

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District



Rusdiana¹, Ahmad Suriansyah², Noorhapizah³

^{1,2,3}Master of Educational Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

ABSTRACT: Teacher performance is the determining factor for achieving educational goals. Several factors effect teacher performance, namely the principal's leadership, teacher work discipline, and teacher achievement motivation. This study aims to describe and analyze the direct and indirect effect of the principal's leadership on teacher performance through work discipline and teacher achievement motivation. This research uses a descriptive quantitative approach with correlational techniques. The population of this study was 160 teachers in 22 schools. The sample of this study was 115 people. The number of samples is taken using the Slovin formula and proportional random sampling. Data collection was carried out using instruments consisting of the principal's leadership (28 items), work discipline (30 items), achievement motivation (30 items), and teacher's performance (30 items) which had been tested for validity and reliability using moment product correlation. Data analysis of this study used Path Analysis. The results showed an effect of the principal's leadership on teacher performance through work discipline and motivation to excel, either directly or indirectly.

KEYWORDS- principal leadership, discipline, motivation to excel, teacher performance

I. INTRODUCTION

According to (Priansa, 2014), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, both in formal education and in various levels of student education. In creating quality education, a teacher with high qualifications, competence, and dedication in carrying out his professional duties is needed. Professional teachers must be able to deliver the subject matter well, effectively, and efficiently so that students can understand what is conveyed by the teacher in the learning process. In the hands of the teacher, quality students will be produced, both academically, skills (expertise), emotional and moral maturity as well as spiritual, so that a competent attitude, responsibility, skill, and high dedication are attitudes that teachers must possess through their performance (Widoyoko, S.E.P., 2012).

Several things concern teachers' teaching performance, such as quality, skill level, cultural and educational background, abilities and attitudes, interests and motivations, discipline, work ethic, job structure, skills, and age of the labor force. Human performance is determined by ability and motivation. Teachers, through their performance, can effect the improvement of the quality of educational outcomes following the strategic position of teachers. The low level of learning quality is effected by teacher performance, so the quality of good education reflects the good performance of teachers (Mulyani, 2012).

The performance of a teacher is said to be good if the teacher has performed elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school citizens, leadership that is a role model for students, a good personality, honesty, and objective in guiding students, as well as responsibility for their duties.

The initial efforts of researchers, especially at the State Elementary School, Batumandi District, Balangan Regency, found that the teacher's performance was partially unsatisfactory. It is characterized by various phenomena such as (1) teachers pay attention to smart students only, while students who still lack attention, (2) daily tests as part of learning outcomes evaluation activities are carried out irregularly, and (3) there are still teachers who do not check student work, or are checked already in a state of accumulation, (4) due to student work not being checked, there is no feedback and special guidance or remedial teaching, (5) teaching and learning activities as large are still dominant with the lecture method, and rarely use props, (6) there are still students who have not gained learning experience.

Many factors that affect teacher performance include the leadership of the principal. Luthans explains that the factors that affect employee performance are compensation, salary, leadership, work commitment, work environment or atmosphere, organizational

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

culture, organizational, involvement, and work discipline (Barnawi, 2012). According to (Hasibuan, 2014), other factors influencing performance are organizational commitment, work discipline, leadership, compensation, and organizational culture.

The principal's leadership includes the principal's activities in his daily life which are busy with influencing activities of the people who carry out academic activities in the school; they are the teachers and staff in the school. Leaders work closely with people, individually and in groups, to think about and solve problems with the quality of education in schools.

In addition to leadership factors, another factor affecting performance is labor discipline. (Sinambela, 2012) argues that, in essence, discipline is compliance with rules or orders set by an organization through a process used to deal with performance problems. In contrast, the process involves the leadership in identifying and communicating performance problems to employees.

Another factor that also affects performance is motivation. Everyone who does something must be driven by something powerful in him. This impulse is called motivation. According to (Azwar, 2012), motivation is the stimulation, encouragement, or powerhouse that belongs to a person or group of people who are willing to do and cooperate optimally in carrying out something that has been planned to achieve the goals that have been set. Motivation can encourage a person to do something. Usually, the impulse arises because of the desire to meet his needs.

II. METHOD

This research uses a quantitative approach with a descriptive method, namely research that focuses on presenting data in the form of numbers using statistics. The population in this study was all elementary school teachers in Batumandi Subdistrict, with as many as 160 people. A sample of 115 people was taken using the Proportional Random Sampling technique to determine sample members. Data were collected through the principal's leadership instruments 28 items (openness, attention to subordinates, interaction, wisdom making), 30 items of work discipline (discipline to official duties, discipline to time, discipline to the working atmosphere, discipline in serving the community, discipline towards attitudes and behavior) motivation for achievement 30 items (need for achievement), need for power and need for affiliation (need for affiliation) teacher performance 30 items (instructional skills, assessment skills, management skills, professional dimensions). Before the instrument is used, the instrument is tested. The data from the instrument trial results were analyzed to determine the validity and reliability. Description of collected data using path analysis to see the direct and indirect correlations by first conducting tests of normality, linearity, and homogeneity.

