International Journal of Learning Reformation in Elementary Education
Vol. 3, No. 01, pp. 51-61
journal.iistr.org/index.php/IJLREE
DOI: 10.56741/ijlree.v3i01.488

Fostering Effective School Leadership for Disciplined Excellence

[1]Dwi Agustyawati*, [1]Farisatma
Corresponding Author: * dwi.agustyawati@umbuton.ac.id
[1] Universitas Muhammadiyah Buton, Sulawesi Tenggara, Indonesia

ARTICLE INFO

Article history
Received 4 January 2024
Revised 27 February 2024
Accepted 28 February 2024

Keywords
Leadership
Primary School
Principal
Work Discipline

ABSTRACT

This study aims to investigate the impact of the principal's leadership style on teacher discipline levels at SD Negeri 2 Wameo, Baubau, Indonesia. The study employs a quantitative research method, with a total of 37 respondents in the population and the same number of respondents in the sample. The data collection methods include questionnaires and documentation, and the analytical method used in this research is simple linear analysis. The findings of the research show that there is a significant influence between the principal's leadership style and teacher discipline levels. The calculated t-value (3.060) is greater than the t-table value (1.689) and has a significant probability value of 0.04 which is less than 0.05. Therefore, the principal's leadership style has an impact on teacher discipline levels at SD Negeri 2 Wameo. The R square value of 0.221 indicates that the principal's leadership style influences teacher discipline levels by 22.1%, while the remaining 77.9% is affected by other factors that the researchers did not test.

This is an open-access article under the CC–BY-SA license.

Introduction

In the realm of educational institutions, the core principles and human dignity are intricately linked to the individual competencies that drive the attainment of predefined objectives. This discourse particularly centers around the dedicated workforce within the

domain of educational institutions, referring to both faculty and administrative staff. The personnel system of an educational institution encompasses both teaching and non-teaching staff, forming the cornerstone for the realization of the institution's goals [1].

Leadership, particularly the role of school principals, plays a pivotal function in managing human resources, engaging staff members, and achieving the educational objectives set forth [2]. The leadership of a school head influences the effectiveness of teaching and non-teaching personnel, creating a dynamic environment conducive to the institution's success [3]. The commitment and competence of educators and staff members are emphasized by Ref. [4], underscoring their crucial role in understanding and implementing the school's vision, mission, and values. To enhance educational outcomes, Ref. [5] emphasizes the importance of empowering strategic leadership in schools. School leaders, as the driving force responsible for the progress or setbacks of an institution, are initiators in adopting approaches to enhance educational outcomes. The commitment and focus of school leaders are vital for fostering an environment that propels learning activities to flourish.

School leaders, according to Ref. [6] must possess the acumen to oversee educational processes and ensure their smooth operation. This necessitates school leaders to efficiently execute various tasks related to educational planning, administration, and fostering an environment conducive to teaching and learning. The responsibilities of school leaders extend beyond oversight; they are expected to be individuals with substantial influence over the competence of their team. The skills and experience of supervisors, acquired through education and training, play a pivotal role in their ability to facilitate and encourage the improvement of their team's competencies, ultimately enhancing the quality of the learning experience [7].

Undoubtedly, the crucial role of school leaders in enhancing the workforce's capabilities cannot be overstated. The success of a school, in its entirety, relies on effective leadership capable of managing and overseeing all members of the institution. Ref. [8] stress that the school leader's responsibility involves engaging the entire school community in enhancing educational quality. The article delves into the intricate dynamics of leadership styles, their impact on employee discipline, and the significance of discipline in achieving organizational goals. This exploration aims to shed light on the role of school leaders, particularly in SD Negeri 2 Wameo, Baubau, Indonesia and their influence on teacher discipline. Through an initial observation at the research site, the article seeks to uncover challenges in teacher discipline and highlight the potential positive impact of leadership styles on discipline within the school environment.

Material And Methods

A. Research Contexts

A quantitative research design was used in this study, employing statistical methods or estimation techniques to ensure the sample reflects the population's characteristics. The sample size consisted of seven teachers, and data was collected through direct observation and interviews. The aim was to investigate how a school principal's leadership style impacts teacher discipline. The interviews were conducted with individuals within the school, including the school principal, teachers, and students, to obtain relevant information. A structured set of questions was distributed to 37 teachers to assess the impact of the school principal's leadership style on teacher discipline. The responses were measured on a Likert scale (1-5), with scores indicating the extent of agreement. Validity testing was performed to ensure that the questions in the questionnaire effectively represent the constructs. Questions with a validity greater than 0.30 were considered valid. Reliability testing was used to assess the consistency and stability of the questionnaire. A Cronbach's alpha value greater than 0.60 indicates good reliability. Documentation was also utilized to collect written records, images, or materials produced by individuals. This included any relevant documents contributing to the understanding of leadership styles and their impact on teacher discipline.

