Cluring District, Banyuwangi Regency. Leadership style positively affects work discipline. Leadership style also significantly affects teacher performance. This means that the leadership style applied by the principal at SMK PuspaBangsa can improve the performance of the teachers. Teacher's work motivation has no significant or positive effects on teacher performance. Work discipline also has no positive effects on teacher performance. Leadership style has no indirect effects on teacher performance through teacher's work motivation and leadership style has no indirect effects on teacher performance through teacher's work discipline at SMK PuspaBangsa, Cluring District, Banyuwangi Regency.

5.2 Suggestions

Based on the above conclusions, for this study to be able to be generalized, the object of the research should be expanded. For example, future research can be conducted at different schools, outside schools or non-schools to enhance the results of the research in generalizing a phenomenon found and increasing the object of the research.

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ACKNOWLEDGMENT

We would love to express our gratitude to all parties that have given help and support in realizing this study, especially SMK Puspabangsa in Cluring District- Banyuwangi Regency, University of Brawijaya Malang, supervisors, and the board of examiners.