III. FINDINGS AND DISCUSSION

The results of the descriptive statistical analysis of the principal's leadership variables, work discipline, teacher achievement motivation, and teacher performance are presented in the following table:

Table 1. Mean, Standard Deviation, and Stage of Research Variables

Variable	Mean	Standard Deviation	Stage
Principal Leadership	122,06	8,12	High
Work discipline	148,21	9,84	High
Achievement motivation	117,44	5,64	High
Teacher performance	134,37	8,03	High

The table above shows that the principal's leadership, work discipline, and teacher achievement motivation strongly effect teacher performance.

The results of the linear regression analysis show a model of the correlation between the principal's leadership (X), work discipline (Z1), and motivation for achievement (Z2) with teacher performance (Y), as presented in the following description:

Table 2. Regression Analysis X, Z1, and Z2 against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,518	,713		3,532	,001
	Principal Leadership	,116	,005	,385	21,896	,000
	Work discipline	,110	,006	,324	16,979	,000
	Achievement motivation	,123	,004	,491	28,303	,000

a. Dependent Variable: Teacher performance

Source: Results of Calculation of Effects between Variables

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

Moving on from the results of the analysis in table 1 above shows the correlation between Principal Leadership (X), Work Discipline (Z1), and motivation for achievement (Z2) to Performance (Y) as presented in the following figure:

Table 3. Summary of path analysis results

Principal leadership, work discipline, and achievement motivation on performance				
Variable	Path Coefficient	T	P	R ²
Principal leadership	0,385	21,896	0,000	
work discipline	0,324	16,979	0,000	0,975
achievement motivation	0,491	28,303	0,000	
Principal's leadership on work discipline				
Variable	Path Coefficient	T	P	R ²
Principal leadership	0,570	7,781	0,000	0,325
Principal's leadership on achievement motivation				
Variable	Path Coefficient	T	P	R ²
Principal leadership	0,182	5,299	0,000	0,182

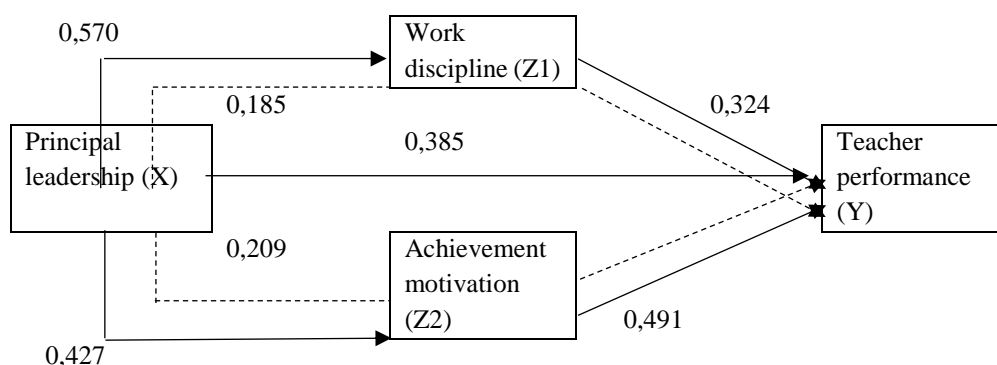


Figure 1. Results of Inter-variable effect Analysis

Based on table 3 and figure 1 above, the rejection of the hypothesis in this study can be seen in tables 4 and 5 below.

Table 4. Summary of Hypothesis Testing Decisions H1 H2 H3 H4 H5

Hypothesis	P	Decision
H ₁ There is a direct effect of the principal's leadership on work discipline	0,000	Accepted
H ₂ There is a direct effect of the principal's leadership on teacher performance	0,000	Accepted
H ₃ There is a direct effect of the principal's leadership on achievement motivation	0,000	Accepted
H ₄ There is a direct effect of work discipline on teacher performance	0,000	Accepted
H ₅ There is a direct effect of achievement motivation on teacher performance	0,000	Accepted

Table 5. Summary of Hypothesis Testing Decisions H6 and H7

Hypothesis			Decision
	Direct	Indirect	
H ₆ There is an indirect effect of the principal's leadership on performance through teacher work discipline	0,385	0,185	Accepted
H ₇ There is an indirect effect of situational leadership on performance through achievement motivation	0,385	0,209	Accepted

The path analysis results, as seen in Table 1, are used to answer the seven research hypotheses formulated, whose decisions are given in Table 2 and Table 3. Table 4 summarizes the decision of H₁, H₂, H₃, H₄, and H₅ with a criterion of significance values less than 0.05, then the hypothesis is accepted. Table 5 summarizes the hypothesis testing decisions H₆ and H₇, provided that if the coefficient of direct correlation is smaller than the coefficient of indirect correlation, then the hypothesis is accepted. Based on the analysis results in Tables 1, 2, and 3 above, the correlation between variables was successfully found in this study.