B. Data Analysis

The process of data analysis involves a series of systematic steps to manipulate, interpret, and transform data for effective interpretation. Descriptive analysis is used to understand the values in a single or multiple variables (indicators) without comparing them to other variables. Quantitative analysis, on the other hand, examines how an independent variable affects a dependent variable using the formula $Y = a + bx$, where Y is the dependent variable, X is the independent variable, a is the intercept, and b is the coefficient of the independent variable. To ensure the robustness of the analysis, several classical assumptions are tested, including normality, linearity, multicollinearity, and heteroskedasticity. Hypothesis Testing involves assessing the significance of each independent variable on the dependent variable through t-tests. A significance level of 0.05 is considered. Coefficient of Determination (R^2) Analysis is used to examine the proportion of variance in the dependent variable that is explained by the independent variable.

Results

A. Validation and Reliability Testing

The study employed the Kolmogorov-Smirnov test to assess the normal distribution of data. Results indicated that both Leadership Style and Teacher Discipline variables were

normally distributed. Cronbach's Alpha was used to assess the reliability of the survey instruments. The values for both Leadership Style and Teacher Discipline were above 0.7, indicating high reliability.

B. Assumption Testing

Table 1 shows that the Kolmogorov-Smirnov test results confirmed that both variables (Leadership Style and Teacher Discipline) were normally distributed, as the significance values were greater than 0.05. Fig. 1 supports this result.

Table 1. Test of Homogeneity of Variances

One-Sample Kolmogorov-Smirnov Test			
		Leadership Style	Disciplines
N		7	7
Normal Parameters[a,b]	Mean	22.70	21.14
	Std. Deviation	1.884	2.335
Most Extreme Differences	Absolute	.184	.153
	Positive	.111	.085
	Negative	-.184	-.153
Kolmogorov-Smirnov Z		1.121	.928
Asymp. Sig. (2-tailed)		.162	.355
a. Test distribution is Normal.			
b. Calculated from data.			

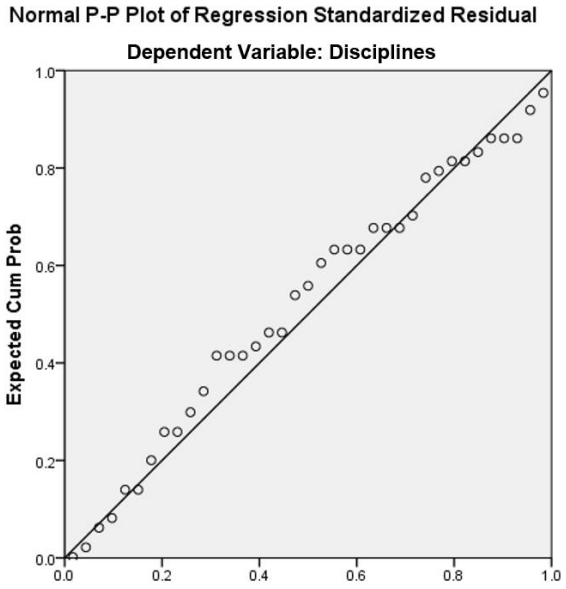


Fig. 1. Normal P-P Plot of Regression Standardized Residual

The linearity test showed that there was a significant linear relationship between Leadership Style and Teacher Discipline, as the significance value was greater than 0.05. Table 2 shows this result.

Table 2. ANOVA Test

ANOVA Table							
				Sum of Squares	Df	Mean Square	F	Sig.
Disciplines Leadership Style	*	Between Groups	(Combined)	51.835	7	7.405	1.486	.211
			Linearity	9.859	1	9.859	1.979	.170
			Deviation from Linearity	41.976	6	6.996	1.404	.247
		Within Groups		144.489	29	4.982		
		Total		196.324	36			

The Multicollinearity test indicated no issues (see Table 3), with VIF values well below the threshold of 10, suggesting no strong correlation among independent variables.

