

Teacher Perceptions: Principal Leadership, Teacher Discipline and Their Influence on Teacher Performance

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Abstract:

The purpose of this study is to determine the impact of madrasa principal leadership and discipline on teacher performance at Baitul Muslim Integrated Islamic Elementary School Way Jepara, Lampung Timur, Indonesia. Correlational research design is used to test the strength or weakness of the relationship between perceptions of principal leadership, and teacher work discipline, with teacher performance. this research is a population study. The research data were collected using questionnaires and documentation methods. The research data were analyzed using the descriptive quantitative analysis method with the calculation of Pearson correlation (product-moment) with the help of SPSS version 21. The results of the study show that there is a positive and significant influence between teachers' perceptions of the leadership of principals and teacher performance at Baitul Muslim Integrated Islamic Elementary School Way Jepara, Lampung Timur, Indonesia. There is a positive and significant influence between work discipline and teacher performance at Baitul Muslim Integrated Islamic Elementary School Way Jepara, Lampung Timur, Indonesia. The achievement or improvement of teacher performance is largely determined by teachers' perceptions of the principal's leadership and work discipline. The results of the analysis show that discipline is one of the factors originating from internal teachers that support the improvement of teacher performance. Good discipline will have a maximum impact and encourage teachers to maximize their performance.

Keywords: Teacher Perceptions; Principal Leadership; Teacher Discipline; Teacher Performance

Introduction

Performance is the result of a person's work in carrying out his duties, both in quality and quantity (Wolkoff et al., 2021). Performance is a multi-dimensional building form, so the way to measure it varies greatly depending on many factors (Stonehouse & Abeykoon, 2022). Teacher performance is influenced by two factors: internal factors in which psychological, physical, educational, and social ones are included, and external factors in which environment of working is included (Mittal et al., 2022). Finally, these two factors will affect work ethic (Salin et al., 2020). The success of educational institutions cannot be separated from the good or bad performance of teachers because all teaching and learning activities directly interact with students on a daily basis (Sarker et al., 2019). An organization of any kind will certainly deal with performance or performance issues (Dabbagh et al., 2021). The success or failure of an organization will be reflected in the level of achievement of the organization's own performance (Alhawamdeh & Alsmairat, 2019). Therefore, the organization must really pay attention to matters concerning performance, both teacher performance and overall organizational performance (Paais & Pattiruhu, 2020).

The principal is in charge of organizing educational activities, school administration, coaching other educators, and utilizing and maintaining facilities and infrastructure (AlDaajeh et al., 2022). The quality of school principals is closely related to various aspects of school life, such as school discipline, the school's cultural climate, and the decline in delinquent behavior among students (Weber & Vereenoghe, 2020). It becomes more mutually influential in line with the increasingly complex demands of the principal's duties, which require principals to have good leadership skills, good managerial skills, supervisory competence, and social competence (Bergestuen et al., 2022).

The principal, as the highest leader who is very influential and determines the progress of the school, must have administrative skills, a high level of commitment, and be flexible in carrying out his duties (Hongal & Kinange, 2020). Good leadership must be able to strive to improve the performance of teachers through educational personnel capacity-building programs (Lazaro-Mojica & Fernandez, 2021). Principals must have a vision and mission, as well as an overall education management strategy oriented to quality (Pashiardis & Kafa, 2022). Principals must have the personality or traits and abilities and skills to lead an educational institution (Dervenis et al., 2022). In addition, a principal must also manage the means of supporting teaching and learning activities to achieve graduates who are oriented to the abilities and qualities of their students (Díez et al., 2020). The quality of the learning process means the ability of school resources to transform various types of inputs and situations to achieve a certain degree of added value for students who are declared to have graduated from one type of education level or completed a certain learning program (Fekih Zguir et al., 2021).