A. Direct effect of Principal's Leadership on Teacher Work Discipline at SDN in Batumandi Subdistrict

Based on the results of simple regression analysis, it was obtained that the principal's leadership effects the work discipline of the teacher. It is known from the value of the pathway coefficient, which shows a positive effect between the principal's leadership and

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

teacher work discipline with a significance value of $0.000 < 0.05$. The path analysis results showed that there was a strong correlation between the principal's leadership and teacher work discipline, which was indicated by a correlation coefficient of 0.570.

From these results, it can be seen that the positive effect of the head of the state elementary school in Batumandi Subdistrict has a significant impact on teacher performance. The existence of openness provides a sense of comfort and security in carrying out duties and obligations. Harmonious interaction and the right decision-making from the principal positively effect the teacher at work, and the principal's attention affects the high performance of teachers in public elementary schools in Batumandi District.

It shows that the better the principal's leadership will have an impact on the higher the teacher's performance. As an educational leader in the school, the principal must awaken his subordinates' self-discipline. This ability is related to developing patterns improving behavior standards, and implementing regulations to enforce employee discipline. The importance of instilling discipline aims to instill respect for authority, cooperation, and respect for others.

Continuous discipline development by the principal as the leader will affect the teachers' performance. The discipline that comes from individual awareness in each teacher is the most basic and important. Still, there are often factors outside the self that can also trigger awareness in instilling teacher work discipline. The principal's leadership is considered quite strong as a driving force following the work environment and the teacher's field of duty. Continuously instilled discipline will become a habit for teachers. Teachers who have high discipline habits will succeed in improving their performance.

This study's result aligns with research (Aslamiah., 2019) which states that school principals have a role in improving teacher work discipline. In addition, research (Septiana, Roslena., Ngadiman., & Ivada, 2013) also states that the leadership of the principal and work discipline together affect teacher performance. The results of research (Aslamiah., 2019) prove that leadership has a direct effect on work discipline; good principal leaders direct, guide teachers, and build direct communication that will improve the work discipline of teachers.

B. The Direct effect of the Principal's Leadership on the Performance of Elementary School Teachers in Batumandi Subdistrict.

Based on the results of a simple regression analysis, it was obtained that the principal's leadership effects the teacher's performance. The path analysis results showed that there was a strong correlation between the principal's leadership and teacher performance, which was indicated by an R Square value of 0.975 and a beta coefficient value of 0.385. This research proves that the principal's leadership is significantly related to teacher performance at SDN in Batumandi Subdistrict.

The positive and significant effect of the principal's leadership illustrates that the better the principal's leadership at the State Elementary School in Batumandi Subdistrict has an impact the higher the teachers' performance. The principal, as a leader, can effect the teacher to carry out his duties and determine the central point and rhythm of a school. Because schools are complex and unique institutions, schools as organizations require coordination. The principal, who understands this, can carry out the role of the principal as someone who is given the responsibility to lead the school. It shows how important the principal's role is in driving school life to achieve goals.

The principal is a leader who can direct and coordinate performance to achieve goals. The quality of the teacher can be seen in his performance. Teacher professionalism reflected in learning planning, implementation, and high evaluation of learning activities shows high teacher performance. Professional teachers carry out their work following the demands of the profession and have the ability and attitude to meet the needs of their profession. Good teacher performance shows the professional attitude of the teacher as a result of the professional leadership of the principal as well.

It is in line with the research results that show the effect of the principal's leadership on teacher performance at state elementary schools in Batumandi District.

The principal is a person who has professional abilities and works based on mutually agreed on professional performance patterns to facilitate and support learning success (Mulyasa, 2009). To realize optimal teacher performance requires the democratic and professional leadership of the principal. So, on that basis, there is a correlation between the principal's leadership and the teacher's performance, meaning that the better the principal's leadership, the better a teacher's performance, and vice versa, the worse the principal's leadership, the lower the teacher's performance. This correlation is supported by studies from (Syarwani, 2018) and (Bozkus K, 2018), which stated a positive correlation between the Principal's leadership and teacher performance.

It shows that one factor that affects teacher performance is the principal's leadership. According to Robert and Jackson (Makawimbang, 2012), A person's performance is effected by his abilities, his or her motivation, the support received, the existence of the work they do, and their correlation with the organization. Gibson (Makawimbang, 2012) stated that a person's performance is effected by three factors, namely (1) individual factors such as ability, skills, family background, work experience, social level, and demographics of a person, (2) psychological factors such as perception, role, attitude, personality, motivation, and job satisfaction and (3) organizational factors such as organizational structure, job design, leadership, and reward system.