Table 3. Test of Multicollinearity

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.661	4.120		2.102	.043		
	Leadership Style	.553	.181	.470	3.060	.004	1.000	1.000
a. Dependent Variable: Disciplines								

The test for heteroskedasticity revealed no significant pattern or variance differences in the residuals, confirming the absence of heteroskedasticity (see Table 4). Fig. 2 show this result too in graphic information.

Table 4. Test of Heteroskedasticity

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.457	2.881		.853	.400
	Leadership Style	-.031	.126	-.041	-.242	.810
a. Dependent Variable: Disciplines						

The data used in the study are valid and reliable, meeting the assumptions necessary for further regression analysis. The study's model does not exhibit multicollinearity or heteroskedasticity issues, ensuring the robustness of the regression results.

The result of this simple regression analysis is to reveal the pattern of the relationship between independent and dependent variables. Hypotheses about the relationship between the leadership style of the school principal (X) and teacher work discipline (Y) were tested in this study using simple regression analysis. The data were processed using the SPSS 21 statistical program.

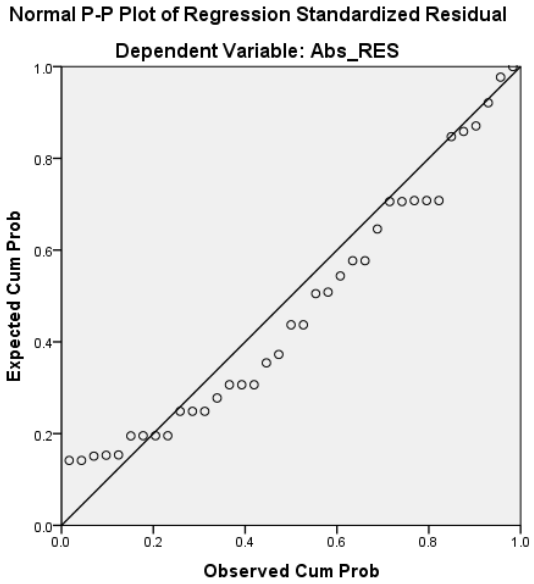


Fig. 2. Normal P-P Plot of Regression Standardized Residual (Abs_RES)

C. Partial Test (t-test)

The t-statistic test is a partial test to examine whether there is a significant influence of the leadership style variable on Teacher Discipline. If the significance value (sig) is less than alpha 0.05, there is a significant influence; otherwise, there is not. The results are presented in the following Table 5.

Table 5. Partial T-Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.661	4.120		2.102	.043
	Leadership Style	.553	.181	.470	3.060	.004
a. Dependent Variable: Disciplines						

Based on the table above, the regression equation with the constant (a) as 8.661 and the regression coefficient (b) as 0.553 is derived. Thus, the simple linear regression equation can be written as follows:

$$Y = 8.661 + 0.553X \quad \text{.....(1)}$$

With a coefficient value of 0.553, it can be concluded that every increase of 1 point in leadership style will increase 0.553 points in the level of teacher discipline. The tested hypothesis is summarized as follows:

- Ho: There is no significant influence of the school principal's leadership style on teacher discipline.

- H1: There is a significant influence of the school principal's leadership style on teacher discipline.

The normality test of data indicates that the data is normal. After that, hypothesis testing was conducted with a t-test. The critical criteria are that H1 is accepted if the t-value is greater than the tabulated t-value. The t-statistic value of 3.060, as obtained from the calculation in Table 4.14, is compared with the tabulated t-value of 1.661 at $\alpha = 0.05$. Since 3.060 is greater than 1.661, it can be concluded that H0 is rejected, and H1 is accepted, implying that the leadership style of the school principal significantly influences the level of teacher discipline at SD Negeri 2 Wameo.

D. Coefficient of Determination Test (R^2)

The determination coefficient in this study uses Adjusted R-Square (R^2) to understand how much contribution the leadership style variable makes to teacher discipline in SD Negeri 2 Wameo. The results are presented in the following table.

Table 6. Coefficient of Determination Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.470[a]	.221	.197	1.883
a. Predictors: (Constant), Leadership Style				
b. Dependent Variable: Disciplines				

The leadership style variable has an R coefficient value of 0.470 and a determination coefficient value (r^2) of 0.221. This indicates that 22.1% of teacher discipline is influenced by the leadership style variable. Meanwhile, 77.9% of the variation in teacher discipline is influenced by other variables not studied.

