

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District



Halianur¹, Sulaiman², Muhyani Rizalie³

^{1,2,3}Master in Education Administration Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

ABSTRACT: The purpose of this study was to analyze the direct and indirect correlation between the principal's leadership behavior, subordinate maturity and work motivation with the work discipline of teachers at SDN (Sekolah Dasar Negeri) or elementary schools in Awayan District. The method used in this study was a descriptive correlational using a path analysis model to analyze correlation patterns. The independent variables consisting of principal leadership behavior (X1) and subordinate maturity (X2). Meanwhile, the dependent variable is the teacher discipline (Y) and intermediate variables (intervening variable) that is teacher work motivation (Z). The study population was 156 teachers from 21 elementary schools located in Awayan District, and 159 respondents were taken as research samples using the proportional random sampling technique and proportional allocation formula. The data was collected using questionnaire. Meanwhile, the data analysis used descriptive analysis, classical assumption testing, hypothesis testing and path analysis. The results of the study showed that there was a partial direct correlation between the principal's leadership behavior, subordinate maturity and work motivation with teacher discipline and there was an indirect correlation between the principal's leadership behavior and subordinates' leadership behavior with work discipline through work motivation at SDN Awayan District. The principal's advice as a leader should continue to improve the behavior of his duties (initiation) such as taking more time to communicate well with teachers and more engaging and listening to teachers to make school policy plans as well as work procedures for teachers. Teachers continue to improve their skills as teachers and continue to gain experience by participating in activities related to work improvement. Teachers should make more efforts to improve work discipline by more streamlining time at work such as the teaching process in the classroom, completing assigned tasks on time, carrying out every set rule well.

KEYWORDS: leadership behavior of the principal, maturity of subordinates, motivation of kerja, teacher work discipline

INTRODUCTION

The quality of education in Indonesia has become a concern from various parties among others the government, educational field members and community. The low quality of education in Indonesia is also reflected in the competitiveness at the international level. Indonesia's competitiveness according to the World Economic Forum in 2017-2018, is at the level of 54 out of 131 countries. Far below the competitiveness rankings of fellow ASEAN countries such as Malaysia which is 21st and Singapore is 7th (Sudrajat, 2015). Efforts to improve the quality of education in Indonesia, the government must pay more attention to the quality and quality of education, including basic education, which is still a basic problem of national education that is still not well solved. The main key in improving the quality of education is the optimization of human resources, especially teachers. Teachers have a very important and very decisive function in the learning process. Professional teachers are required to be able to deliver the subject matter well, effectively and efficiently so that students as students can understand and understand what the teacher conveys in the learning process. Teachers are also required to master learning strategies so that the learning process in the classroom is passionate and fun, besides that teachers are also expected to be disciplined in carrying out their duties as educators. Discipline in work is an attitude that must be possessed by teachers because with high work discipline, it is hoped that the goals of education can be achieved as expected by a school, because work discipline in teachers aims to ensure the maintenance of discipline and smooth implementation of tasks in achieving school goals, it is necessary for teachers who are full of loyalty and obedience to applicable regulations and are aware of their responsibility to organize school goals.

The teacher's labor discipline is closely related to compliance with school rules. Discipline will encourage teachers to work in accordance with applicable regulations and procedures. Teachers who arrive on time and do not leave the classroom before the end of class are examples that can motivate students to learn. Article 3 number 11 of Government Regulation No. 53 of 2010

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

concerning the discipline of civil servants requires civil servants to enter work and obey working hours. The article explains the obligation to "work and obey the regulations of working hours." Thus, every civil servant is obliged to come, carry out duties, and go home in accordance with the provisions of working hours and not to be in public places not because of the service. As stated by Irawan (2019), teachers who have a disciplined attitude will come and go home on time. They will teach with a sense of responsibility. Therefore, it is hoped that teachers can show a high attitude of discipline where the teachers will obey all rules and policies, provide maximum service and show a sense of responsibility from their work. The application of discipline is very important because it can show how many rules the teacher can obey. The realization of school goals is inseparable from the discipline of teachers. However, the actual situation on the ground is different, there are still some teachers who do not understand these responsibilities and functions, so there are often inequalities in the implementation of their duties, and the educational goals implemented cannot be achieved properly.

Based on the results of preliminary observations regarding teacher discipline in the Awayan District Elementary School area, teacher discipline has not been optimal. This can be seen from the discipline when there are still teachers who leave school during working hours for unaccountable reasons such as teachers who arrive late or leave prematurely for no apparent reason. From the discipline of regulations, there are still teachers who are not disciplined against the rules made by the school such as inaccuracy in time, discrepancies in carrying out learning planning, negligence in completing predetermined tasks is one thing that often happens to teachers. As a result of the teacher's non-work discipline, a teacher will not be able to complete everything he has planned and will not be able to perform well to achieve learning goals if he does not have discipline. It is discipline that makes teachers perform well because with good discipline the teacher will know what needs to be done and focus on it. Thus, discipline is an attitude that must be possessed by teachers because with high work discipline, it is hoped that the goals of education can be achieved as expected by a school.