The principal, as a leader, is the determinant of the success or failure of the school (Jourdan et al., 2021). His or her ability to master and apply his or her knowledge in the best skills to direct and encourage the power of students, teachers, staff, and parents so that all move and strive strongly to achieve goals determines success (Leithwood, 2021). The principal's understanding needs to be continuously developed to better understand the profile of expected graduates, directing educator resources to facilitate students' learning optimally with standards that are always improving from time to time (Cascio, 2019). A successful principal can present himself or herself as a role model for teachers, students, and others, as well as communicate and adapt to change (Sivarajah et al., 2019).

Teachers need to be involved in assessing the principal's leadership (Schott et al., 2020). To improve the quality of the school he leads and especially to create a harmonious organizational climate, there must be reciprocity between the leader and his subordinates in this context (Samara, 2021). Teachers must be able to assess the school if something happens that is felt to be detrimental to the school (Janssen et al., 2020). Sometimes the principal is wrong in making decisions, and at that time the teacher must also be able to be involved in making these decisions (Janssen et al., 2020). As a good leader, the principal must be able to accept the assessment of his subordinates, namely teachers, as long as the assessment is objective and constructive (Cui, 2021).

Perceptions play a very important role in assessing the principal's leadership; from these perceptions, it can be seen whether the principal is in the right position as an organizational leader (S. W. Lee & Mao, 2023). Teachers certainly have their own perceptions of the principal's leadership (Da'as & Zibenberg, 2021). Perception is a method of evaluating existing objects or experiences that have been influenced by the theories and beliefs that are held (Tripp & Munson, 2022). Perceptions that arise among teachers can vary, both positive and negative, regarding the leadership of their principals and their competence in managing an organization (Grissom & Condon, 2021).

Each teacher will have their own response to the principal's leadership activities (Tingle et al., 2017). The response can be positive or negative, depending on how far the teacher's perception responds to the principal's leadership behavior (Hiller et al., 2019). Perception is defined as a direct response to something through the five senses (Sarasso et al., 2020). From the perspective of social psychology, perception is defined as the process of organizing and interpreting the stimulus received by the organism or individual so that it is something meaningful and is an integrated activity within the individual (Wilson & Coan, 2021). Perception is influenced by current and past experiences and is also influenced by individual attitudes at that time (Golbabaei et al., 2020).

Working climate conditions, suitability of teacher education, a coaching system carried out through supervision, welfare and salary, facilities that can support teaching success, motivation, principal leadership style, gender work culture, and work discipline will affect teacher perceptions and performance (Sahito & Vaisanen, 2020). Frequent changes in principal leadership will lead to different perceptions among teachers (DeMatthews et al., 2020). Teachers will often compare one principal with another, and the level of teacher obedience to the principal may decrease (Daniëls et al., 2019).

In any organization, there must be rules that bind all members of the organization and act as a barrier to any behavior intended to help all members of the organization achieve goals (Ali et al., 2021). Teacher discipline is the development of voluntary teacher attitudes and behaviors in accordance with all written and unwritten guidelines and regulations established to improve work performance and achieve organizational goals (Kragt & Holtrop, 2019). Discipline will make people know and be able to distinguish what things must be done, may be done, and should not be done (Kar & Dwivedi, 2020). Steady discipline will essentially grow and emanate from the results of human awareness and become part of his behavior (Jusup et al., 2022). The low discipline of teachers in terms of time, enforcing rules, attitudes, and teaching has an influence on the performance of teachers at school, which results in a lack of creativity in teaching, so the learning process seems monotonous (Kashinathan & Abdul Aziz, 2021).

Teachers' perceptions of the principal's leadership can affect teacher performance (Stark & Bettini, 2021). Teacher discipline is a benchmark for good or bad student behavior because teachers are role models for their students (Compen et al., 2019). Based on this explanation, it is very important to conduct this research to determine the effect of teacher perceptions of principal leadership and discipline on teacher performance at Baitul Muslim Integrated Islamic Elementary School Way Jepara, Lampung Timur, Indonesia.