Discussion

This quantitative study was conducted at SD Negeri 2 Wameo aiming to understand and analyze the impact of the school principal's leadership style on teacher discipline. The research utilized a questionnaire or survey as a data collection tool, distributed to 37 respondents from the validated sample. In essence, the study assessed the influence of the school principal's leadership style on the level of teacher discipline. The validity test results indicated that the distributed questionnaires were valid and reliable concerning the leadership style of the school principal and teacher discipline. Subsequently, based on the results of the simple regression analysis, the researcher obtained a constant value of 8.661. This finding aligns with the data analysis conducted using the SPSS application.

It was observed that testing hypotheses about how the leadership style of the school principal is affecting teacher discipline. Based on the t-value of 3.060, which is greater than the

tabulated t-value of 1.661, and a significance level of 0.04, which is less than 0.05, hypothesis H1 was accepted, but later rejected. The coefficient of determination (R^2) test revealed an R Square value of 0.221, showing that the independent variable of teacher discipline contributes 22.1%, while other factors contribute 77.9%. Similar to Ref. [9] research, which suggested a positive and significant effect of the school principal's leadership style on teacher performance satisfaction. This study's findings also support the same things. Additionally, Ref. [10] research on the impact of the school principal's leadership style on teacher discipline is also consistent with the results of this research.

The research results indicate that the leadership style is excellent, with a prevalence of 61%. Moreover, teacher discipline in the same area is also excellent, with a prevalence of 90%. This finding is the result of hypothesis testing using a t-test, which shows that the t-value is greater than the tabulated t-value, indicating a positive influence of the school principal's leadership style on the level of teacher discipline. This study is consistent with the research conducted by Ref. [11], where the regression linearity test results revealed a significant influence between leadership style and teacher discipline.

This quantitative study, conducted at the school, highlights the importance of understanding and fostering a positive educational environment by exploring the interplay between principal leadership style, teacher discipline, and attitudes. Principals play a crucial role in shaping the school culture, and their leadership style can significantly impact various aspects of the school, including teacher discipline and attitudes. Effective leadership sets the tone for the entire institution, influencing teacher morale, commitment, and overall job satisfaction. A principal who demonstrates strong leadership skills can inspire teachers to excel, fostering a collaborative and innovative educational atmosphere. Conversely, weak leadership may lead to a lack of direction, communication gaps, and a decline in teacher motivation. Therefore, the importance of principal leadership cannot be overstated.

Teacher discipline is a key component of a well-functioning school. A disciplined teaching staff contributes to a structured learning environment, enhancing student engagement and achievement. The principal's leadership style becomes instrumental in instilling and maintaining discipline among teachers. Positive leadership encourages a sense of responsibility and accountability, fostering a professional atmosphere conducive to effective teaching and learning [12]-[15]. Additionally, teacher attitudes are closely linked to the overall success of the educational process. A positive attitude among teachers can create a domino effect, positively impacting students, colleagues, and the school community. Principal leadership plays a crucial role in shaping teacher attitudes by providing support, recognition, and a conducive work environment [16]-[18]. Understanding the intricate relationships between principal leadership, teacher discipline, and attitudes is essential for educational

institutions striving for excellence [19]-[21]. Positive leadership not only contributes to a disciplined and motivated teaching staff but also creates a positive ripple effect that benefits the entire school community.

Conclusion

In the culmination of this quantitative research endeavor, a nuanced understanding of the intricate relationships between principal leadership, teacher discipline, and attitudes has emerged. The study employed a robust methodology, including surveys and statistical analyses, to shed light on the dynamics that shape the educational landscape. The research underscores the pivotal role of principal leadership as a linchpin in school dynamics. Effective leadership, as revealed through the study, has a profound impact on teacher morale, commitment, and job satisfaction. A principal's ability to inspire and guide sets the tone for the entire educational institution, influencing not only the professional conduct of teachers but also the overall culture of the school. Teacher discipline emerged as a cornerstone for effective education within the school setting. The study affirms that disciplined teaching staff significantly contribute to a structured and conducive learning environment. The role of the principal's leadership style becomes evident in fostering and maintaining discipline among teachers, emphasizing the importance of positive and supportive leadership in cultivating a professional atmosphere. As educational institutions strive for excellence, the findings of this research carry significant implications. Schools that prioritize and invest in effective principal leadership are poised to create an environment where teacher discipline and positive attitudes flourish. The study advocates for ongoing professional development for school leaders, tailored to enhance leadership skills that positively impact teacher behavior and attitudes.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