Hasibuan (2014) stated that the indicators of discipline including: (1) discipline towards official duties, (2) discipline towards time, (3) discipline towards the working atmosphere, (4) discipline in serving the community, and (5) discipline in attitudes and behavior. Being discipline is an obligation that must be obeyed and a prohibition that must not be violated by every teacher or employee. Discipline is a social aspect that needs to be understood deeply and grown from within the individual as something that must be done to carry out something that applies. It can be interpreted as an attitude of respect, respect, obedience, and obedience to applicable regulations, both written and unwritten and able to carry them out and not evading to accept the sanctions if they violate the duties and authorities given to them.

Leadership factors play a very important role in all efforts to improve teacher discipline, both at the group level and at the organizational level. The efforts made by the principal in bringing order to educators will have a positive impact on the learning environment and atmosphere. It is possible that there are educators who neglect their noble duties as teachers, so the role of the principal as a leader who provides guidance to teachers is very necessary for the direction of teacher discipline. Work discipline itself is closely related to the leadership behavior of a person in a led organization. Research conducted by Riyanto (2020) concluded that leadership behavior has a positive effect on teacher work discipline. Suriansyah & Mahdianti (2020) divided the factors that affect work discipline into two parts, namely, personality factors and environmental factors. The correlation between leadership behavior and work discipline can also be seen from the inherent supervision aspect carried out by the leadership. The most suitable and suitable individual to carry out supervision of discipline is the direct supervisor for the members of the organization or employees concerned. This is because the direct superiors know best and know best and are close to the employees who are subordinates. The supervision carried out by superiors is certainly an instrument to control employee behavior so as to create high work discipline.

Leadership not only affects the achievement of a goal but also is a process of motivating the behavior of members of the organization, as well as influencing efforts to improve the group and work discipline of the members of the organization. Motivation is an impetus for a person to do their job well. If someone is motivated then they will make a positive choice to do something because it can satisfy their desires. Motivation can spur an employee to work hard in order to achieve goals. According to Rivai (2014), motivation is a collection of a series of attitudes and values that a person has that effect his behavior and behavior to achieve specific goals. As a result, the principal's leadership behavior can effect his subordinates and be able to motivate teachers to have good discipline and have a strong commitment to the organization. This is evidenced in research conducted by Arbainah (2021) stating that leadership behavior has a significant effect on teacher work discipline by providing positive examples and can direct employees or subordinates to behave in accordance with applicable regulations. This is reinforced by Hallinger and Lithwood's research in Sabirin (2018) concluding that effective school organizations are always led by effective principals as well.

The concept of maturity in relation consists of two elements, namely ability and willingness. Ability is related to a person's ability and skill in doing his job. Some of the employee differences that affect the human resources program are differences in terms of their capabilities. Ability is the action to involve several behaviors. These abilities come from knowledge, skills, and harmony, namely potential abilities that have not been optimally developed. Meanwhile, willingness is related to one's self-

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

confidence and motivation (Thoha, 2014). One of the key factors for leadership effectiveness is identifying the maturity level of the individual or group to be effected to subsequently use appropriate leadership behaviors. The subordinate maturity level can be measured through indicators: 1) Low maturity level, 2) Intermediate maturity level, and 3) High maturity level. Maturity affects the discipline of a person, the work discipline of a person who is part of an organization is one part of the personality maturity of a teacher is one of the keys to achieving organizational goals and being able to achieve organizational goals. The work discipline of an individual can be seen from the use of appropriate working time, the example of the leader, the supervision carried out by superiors, the use of infrastructure, adherence to work rules, and following the procedures that have been established by the organization. Obedience in carrying out work will affect the discipline of the employee concerned.

Based on the results of the study conducted by Sukarmi (2017) with the title *The correlation of Emotional Maturity, Commitment and Teacher Discipline to Teacher Performance (Study on SLB Teachers with Mental Impairments in Malang)*, it can be concluded that there is a significant positive effect of emotional maturity on discipline. The perception of workload also has a significant negative effect on discipline in SLB teachers who teach students with mental disabilities. Then simultaneously, the variables of emotional maturity and workload perception have a significant effect on discipline. This shows that the three hypotheses that researchers put forward are accepted. It can be interpreted that when teachers have high emotional maturity and are able to perceive workload more positively can increase the tendency of teachers to discipline.