Leadership is a person's ability to effect others to achieve goals. Leadership itself, according to (Makawimbang, 2012), is the ability and readiness possessed by a person to be able to effect, encourage, invite, guide, move, direct and, if necessary, force others or groups to accept the effect and subsequently do something that can help achieve a certain goal that has been set.

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

The results of this study are in line with the results of the study (Aslamiah., 2019) that leadership has a positive and significant effect on teacher work discipline. Then the research conducted by (Sundari, 2019) found that there is a contribution of the principal's leadership behavior to the teaching performance of teachers of SD Negeri Se Alalak cluster, North Banjarmasin. The results of this study are also in line with the research by (Syarwani, 2018), namely the significant effect of the principal's leadership on teacher performance at the Padang Barat District Management Business Vocational School, Padang City. The magnitude of the correlation coefficient was obtained by r count = 0.298 and t count = 2.613 at a confidence level of 95%.

This research is also in line with the theory of Kouzes and Posner (Bozkus, K, 2018); a transformational leader is a leader who can set an example for his followers, be a role model for his followers, can inspire his followers, direct followers to a better direction and provide strong motivation in improving the performance of his followers. Next, this research is in line with Sedarmayanti's theory (Aslamiah., 2019) suggests that leadership greatly impacts performance.

C. Direct effect of Principal leadership on Motivation Berprestasi teachers at SDN in Batumandi Subdistrict

Based on the results of a simple regression analysis, it was obtained that the leadership of the principal effects the motivation for teacher achievement. It is known from the value of the pathway coefficient, which shows a positive effect between the principal's leadership and the motivation for teacher achievement with a significance value of $0.000 < 0.05$. The path analysis results showed that there was a moderate correlation between the principal's leadership and the motivation for teacher achievement, which was indicated by a correlation coefficient value of 0.427 with an R square value of 0.182.

The principal's leadership affects positively and significantly, meaning that the result the high leadership of the head at SD Negeri Batumandi Sub-district results in teachers having a high motivation to perform well by being willing to listen to the opinions of others to improve themselves, working hard to develop their creative ideas and being proud of the results achieved, and having a future design that supports their duties and functions as a teacher. Effective leadership shows high attention to tasks and correlations in a balanced manner.

In his leadership practice, the principal becomes a figure who sets an example, becomes a leader for the school, and always motivates and encourages his subordinates always to innovate, work hard, and professionally so that they can support development, increase priorities, establish greater interest, always cultivate the loyalty and enthusiasm of teachers and employees in the school, and encourage subordinates to be able to think in a new way in every activity at school (Suhaimi, 2018).

Motivation to excel will arise if there is support and encouragement from the leadership. A teacher will be motivated to be active, creative, accomplish, self-developing, and receive criticism with the support of the principal. This motivation cannot be separated from the leadership of the principal. The principal as the leader must always strive to optimize his ability to carry out tasks to achieve goals.

A leader's abilities are a personality that becomes an example for his subordinates, the ability to motivate, decision-making, communication, and delegation of authority. Principals who carry out their duties, functions, and responsibilities well and carry out their leadership duties effectively and professionally understand the conditions of teachers, employees, and students. The ability to communicate well with teachers will increase the motivation for teacher achievement and make teachers work more effectively.

The principal acts as a motivator for all subordinates and the surrounding environment. A leader must have motivational inspiration where the leader has time to communicate with employees and can motivate subordinates to do their job to the fullest. The leader also motivates teachers to improve their competence and career of teachers by allowing teachers to take part in various training or develop higher education.

Principals who carry out their duties, functions, and responsibilities well and carry out their leadership duties effectively and professionally understand the conditions of teachers, employees, and students, and can communicate well with teachers will increase the motivation for teacher achievement and make teachers work more effectively. Teachers who are passionate about their work will be more diligent, tenacious, creative, and so on in carrying out each of their duties/jobs, finally creating a good performance to improve the quality of education.

This study's results align with research (Aslamiah., 2019) which explains that transformational leadership has a significant correlation with the motivation for teacher achievement in Banjarmasin City Elementary School. It also shows that the principal's support in shortening the gap between the spirit felt today by teachers and the ideal spirit that teachers expect is necessary to provide recognition in a non-financial form so that teachers are excited to work. As (Bass, 2006) posits, "Transformational leaders motivate others to do more than they intended, often even more than they thought. They set more challenging expectations. A leader is expected to be able to create work motivation for teachers."

The results of this study are also in line with the results of a study (Bozkus, K, 2018) entitled "The effect of Leadership, Achievement Motivation and Job Satisfaction on Employee Performance of the Regional Disaster Management Agency of Tanah Datar Regency", where one of the results of his research found that leadership had a significant positive effect on the motivation to excel.