[1] Jere, A. (2022). *Management of teaching staff for quality education delivery in selected secondary schools in Nyimba district of eastern province, Zambia* (Doctoral dissertation, The University of Zambia).
[2] Mestry, R. (2017). Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, *37*(1), 1-11.
[3] Day, C., Sammons, P., & Gorgen, K. (2020). Successful School Leadership. *Education development trust*.
[4] Leithwood, K., Jantzi, D., & Steinbach, R. (2021). Leadership and other conditions which foster organizational learning in schools. In *Organizational learning in schools* (pp. 67-90). Taylor & Francis.
[5] Dyer, G., & Dyer, M. (2017). Strategic leadership for sustainability by higher education: the American College & University Presidents' Climate Commitment. *Journal of Cleaner Production*, *140*, 111-116.
[6] Pani, A. (2017). Academic leadership: Concept, attributes and practices. *University News*, *55*(49), 17-25.

[7] Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The correlation between supervision of headmaster and interpersonal communication with work ethos of the teacher. *European Journal of Education Studies*.
[8] Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
[9] Ch, A. H., Ahmad, S., Malik, M., & Batool, A. (2017). Principals' Leadership Styles and Teachers' Job Satisfaction: A Correlation Study at Secondary Level. *Bulletin of Education and Research*, *39*(3), 45-56.
[10] Azainil, A., Komariyah, L., & Yan, Y. (2021). The Effect of Principals' Managerial Competence and Teacher Discipline on Teacher Productivity. *Cypriot Journal of Educational Sciences*, *16*(2), 563-579.
[11] Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, *20*(1), 156-164.
[12] Jumani, N. B., & Malik, S. (2017). Promoting teachers' leadership through autonomy and accountability. *Teacher Empowerment Toward Professional Development and Practices: Perspectives Across Borders*, 21-41.
[13] Nei, K. S., Foster, J. L., Ness, A. M., & Nei, D. S. (2018). Rule breakers and attention seekers: Personality predictors of integrity and accountability in leaders. *International Journal of Selection and Assessment*, *26*(1), 17-26.
[14] Groenewald, E., Kilag, O. K., Cabuenas, M. C., Camangyan, J., Abapo, J. M., & Abendan, C. F. (2023). The Influence of Principals' Instructional Leadership on the Professional Performance of Teachers. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *1*(6), 433-443.
[15] Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M. (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *1*(1), 127-140.
[16] Mei Kin, T., Abdull Kareem, O., Nordin, M. S., & Wai Bing, K. (2018). Principal change leadership competencies and teacher attitudes toward change: the mediating effects of teacher change beliefs. *International Journal of Leadership in Education*, *21*(4), 427-446.
[17] Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2020). Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. *Educational Management Administration & Leadership*, *48*(1), 106-132.
[18] Szeto, E., & Cheng, A. Y. N. (2018). Principal–teacher interactions and teacher leadership development: Beginning teachers' perspectives. *International journal of leadership in education*, *21*(3), 363-379.
[19] Widodo, H. (2019). The role of school culture in holistic education development in Muhammadiyah Elementary School Sleman Yogyakarta. *Dinamika Ilmu*, *19*(2), 265-285.
[20] Radd, S. I., Generett, G. G., Gooden, M. A., & Theoharis, G. (2021). *Five practices for equity-focused school leadership*. ASCD.
[21] Shields, C. M. (2017). *Transformative leadership in education: Equitable and socially just change in an uncertain and complex world*. Routledge.

Authors



Dwi Agustyawati is a dedicated lecturer at Universitas Muhammadiyah Buton, Indonesia specializing in the field of Management. As a female academician, she holds the position of Lektor and is actively engaged in her role as a permanent faculty member. Dwi Agustyawati's academic journey includes earning a Bachelor's Degree (S1) in Economics from Universitas Islam As-syafiiyah in 2012, followed by a Master's Degree (S2) in Management from Institut Bisnis Nusantara in 2015. Her consistent involvement in teaching and her commitment to academic excellence underscores her active status within the university community. (email: dwi.agustyawati@umbuton.ac.id).



Farisatma is a dedicated educator currently serving as a permanent lecturer at Universitas Muhammadiyah Buton, Indonesia. She specializes in Elementary School Teacher Education, demonstrating her passion for shaping the future of education. With a Bachelor's Degree (S1) obtained from Universitas Dayanu Ikhsanuddin in 2012 and a Master's Degree (S2) from Universitas Hasanuddin in 2017, she has equipped herself with extensive academic knowledge to excel in her field. Her commitment to teaching and academic excellence reflects her active status within the university community. (email: farisatma89@gmail.com).