The level of maturity of teachers also affects their work motivation. Mustafa (2019) stated that people who have high maturity will have greater motivation to carry out their duties and responsibilities well. In contrast, an individual with a low level of maturity will also have low work motivation. When the subordinate concerned has the desire to carry out his duties and responsibilities sometimes bumped with incompetence in employees who concerned to carry out duties in accordance with the correct directions and procedures. Work motivation for teachers is the impulse that arises from within, consciously or unconsciously to carry out their duties as a teacher in achieving their goals. Motivation will foster a sense of more care, responsibility, loyalty and discipline in carrying out his duties as a teacher. Motivation is one of the things that greatly affects the discipline of teachers in doing their work. Cultivating motivation that is able to effect teacher discipline in order to achieve organizational goals is not an easy thing. This is because basically humans have different behavioral characteristics according to their needs. It is further explained that if there are differences or gaps in the perceptions of members with the leadership regarding the perceived and expected motivation. It will create work indiscipline, decreased work motivation, and can lead to abuse of rights and obligations which ultimately results in teacher performance not being fulfilled optimally.

The results of the study by Wulandari (2017) concluded that motivated teachers are those whose intrinsic and extrinsic needs have been addressed. The satisfaction of all teacher demands will alleviate the tensions associated with meeting these needs, as well as provide and motivate teachers to voluntarily be more receptive to work-related obligations and prohibitions. Discipline is a person's ability to operate in accordance with existing norms or regulations. Motivation has an effect on discipline. To motivate employees to comply with all requirements, the proper technique is required, namely raising employee motivation.

Work motivation and work discipline are distinct, although both have a correlation with the execution of an organization's operations. Work motivation is crucial for improving and enforcing employees' job discipline in order to obtain maximum work results. According to Herzberg in Sabirin (2018), there are two groups of factors that affect a person's work, namely Motivator and Hygiene factor. Motivator factors are factors that can provide motivation for individuals to do work. Meanwhile, hygiene factor is a very vital factor and must be met first before they are motivated so that they can provide a pleasant situation and can provide satisfaction to every individual who works.

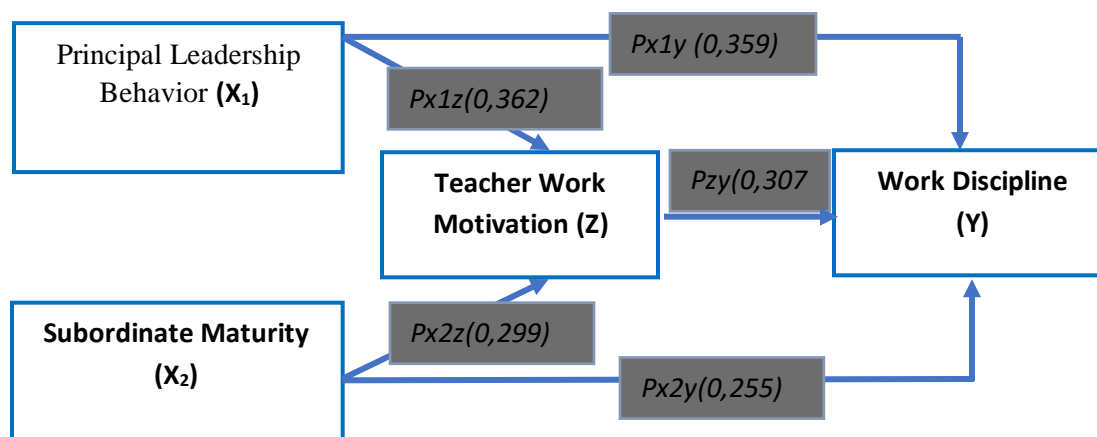
RESEARCH METHOD

This study employed a correlational descriptive method using a path analysis model to examine correlation patterns. Independent variables consisted of leadership behavior (X1) and subordinate maturity (X2). The dependent variables comprised of teacher discipline (Y), and the intermediate variables comprising the instructor's job motivation (intervening) (Z). The study population consisted of 156 instructors from 21 elementary schools in the Awayan District. Then, 159 respondents were sampled using proportional random sampling and the proportional allocation procedure. The data was collected by means of questionnaires and the data analysis by means of descriptive analysis, classical assumption test, hypothesis test, and path analysis with regression test stages, partial test (T-test), determinant test, and sobel test.

RESEARCH RESULTS

The descriptive statistics analyzing the results of the questionnaire data describing respondents' responses regarding the variables of principal leadership behavior, subordinate maturity, work motivation and teacher work discipline can be seen in:

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Aawayan District



Graph. Path Analysis on the Direct Correlation

Table 3. Summary of Direct Effect Hypothesis Test Results

Hypothesis	Sig.	Decision
Px1y : There is a correlation between the principal's leadership behavior and work discipline	0,000	Accepted
Px1z : There is a correlation between the principal's leadership behavior and work motivation	0,002	Accepted
Px2y : There is a correlation between the maturity of subordinates and work discipline	0,000	Accepted
Px2z : There is a correlation between the maturity of subordinates and work motivation	0,003	Accepted
Pzy : There is a correlation between work motivation and work discipline	0,000	Accepted