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

D. Direct Effect of Teacher Work Discipline on Teacher Performance at SDN in Batumandi District.

Based on the results of a simple regression analysis, it is obtained that the teacher's labor discipline affects his performance. It is known from the path analysis, which shows that the beta coefficient is 0.324 with an R Square value of 0.975, which means a strong correlation exists between work discipline and teacher performance.

Applying discipline and regulations in the work environment is very necessary because it will facilitate the achievement of organizational goals. In a school environment, the regulations implemented must be clear and, easy to understand, fair to all teachers and principals as leaders. Teachers with good work discipline will be very beneficial for the school as the organization where they are based and for the teacher himself. The higher the work discipline of a teacher, the higher the performance results of the teacher will be. Similarly, the lower the teacher's work discipline, the lower the performance. This is in line with the results of research that shows the effect of work discipline on teacher performance at state elementary schools in Batumandi District. The results of this study are supported by the theory proposed by (Syarwani, 2018), which states that the correlation between motivation and performance is positive because employees with high motivation will produce a high performance as well.

The results of this study are also in line with research conducted by (Aslamiah., 2019), which shows that work discipline has a direct correlation with teacher performance in SD Negeri Kandungan District of 0.974. In line with research (Baedhowi, 2009) which shows that there is an effect of work discipline on the performance of Madrasah Aliyah teachers in Kapuas Regency. (Syamsudin, 2019) which indicates a positive correlation between the work discipline of elementary school / MI teachers in the city of Semarang. So that if the teacher's work discipline goes up, then the teacher's performance will increase. On the other hand, if the teacher has work discipline down, then the teacher's performance will be low.

Next, the research conducted by (Suhaimi, 2018) also showed the analysis results that directly the teacher's work discipline is related to teacher performance. It is evidenced by the value of the pathway coefficient of 0.688, which means a strong correlation between work discipline and teacher performance at Labuan Amas Selatan Primary School.

In line with the study results (Wulan, 2013) "The correlation between Discipline and The Performance of State High School Teachers in Three Districts of Depok City". The results of the study are: (1) there is a positive correlation between discipline and performance; with better discipline, then teacher performance will be improved; (2) the principal as a manager and leader has an important role to play in improving teacher performance; (3) there are still teachers who lack the discipline to affect their work.

Good discipline reflects the magnitude of one's responsibility that encourages morale and the realization of goals. Disciplinary measures aim to ensure that employees' behavior complies with the rules established by that the organization. The rules are drawn up for the achievement of the goals that have been set in the organization. If the rules are violated, it will reduce work effectiveness in the organization.

The success of a school in achieving its goals is determined by the factor of teacher work discipline who has a good and correct attitude and behavior in complying with all the rules of society, nation, and state. In addition, teacher work discipline is a manifestation of compliance and compliance with the law, which impacts efforts to reduce all forms of following applicable regulations. If the teacher understands the importance of work, then it is certain that he will carry out tasks with the full awareness that grows from himself and has high loyalty so that he does not feel forced to work.

E. Direct Effect of Achievement Motivation on Teacher Performance at SDN in Batumandi District.

Based on the results of simple regression analysis, it is obtained that the motivation for teacher achievement affects teacher performance. The path analysis results showed that there was a moderate correlation between the motivation to excel and teacher performance which was indicated by a beta coefficient value of 0.491 and an R square value of 0.975.

The motivation to excel as a teacher will affect carrying out work following the skills and abilities and work according to what is expected by the school. The motivation for achievement received and felt by an employee will affect the results obtained from his work. High achievement motivation of a teacher will be able to improve his performance. This is in accordance with the results of research that shows the effect of motivation for achievement on teacher performance at state elementary schools in Batumandi District.

A teacher can work professionally if there is a high motivation for achievement on him. Teachers with high-achieving motivation will usually carry out their duties vigorously and energetically because these actions have certain motives or goals. The motivation to excel will be realized when a person feels happy with the work and the circumstances that develop in his work environment. The sense of pleasure itself will arise when with his consideration, a teacher can feel that his needs can be met fairly through the work and the environment in which he works. This is in line with the results of research that shows the effect of motivation for achievement on teacher performance at state elementary schools in Batumandi District.

The results of this study are supported by previous research (Suriansyah, 2015), which stated that motivation has a positive and significant effect on employee performance at the Kotabaru Regency Regional Secretariat Office, which is 63.3% with a significance value of 0.000. Thus, the better the motivation, the higher the performance of employees at the Regional Secretariat of Kotabaru Regency, and vice versa; if the motivation is low, then the performance of employees at the Regional Secretariat of Kotabaru Regency will also be low.

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

The motivational factor of achievement is related to the individual's feelings towards the work that gets the state he expects. It shows a very significant positive correlation between the motivation to excel and the performance of teachers. The positive correlation of the study illustrates that the higher the motivation to achieve, the higher the teacher's performance, and vice versa, the lower the motivation to achieve, the lower the teacher's performance.

This research was strengthened by (Normianti, 2019) also stated that there was a correlation between teacher work motivation and the performance of public elementary school teachers in the South Labuan Amas District of 0.894. (Agustina, 2019) She also mentions the same thing in her research. The path analysis results show a solid correlation between work motivation and teacher performance, which is indicated by an R-value of 0.974.

Other researchers also raised the same thing (Kailola, 2016) in his research entitled The correlation between Principal Leadership and Work Motivation with Teacher Performance at SMK Negeri Putussibau-Kapuas Hulu. The study showed that the magnitude of the correlation coefficient was 0.634, and the value of r was 0.402. The contribution resulting from work motivation to teacher performance is 40.20%. It means that the greater a person's work motivation, the greater the teacher's performance.

Many opinions explain the correlation between work motivation and performance, including (Nawawi, 2006) stating that motivation has a primary motive: encouragement, cause, or reason for someone to do something. So motivation is a condition that encourages or becomes due to a person doing an action or activity that takes place consciously.

The higher the motivation, the higher the employee performance. Motivation is the willingness to fight or strive to a higher level toward achieving organizational goals (Syarwani, 2018). A person's work is affected by their abilities, the motivation they have, the support received, the existence of the work they do, and their correlation with the organization

The motivational factor has a great effect on the motivation of a person. However, it cannot be quantified since motivation relates to a different range of very complex components. Motivational factors can be used as a dimension for measuring teacher work discipline.

F. Indirect effect of Principal Leadership on Teacher Performance through Teacher Work Discipline at SDN in Batumandi District

The path analysis results showed an indirect correlation between the principal's leadership and the performance of elementary school teachers in Batumandi District through the teacher work discipline variable of 0.185 with a Z value of 7.177. The results of the analysis of research data on the indirect effect between principal leadership on teacher performance through teacher work discipline were stated based on data on the direct effect between principal leadership on teacher performance and between work discipline on teacher performance, where the results of the two data said that there was a significant effect based on the combination of the number of data of the two. The track test results found that the principal's leadership was concerned with teacher performance through work discipline. Based on the results of descriptive analysis of research data, it can be seen that the leadership of the principal, teacher work discipline, and the performance of elementary school teachers in Batumandi District are mostly in the high classification.

A principal with a fair leadership attitude must act decisively against the rules and regulations of the organization. The purpose of disciplinary enforcement is to maintain a conducive atmosphere and as one of the efforts to achieve organizational goals. If teachers are already aware of implementing regulations without coercion, it will impact creating a working atmosphere that supports the achievement of goals.

The achievement of work achievement as a result of improving performance will be realized with the support of the principal, who acts fairly in enforcing discipline. This fair principal's leadership will affect the discipline of teachers. Awareness of good work discipline will have a positive impact on teacher performance. This is in line with the results of research that shows the effect of the principal's leadership on teacher performance through the work discipline of elementary school teachers in Batumandi District.

One of the factors affecting the implementation of teacher performance is the teacher's work discipline. Teacher performance (work achievement) is produced through the teachers' achievement in carrying out tasks based on trickery, experience, and sincerity, as well as the effective use of time in the teaching and learning process in schools. Improving teacher work discipline is an effort that must be continuously grown by the principal who has authority over subordinates (teachers) in the school to achieve school success and progress. It must be supported by good guidance and supervision from the principal, and there is also a willingness from teachers to work well according to their duties and responsibilities. In the learning process, a teacher can learn well if supported by work discipline and the principal's leadership. A teacher with high work discipline will be willing and willing to continue to work, carrying out duties as his obligation.

(Suriansyah, 2015) explains that several factors affect a person's work, one of which is the presence or absence of a leadership model in an educational institution. Labor discipline reflects a person's feelings for his work. It can be seen in the attitude of employees towards their work and everything that is faced in their work environment. Leadership support for teacher performance is necessary and needs to be created in schools so that teachers can work with high morals, discipline, passion, dedication, and live their profession.

This study's results align with the research (Haj, 2016) on "The effect of Principal Leadership, Work Motivation and Work Discipline on the Performance of Elementary School Teachers in UPT TK, SD and Non-Formal, Margaasih District, Bandung

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

Regency". One of his research results showed a very positive and significant effect of the principal's leadership and work discipline on teacher performance.

Based on the description above, the principal's leadership is one of the determining factors that are quite dominant for every teacher, especially in improving teacher work discipline.

G. Indirect correlation of Principal Leadership to Teacher Performance through Motivation for Teacher Achievement at SDN in Batumandi District

The results of the path analysis showed that there was an indirect correlation between the principal's leadership and teacher performance through achievement motivation which was indicated by the multiplication value between the direct correlation of leadership and achievement motivation and the direct correlation between achievement motivation and performance of 0.209 with a Z value of 5.212.