Table 4. Summary of Indirect Effect Hypothesis Test Results

Hypothesis	Coefficient correlation		Sobel Test	Keputusan
	Direct	Indirect	t-count	
Px1zy : There is a correlation between principal leadership behavior and work discipline mediated by work motivation.	0,359	0,111	2,685	Accepted
Px2zy : There is a direct effect of teacher self-efficacy through teacher work discipline on teacher performance	0,255	0,091	2,389	Accepted

DISCUSSION

A. The Direct Correlation Between Principal Leadership Behavior and Teacher Discipline at SDN Aawayan District

Based on the results of the analysis, the results of the study interpreted that the principal's leadership behavior is related to teacher work discipline. This shows that the implementation of effective principal leadership can result in a higher level of teacher work discipline. On the contrary, the application of ineffective principal leadership would affect the low level of teacher work discipline in SDN Aawayan District. The results of this study are supported by Suriansyah & Mahdianti (2020) concluded that there is a correlation between the principal's leadership and work discipline is included in the strong category. The results of the study by Riyanto (2020) and Rahayu (2019) to which both of studies concluded that the principal's leadership had a positive and significant effect on teacher discipline that could be accepted or supported by the reality that occurred in this research object. This means that the better the implementation of the principal's leadership, the more teacher discipline will increase.

The results of this study showed that there is a correlation between the principal's leadership conduct and the discipline of teachers in the SDN Aawayan District. The principal sets a good example for teachers, has high moral and ethical standards, and must respect colleagues. Teacher discipline in learning at SDN Aawayan District in the execution of teachers' learning process capabilities where the principal supervises, controls attendance, and guides all teachers. The attitude of the principal is to be able to provide an example for teachers, such as the principal, by having a perspective and attitude towards their work. Additionally, the administrator sets an example in disciplinary matters so that teachers can serve as disciplinary role models. Principals as leaders must be disciplined, honest, fair, and consistent with their words and actions. With exemplary leadership, the teachers' discipline will likewise be excellent. However, if the leadership lacks discipline (sets a poor example), the subordinates will likewise lack discipline. The principal's rigor controls the teacher's discipline with relation to the availability of all necessary learning tools. As is well-known, the

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

teacher is responsible for ensuring the completeness of learning tools prior to carrying out the learning process with steps in the execution of learning. In carrying out teacher discipline, the principle plans learning equipment. At the beginning of each semester, the principal convenes a conference with all teachers to discuss the preparation of completeness of teaching devices and the decision of the time for collecting teaching devices. The principal always communicates the standards of the work program in a transparent manner and offers teachers with direction and advice on how to be more disciplined. The principal also consistently provides the teachers with solutions to their problems. Therefore, a teacher with a high vision of work will be self-disciplined, or vice versa, a self-disciplined person who grows from within due to their understanding of their responsibilities.

Based on the description above, the principal's leadership has a positive correlation with teacher discipline at SDN Awayan District. With the concept of the principal's leadership behavior, the subordinates would feel trusted, admired, proud, loyal and respectful to superiors and motivated to do work with results that exceed the targets that have been set together.

According to the results of the study by Arbainah (2021), the results of testing the effect of leaders on teacher discipline were 0.127 with a positive direction. The positively marked path coefficient means that school leadership behavior has the effect of improving teacher discipline. Saleh & Nathalia (2019) showed that there is a significant positive correlation between leadership and work discipline in teachers and research by Nurul et al., (2022) also stated that there is a direct correlation between the principal's leadership behavior and teacher discipline.

B. The Direct Correlation Between the Subordinates Maturity and Work Discipline of Teachers at SDN Awayan District

Based on the results of the research regression test, it was seen that there was a significant correlation between the subordinate maturity variables and the work discipline of teachers at SDN Awayan District. The results of this study are in accordance with the results of the study by Silfiati & Aslamiah (2016) who concluded that the maturity of subordinates in this case is the teacher and the teacher's work discipline has a significant correlation. The results of the study (Suriyansyah & Teresia, 2019) also concluded that 37.11% of teacher discipline levels were effected by the level of maturity of teachers in carrying out their duties. Its correlation with the discipline of working high subordinate maturity was supported by the existence of knowledge about the objectives and benefits of disciplinary behavior in the work and its own responsibility, both theoretically and practically. If related to the teacher, this knowledge is related to the teacher's compliance with the regulations made to carry out the duties and responsibilities of the teacher in carrying out his main duties, namely teaching, starting from preparation before teaching, implementation of the teaching and learning process to the evaluation stage of the teaching and learning process. Teachers with high maturity will certainly have the intention or willingness to carry out their duties as well as possible, so that it will have a positive impact on the implementation of the teaching and learning process in accordance with the regulations or work standards that have been determined by the school. The results of this study are in line with the research by Arbainah (2021) which states that high discipline can be seen from the behavior of teachers who work or carry out tasks by prioritizing punctuality and conformity with applicable standards or guidelines in schools.

The discipline of teachers at SDN Awayan District needs to be improved in terms of carrying out the duties and responsibilities under their authority, but sometimes they do not pay attention to the regulations that have been set, so that disciplinary behavior is ignored, such as experiencing a transfer of duties and being unhappy with the placement of new job assignments. Among teachers with an intermediate maturity level, disciplinary breaches are nevertheless possible. In relation to field situations, teachers with a maturity level typically complete work past the stipulated deadline and are not thorough enough to eliminate all errors.

The correlation between subordinate maturity and teacher discipline can be deduced from the teachers' capacity and willingness to enforce the prevailing rules or regulations. In order to motivate teachers to comply with all requirements, it is necessary to employ the proper method, namely growing teachers' work-related maturity. The maturity of subordinates in relation to the context of this study is equivalent to the readiness of teachers to carry out their obligations and tasks. Based on this, it is known that teachers have a high level of maturity since they are aware of the necessity of discipline at work; consequently, they have a strong willingness to abide by the school's standards. This is demonstrated by the fact that the description of teacher discipline in SDN Awayan District falls into the "high" category.

Several supporting studies such as the results of the study by Silfiati & Aslamiah (2016) showed that subordinate maturity significantly had a positive effect on discipline. The results of the study by Wulandari (2017) showed that there was a correlation between subordinate maturity and teacher discipline. In addition, Dirgantara et al., (2022) concluded that subordinate maturity variables had a direct significant correlation with teacher discipline.

C. The Direct Correlation Between Teacher Work Motivation and Teacher Work Discipline at SDN Awayan District

Based on the results of the path analysis test, it can be seen that there is a significant correlation between work motivation variables and the discipline of teachers in Awayan District. The results of this study show that motivation is a driver to carry out discipline in order to get good results. If the teacher has high work motivation, then it can be ascertained that the teacher has high discipline as well. This result also strengthens the results of previous research that has been carried out by Arbainah (2021) in her research concluded that work motivation has a positive and significant effect on discipline. Saleh & Nathalia (2019) concluded that there is a

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

positive contribution of teacher work motivation to teacher discipline, meaning that the higher the application of work motivation, the higher the teacher discipline and Rahayu (2019) in her research revealed the results that motivation variable has a positive and significant effect and on the teacher discipline variable

Reward and punishment illustrate the correlation between work motivation and work discipline. The results demonstrated a favorable opinion of respondents who were rewarded or punished for their performance, so pushing teachers to perform better inside the business. Teachers are driven to improve since they will be rewarded for their efforts. Rewards may take the shape of performance-based bonuses, increased benefits, appreciation, and career progression. Another strategy used to limit or eradicate disobedient behavior is punishment, which pushes teachers to work with rigor and in accordance with applicable rules in order to demonstrate better discipline. High motivation results from the desire to carry out activities, the existence of hopes and ideals, the existence of self-respect, the existence of a good environment, the existence of interesting activities, as well as the encouragement and need to carry out activities that increase organizational productivity by adhering to policies and regulations that apply both within the organization and externally.

Even though the study revealed a substantial association between work discipline characteristics and teacher motivation in the SDN Awayan District, not all of the teachers were able to demonstrate a high level of work discipline. This is due to the fact that an individual's understanding of discipline is not always based on willingness or awareness, but rather on coercion, whereas motivation is mostly influenced by external variables such as the leadership of the principal or the demands of teachers such as salary or status. Overall, innovation is essential for enhancing teacher discipline at work, motivating employees to be self-disciplined in their work performance, and educating teachers to comply with and appreciate existing rules, procedures, and regulations. This research is in line with the results of research from Musnandi & Yunus (2019) summing up the correlation between work motivation in increasing discipline by 29.81%. These results are supported by research by Saleh & Nathalia (2019) concluding that work motivation has a significant effect on discipline in teachers at SDN Segugus Alalak North Banjarmasin.

D. The Direct Correlation Between Principal Leadership Behavior and Teacher Work Motivation at SDN Awayan District

The results showed that there was a significant correlation between the principal's leadership behavior variables and the work motivation of teachers at SDN Awayan District. The results of this study support previous research such as research by Arbainah (2021) concluded that there are variables in the principal's leadership behavior towards work motivation in State Junior High School Teachers in Karang Intan District. Other research study by Suriansyah & Mahdianti (2020); Rahayu (2019); and Sundari (2019) put forward the same results in research on the effect of transformational leadership on work motivation.

Some of the motivations observed in the principal's leadership behavior, such as the principal's behavior in fostering communication correlations with teachers are excellent, as evidenced by the principal's warmth and smoothness in establishing communication, warm leadership attitudes, and his or her consistent respect for and confidence in the teachers. This exemplifies the mentality of the principal, who always supports teachers' ideas, provides motivating reinforcement, and is a constant source of inspiration for teachers, employees, and students. The behavior of the principal also includes allowing teachers the freedom to participate in various types of training, training, or related socialization to support the way teachers work, involving teachers in problem-solving or the division of responsibilities and positions, and never being authoritarian in problem-solving or task management.