The results of the analysis of research data on the indirect effect between the principal's leadership on teacher performance through teacher achievement motivation were stated based on data on the direct effect between the principal's leadership on teacher performance and between the motivation to excel on teacher performance, where the results of the two data stated that there was a positive effect based on the combination of the number of data of the two. The results of the track test found that the principal's leadership was concerned about teacher performance through the motivation of teacher achievement. Based on the results of descriptive analysis of research data, it can be seen that some of the principal's leadership, teacher achievement motivation, and teacher performance at state elementary schools in Batumandi District are partly in the high classification.

Based on research, motivation will arise if there is support and encouragement from the leadership. The motivation for achieving achievement cannot be separated from the principal's leadership. A teacher will be motivated to be active, creative, accomplish, self-developing, and receive criticism with the support of the principal. The motivation for achievement and leadership are factors that affect performance, so the principal's leadership and the motivation for achieving must go hand in hand.

High achievement motivation will result in a good performance. The principal's leadership will have an impact on the motivation for teacher achievement. If the principal can trigger the emergence of high-achieving motivation displayed by the teacher, it will impact the teacher's performance. In carrying out his duties, a teacher needs encouragement from the leadership to improve his achievements further. Therefore, every policy and action taken by the leadership is ensured to impact the one he leads. The importance of the role of the principal so that the success or failure of a school depends on the leadership. The principal's ability to organize and motivate teachers to increase the spirit of competition and work harder is one of the keys to successfully achieving the school's goals.

This is in line with the results of research that shows the effect of the principal's leadership on teacher performance through the motivation for teacher achievement at state elementary schools in Batumandi District. In line with the results of this study, the principal as an education leader needs to try to manage teachers as well as possible so that high-performance teachers are realized. Teachers motivated to excel will always think dynamically, have a responsibility, work hard to achieve success, and desire to do things better than before.

The principal's leadership and work motivation are closely related to the productivity of performance in an organization. This success cannot be separated from the behavior of the leader who can encourage and foster work motivation so that his followers work comfortably and feel calm, the leader is also able to foster familiarity and mutual respect between the leadership and colleagues in the organization so that a high desire to work arises and then will affect performance.

This study's results align with the research (Sundari, 2019) entitled "The effect of Principal Leadership and Motivation for Achievement on the Performance of Early Childhood Education Teachers." The results of his research show that there is a positive and significant effect of the principal's leadership on teacher performance through the motivation of teacher achievement.

Teachers who feel satisfied at work because the attitude of a harmonious leader effects them to show a sense of friendliness, closeness, and consideration towards the teacher, both as individuals and in groups. This positive behavior of the principal can encourage, direct, and motivate all school residents to work together to realize the school's vision, mission, and goals.

The study's results are in line with the theory (Bass, 2006). He states that the interaction between leaders and subordinates is to change the behavior of subordinates to feel capable and highly motivated and strive to achieve higher and higher quality work achievements. Bass says that changes in the attitudes and behavior of members/staff can only be done with transformational leadership.

The results of this study are also in accordance with the opinion of Tarter et al. (Tesfaw, 2014). They stated that given the importance of the principal's leadership to the performance of teachers in schools, a principal must be able to encourage and create work motivation for teachers, which allows teachers to work comfortably and calmly, full of familiarity and mutual respect. The same thing was also stated by Miner (Syamsudin, 2019) that the interaction between qualified superiors and subordinates would impact work motivation, productivity, and employee performance.

The same thing was also stated by (Suhaimi, 2018), who mentioned the results of the research analysis showed that the Principal's Leadership was indirectly related to teacher performance through work motivation. It is evidenced by the pathway coefficient value

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

of 0.517, which means that there is a moderate indirect correlation between the Principal's Leadership and teacher performance through the motivation of teachers working at Labuan Amas Selatan Primary School.

In carrying out his duties, a teacher needs encouragement from the leadership to further improve his achievements. Therefore, every policy and action taken by the leadership is ensured to have an impact on the one he leads. The importance of the role of the principal so that the success or failure of a school depends on the leadership. The principal's ability to organize and motivate teachers to increase the spirit of competition and work harder is one of the keys to successfully achieving the school's goals.

IV. CONCLUSION

Based on the data analysis results, the study's conclusions are that there is a direct and indirect effect between the principal's leadership, work discipline, and motivation to excel on teacher performance. Kepada principals and teachers can maintain motivation by establishing good correlations with employees, as mutual trust and mutual support can also create good work discipline. Researchers can then conduct research using other variables, such as job satisfaction, performance or achievement, organizational culture, leadership style, and training which are also thought to affect teacher performance.