Some things that principal can do to improve work motivation is providing time to communicate with teachers and must be able to stimulate subordinates in order to promote work motivation. In addition to encouraging teachers to improve their competence and careers, the principal provides opportunities for teachers to engage in a variety of trainings or seek further education. Most importantly, a leader is always responsive to criticism, ideas, and problem-solving. The honesty of the principal motivates teachers to work at least strengthening and complementing in a fair and equitable manner. With this mindset and these traits of leadership, educators will definitely be tremendously motivated.

One of the leadership roles that most effects the motivation of teachers' work is the attitude of the leadership who is open and always listens or is sensitive to what the teachers want. Teachers will be motivated if all the desires that are part of improving the learning process itself can be listened to by leaders such as teachers listening and respecting the opinions of their students. A good leader will always give his subordinates the opportunity to speak listening to what they need and expect, because listening to the good intentions and wishes of a teacher will further strengthen the motivation of the teacher's own work, feeling valued and needed. Some of the results of previous studies that are in line with the results of this study such as the results of research by Nurtjahjono (2018). His research concluded that there is an effect of leadership style on teacher work motivation. Suriansyah & Mahdianti (2020) also showed the results of the analysis that the leadership variable has a significant effect on teacher work motivation.

E. The Direct Correlation Between Subordinate Maturity and Teacher Work Motivation at SDN Awayan District

The results of the study from the regression equation showed that there was a positive correlation between the maturity of subordinates and the work motivation of teachers at SDN Awayan District. The results of this study are supported by research that has been carried out by Sabirin (2018) concluded that teacher maturity in this work is useful for increasing teacher motivation, hi this

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

is evidenced by a determination value of 57%. The research by Suka et al., (2021) concluded that the higher the maturity of subordinate in this case is the teacher, the higher the motivation of the teacher at work. On the other hand, the lower the maturity of subordinates, the lower the motivation possessed by the teacher.

The correlation between maturity and motivation in SDN teachers in Awayan District can be seen from the level of confidence in terms of carrying out their work such as knowing well the advantages and disadvantages that teachers have so that they can develop their potential according to their abilities, teachers are also able to introspect themselves on the results of the performance they have done and with confidence teachers are able to set standards for achieving their performance can also be calm when facing and solving problems at work. Teachers with high maturity to do work will be motivated to learn from the experiences they have experienced, motivated to find and collect information and attend training to improve their skills, so motivated to form a high willingness to carry out their work with full confidence and positive self-concept. In the study by Sukarmi (2017) explained that teachers who have high maturity at work are not only oriented towards income, but teachers with high work maturity have a work orientation that has been better prepared, more confident because they have made educational and job choices and have prepared themselves, in order to develop their abilities and readiness to face challenges at work.

Some of the results of this study in line with this study are the results of research conducted by Sari et al., (2022) concluded The regression coefficient of subordinate maturity is worth 0.413, this means that if the maturity of subordinates increases, it will cause an increase in work motivation by 0.413. The results of the study by Silfiati & Aslamiah (2016) stated that the maturity of subordinates was able to significantly affect the work motivation of teachers.

F. The Indirect correlation Between Principal Leadership Behavior and Work Discipline through Teacher Work Motivation at SDN Awayan District

The Sobel test calculation states that there is an indirect correlation between the principal's leadership behavior variable and teacher discipline through the work motivation variable. It showed that the teacher's work motivation is able to function as a mediation/ intervening of the correlation between the principal's leadership behavior and teacher discipline at SDN Awayan District. The results of the study by Suriansyah & Teresia (2019) showed that leadership through motivation has a positive and significant effect on work discipline. This shows that the teacher's level of work discipline will be realized if there is a strong motivation to encourage him. Dirgantara et al., (2022) concluded that there is a significant effect of the principal's leadership on teacher discipline through work motivation.

The indirect effect of leadership on teacher discipline at SDN Awayan District through work motivation variable demonstrates that excellent leadership will motivate all teachers to be more engaged in their job and to feel appreciated so that they will perform at their highest level. The leadership of the principal, working environment, and coworkers are a few of the factors that can influence the creation of employee motivation. The principal serves as a good supervisor to subordinates and sets a good example so that teachers will model discipline while at work. Leadership has a significant impact on employee discipline because leaders serve as role models and highlight the contributions of subordinates. Therefore, if an organization desires to have a high degree of discipline, it must have leaders who are able to motivate subordinates to work with a relatively high level of discipline.

According to the perspectives of respondents, the morale of the instructors of SDN Awayan District still need development, given that the principal is still more focused on the implementation of duties and that the performance of tasks is constrained by formal regulations, resulting in poor morale. It can be noticed that there is still a lack of encouragement or desire to work as hard as possible to attain great achievements, to receive recognized for successes, to advance in one's job, and to enhance one's knowledge and abilities for self-development. Low morale can also be observed in the teacher's behavior, for example, if there is no supervision from the principal, the teacher does not make optimal use of work time, likes to delay the implementation of work tasks, is less eager to complete work earlier than the specified time, dislikes taking initiative, and is creative when completing work tasks.

Some research results that are in line such as Rahayu (2019). The results of her research showed that leadership variables can be through intervening variables, namely work motivation in influencing the level of teacher discipline but the value of the coefficient without going through work motivation or directly towards teacher discipline is greater. This research is also strengthened by other studies such as Suriansyah & Mahdianti (2020) that there is a positive and significant effect of leadership style on discipline with work motivation as an intervening variable.

G. The Indirect Correlation Between Subordinate Maturity and Work Discipline through Teacher Work Motivation at SDN Awayan District

Based on the results of the sobel test calculation, it revealed that there is an indirect correlation between the subordinate maturity variable and teacher discipline through the work motivation variable. Thus, the mediating variable of teacher work motivation is significant. It can be concluded that teacher work motivation is able to function as mediation/intervening of the correlation between subordinate maturity and teacher discipline at SDN Awayan District. Research in line with such as Nurul et al., (2022) concluded that teachers with a high level of maturity will certainly have a positive impact on behavior in carrying out tasks, including in the aspect of work motivation which then results in high work discipline as well. The results of the study by Silfiati & Aslamiah (2016)

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Awayan District

concluded that the higher the level of maturity of the teacher in carrying out his duties, the higher the work motivation possessed by the teacher which is reflected in high work discipline in carrying out each job.

According to the findings of the study, the work maturity of subordinates or teachers is the ability and willingness of the teacher to carry out job responsibilities that fall under his authority and obligation to manage his/ her own conduct. Teachers with a high level of maturity will have greater motivation to carry out their duties and responsibilities, and those with a high level of ability and willingness to work will also have a high level of discipline. This is because teachers with a high level of ability and willingness to work will have greater accuracy and precision in working in accordance with their own and the leadership's or organization's desired goals. In contrast to a teacher with a low maturity level, who will also have low work motivation, a teacher with a low maturity level frequently commits negligence or disciplinary violations. This is because the teacher's desire to carry out his duties and responsibilities is often thwarted by the employee's inability to complete the task in accordance with the correct instructions and procedures. Poor levels of discipline and low levels of work motivation result.

The importance of work motivation cannot be overstated when attempting to enhance the maturity of subordinates and enforce the work discipline of teachers in order to obtain maximum work results. The maturity of subordinates has aspects that motivate the teacher to work with all of his abilities and will is manifested in the motivation to work optimally, while the motivation of the driving factor of the teacher with all of his abilities to behave in accordance with the established rules so as to form a high level of discipline. The results of this study are in accordance with the study by Suka et al., (2021) concluded that there is a significant correlation between the subordinate maturity variables through intervening variables, namely work motivation related to teacher discipline.

CONCLUSIONS

Based on the results of the analysis in the study, it can be concluded that there is a partial direct correlation between the principal's leadership behavior, subordinate maturity and work motivation with teacher discipline at SDN Awayan District, there is a direct correlation between the principal's leadership behavior and subordinate maturity with teacher work motivation at SDN Awayan District. In addition, there is an indirect correlation between the principal's leadership behavior and subordinate maturity with work discipline through work motivation at SDN Awayan District.