REFERENCES

- 1) Agustina, D. (2019). correlation between the Principal Role, Motivation and Satisfaction with the Performance of Elementary School Teachers. *Journal of K6, Education, and Management(J-K6EM).*, 2(2), 87–96.
- 2) Aslamiah., A. I. & M. S. (2019). correlation between the Principal Role, Motivation and Satisfaction with the Performance of Elementary School Teachers. *Journal of K6, Education, and Management*, 2(2)(87–96).
- 3) Azwar. (2012). *Metode Penelitian*. Pustaka Pelajar.
- 4) Baedhowi. (2009). *Tantangan Profesionalisme Guru pada Era Sertifikasi*. Naskah Pidato Pengukuhan Guru Besar UNS, tanggal 12 November 2009.
- 5) Barnawi, & A. (2012). *Etika dan Profesi Kependidikan*. Ar-Ruzz Media.
- 6) Bass, R. (2006). *Transformational Leadership*. Lawrance Erlbaum Associates, Inc.
- 7) Bozkus, K, D. (2018). The Role of Organizational Trust in the Effect of Leadership of School Administrators on Job Satisfaction of Teachers. *Pegem Akademi Kuram ve Uygulamada Eğitim Yönetimi*, 437–482.
- 8) Haj, J. (2016). The Extent of Principals' Application of the Transformational Leadership and its correlation to the Level of Job Satisfaction among Teachers of Galilee Region. *IISTE*, 114.
- 9) Hasibuan, M. S. . (2014). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- 10) Kailola, L. G. (2016). Hubungan Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Dengan Kinerja Guru di SMK Negeri Putussibau-Kapuas Hulu. *Jurnal Manajemen Pendidikan*, 5(1), 27–42.
- 11) Makawimbang, J. H. (2012). *Kepemimpinan Pendidikan yang Bermutu*. Alfabeta.
- 12) Mulyani, A. (2012). Pengaruh Kinerja Kepala Sekolah dan Kinerja Guru terhadap Mutu Pembelajaran Pada SMK Se-Kecamatan Purwakarta. *Jurnal Administrasi Pendidikan*, 14, 86–92.
- 13) Mulyasa, E. (2009). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Remaja Rosdakarya.
- 14) Nawawi, H. (2006). *Evaluasi dan Manajemen Kinerja di Lingkungan Perusahaan dan Industri*. Gadjah Mada University Press.
- 15) Normianti, H. (2019). correlation Of Transformational Leaders Of Principal, Teacher Motivation, Teacher Organization Commitments With Performance Of Primary School Teachers In Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*, 5(11).
- 16) Priansa, D. . (2014). *Perencanaan dan Pengembangan SDM*. Pustaka Setia.
- 17) Septiana, Roslena., Ngadiman., & Ivada, E. (2013). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri Wonosari. *Jurnal Pendidikan Ekonomi Universitas Sebelas Maret*, 2, 107–118.
- 18) Sinambela, L. P. (2012). *Kinerja Pegawai: Teori Pengukuran dan Implikasi*. Graha Ilmu.
- 19) Suhaimi. (2018). correlation between the role of the principal and attitudes towards the teaching profession with teacher work performance in public high schools in the southern Hulu Sungai Regency. *Jurnal Ilmiah Kependidikan*, 13(5), 78–83.
- 20) Sundari, D. (2019). The effect of Ledership, Work Climate and Spirit on Elementary School Teacher's Discipline in Batu Ampar District Tanah Laut Regency. *Journal of K6, Education, and Management (j-K6EM)*, 2(2), 78–86.
- 21) Suriansyah. (2015). Pengaruh Motivasi Dan Etos Kerja Terhadap Kinerja Pegawai Pada Sekretariat Daerah Kabupaten Kotabaru. *Jurnal Ilmiah Ekonomi Bisnis*, 1(1), 104 – 113.
- 22) Syamsudin. (2019). correlation Principal Leadership to Work Motivation, Morale Teacher and Teacher Performance of State Junior High Schools. *Journal of K6, Education, and Management (J-K6EM)*, Vol. 2(1), 15–22.

The Effect of School Principal Leadership on Teacher Performance through Work Discipline and Teacher Achievement Motivation of State Elementary School in Batumandi District

- 23) Syarwani, A. (2018). The effect of principal Leadership style Organizational Citizenship Behavior and Work Motivation on the Performance Teacher of State Vocational High School In Babnjarmasin City. *Scientific Devolepment and Reearch*, 3(12), 8–15.
- 24) Tesfaw, D. (2014). correlation between instructional supervision and professional development. *The International Education Journal: Comparative Perspectives*, 13(1).
- 25) Widoyoko, S.E.P., & A. R. (2012). Pengaruh Kinerja Guru terhadap Motivasi Belajar Siswa. *Jurnal Cakrawala Pendidikan*, 2.
- 26) Wulan, S. (2013). Hubungan Disiplin dengan Kinerja Guru SMA Negeri di Tiga Kecamatan Kota Depok. *Jurnal Ilmiah WIDYA*, 141–147.



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.