REFERENCES

- 1) Arbainah. (2021). *Hubungan Perilaku Kepala Sekolah, Kepuasan dan Motivasi Kerja dengan Disiplin Guru Sekolah Menengah Pertama Negeri di Kecamatan Karang Intan*. Universitas Lambung Mangkurat.
- 2) Dirgantara, Suriansyah, & Noorhapizah. (2022). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kematangan Kerja Guru Melalui Disiplin Kerja dan Motivasi Kerja Berprestasi Guru SMPN Kecamatan Dusun Utara Kabupaten Barito Selatan. *International Journal of Social Science And Human Research*. ISSN(print): 2644-0679, ISSN(online): 2644-0695, 5(2).
- 3) Hasibuan. (2014). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- 4) Irawan, A. (2019). Perilaku Manusia dalam Dimensi Sosial. *Jurnal Psikologi Pendidikan*, 2(12).
- 5) Musnandi, & Yunus. (2019). correlation Between Leadership Style to their Motivation and Level of Teachers' Discipline in Public Secondary Schools in Naivasha Sub-County, Kenya. *International Journal of Scientific Research and Management*, 3(6).
- 6) Mustafa, H. (2019). Perilaku Manusia Dalam Perspektif Psikologi Sosial. *Jurnal Administrasi Bisnis (2011)* (ISSN:0216–1249), 7(2).
- 7) Nurtjahjono. (2018). The Influence of Principal Leadership Style, Organizational Citizenship Behavior, and Work Motivation on the Discipline of Teachers of State Vocational High School in Banjarmasin City. *International Journal of Scientific Development and Research (IJS DR)* ISSN: 2455-2631, 6(2).
- 8) Nurul, Saleh, & Suhaimi. (2022). Pengaruh Kepemimpinan Situasional, Kematangan Kerja Guru, Motivasi Kerja dengan Disiplin Kerja Guru di SDN Se-Kecamatan Batu Mandi Hulu Sungai Tengah. *International Journal of Social Science And Human Research*. ISSN(print): 2644-0679, ISSN(online): 2644-0695, 5(2).
- 9) Rahayu. (2019). Pengaruh Gaya Kepemimpinan dan Iklim Kerja terhadap Disiplin Kerja dengan intervening Motivasi Kerja pada pegawai Badan Kepegawaian Daerah Kota Semarang. *Jurnal Ilmiah Kependidikan*, 13(1).
- 10) Rivai, V. (2014). *Kepemimpinan dan Perilaku Organisasi*. Edisi Keempat (4 ed.).
- 11) Riyanto, R. (2020). Hubungan Perilaku Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kedisiplinan Kerja Guru di SMPN Kecamatan Ciputat. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 2(2).
- 12) Sabirin, A. (2018). Hubungan Perilaku Kepemimpinan Situasional, Etos Kerja dan Motivasi Kerja dengan Kematangan Kerja Guru SMAN Kecamatan Tegalrejo Magelang. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(10).
- 13) Saleh, & Nathalia. (2019). Contribution Principal Leadership, Motivation And Discipline To The Achievement Of Teachers Of SDN Segugus Alalak District Of North Banjarmasin. *Journal Of K6, Education And Management*, 2(1).

The Correlation Between Principal Leadership Behavior, Subordinate Maturity and Work Discipline Mediated by the Work Motivation of Elementary School Teachers in Aawayn District

- 14) Sari, Suhaimi, & Saleh. (2022). Pengaruh Supervisi Kepala Sekolah terhadap Kinerja Guru melalui Disiplin Kerja dan Kematangan Kerja Guru SDN SDN Kecamatan Tapin Utara Kabupaten Tapin. *International Journal of Social Science And Human Research*. ISSN(print): 2644-0679, ISSN(online): 2644-0695, 5(9).
- 15) Silfiati, & Aslamiah. (2016). Pengaruh Kepemimpinan Situasional, Kematangan Bawahan Dan Motivasi Kerja Terhadap Disiplin Guru Sekolah Dasar Di Kecamatan Aawayn Kabupaten Balangan. *Journal of K6, Education, and Management (j-K6EM)*. ISSN: 2580-2135, 2(1).
- 16) Sudrajat, E. (2015). *Tujuh Langkah untuk Menyusun Rencana Disiplin Proaktif*. PT. Indeks.
- 17) Suka, Rahmadian, & Ngadimun. (2021). Hubungan Kematangan Bawahan Berpengaruh Signifikan Terhadap Disiplin Guru dengan mediasi Motivasi Kerja Guru SDN Kecamatan Kurau Kabupaten Tanah Laut. *Jurnal Manajemen Pendidikan. European Journal of Education Studies*. ISSN: 2501 – 1111, 5(11).
- 18) Sukarmi. (2017). Hubungan Kematangan Emosi, Komitmen dan Disiplin Guru terhadap Kinerja Guru (Studi Pada Guru SLB Tunagrahita Kota Malang). *Jurnal Beta ISSN: 2501 – 1111*, 6(2).
- 19) Sundari. (2019). The Influence of Leadership, Work Climate and Spirit on Discipline Elementary School Teachers in Batu Ampar District Balangan Regency. *Journal Of K6, Education And Management*, 4(2).
- 20) Suriansyah, & Mahdianti. (2020). *Pengaruh gaya kepemimpinan, Komitmen dan motivasi kerja terhadap tingkat Kedisiplinan guru SDN Se-Kecamatan Banjarmasin Utara*. Universitas Lambung Mangkurat.
- 21) Suriansyah, & Teresia. (2019). Pengaruh Iklim Kerja terhadap Disiplin Guru melalui Kematangan Bawahan dan Motivasi Kerja Guru SMK Se-Kabupaten Barito Timur. *Journal of K6, Education, and Management (j-K6EM)*. ISSN: 2580-2135, 2(1).
- 22) Thoha, M. (2014). *Pemimpin dalam Manajemen* (17 ed.).
- 23) Wulandari. (2017). Pengaruh Kepemimpinan Situasional dan Kematangan Bawahan Terhadap disiplin dan motivasi guru SDN Kabupaten Sidoarjo. *Jurnal Administrasi Pendidikan (JAP)*, 20(1).



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.