Methods

This research is a survey with a quantitative exploratory level and a correlation research design that aims to test the strength or weakness of the relationship between the independent variables, principal leadership perceptions, and teacher discipline, and the dependent variable, teacher performance. The population in this study was all teachers of Sekolah Dasar Islam Terpadu Baitul Muslim Way Jepara, Lampung Timur, Indonesia, totaling 34 people. Considering the population is quite small, the author uses a total sample; thus, this research is a population research. The research data were collected using questionnaires and documentation methods. The research data were analyzed using the descriptive quantitative analysis method with the calculation of Pearson correlation (product-moment) with the help of SPSS version 21. Of the 56 items in the questionnaire testing teacher perceptions of principal leadership, 14 items were invalid. Therefore, for a 56-item questionnaire of teacher perceptions of principal leadership, only 42 statement items are suitable for use as a research instrument. Of the 30 items in the discipline questionnaire that were tested, 7 items were invalid. Therefore, for a discipline questionnaire of 30 items, only 23 statement items are suitable for use as a research instrument. Of the 30 items in the teacher performance questionnaire tested, there were 4 invalid items. Therefore, for the teacher performance questionnaire, a total of 26 statement items are suitable for use as a research instrument.

Results and Discussion

The results of the study are presented in tabular form with two facets of discussion: the description of each variable and the results of the correlation analysis between variables.

Table 1. Results of Analysis of Each Variable

No	Variables	Score Range	Score Classification
1	Teacher's Perceptions of Principal's Leadership	Minimum = 100 Maximum = 200	High = 41% Medium = 21% Low = 38%
2	Discipline	Minimum = 74 Maximum = 115	High = 35.5% Medium = 17.6% Low = 46.9%
3	Teacher's Performance	Minimum = 74 Maximum = 114	High = 32.2% Medium = 17.7% Low = 50.1%

The results of this research indicate that the variable effect of teacher perceptions of principal leadership on teacher performance contributes 11.2% to teacher performance. This indicates that the contribution of teacher perception variables to principal leadership and teacher performance is quite high.

This implies that a small proportion of respondents gave a high evaluation of the principal's leadership. The greater the respondent's knowledge of the principal's leadership role, the greater the influence on teacher performance (Angelle & M. Teague, 2014; A. N. Lee & Nie,

2014). Three sets of variables affect performance, including psychological variables consisting of perception, attitude, personality, learning, and motivation. while the organizational variables consist of resources and leadership (Shen et al., 2021). Therefore, teacher performance can be improved through the use of teacher perceptions of good and effective principal leadership to make the principal more effective in leading it.

Principals must constantly work to elevate their leadership and performance in order to foster positive perceptions among teachers (Kurt et al., 2011). so that teachers set a good example for students and have no justification for not enhancing their performance. The school's quality can be raised as a result of this mutualistic effect.

The findings indicated that 39.6% of the variance in the discipline variables was due to or contributed by teacher performance. This exemplifies how discipline issues have a significant impact on teachers' effectiveness. This suggests that discipline has a positive impact and is shown by punctuality in keeping commitments, awareness of the tasks and responsibilities assigned, and consistently abiding by all laws and regulations in effect at the time.

The results showed that teacher perceptions of the principal's leadership and discipline had a favorable effect on teacher performance. $R^2 = 0.188$ and $Y = 32.564 + 0.170(X1) + 0.321(X2)$ with a multiple regression coefficient F of 3.595 make up the linear regression equation. The study's findings highlight the significance of these variables in enhancing teacher performance because they can together explain 18.8% of the variance in teacher performance and have a correlation coefficient of 0.343. Both teacher discipline and how teachers feel about their principal's leadership have a positive impact on teacher performance. According to the conclusion, teachers' output will rise in direct proportion to how highly and favorably they view their principals' leadership and authority. In contrast, teachers' performance declines and deteriorates in direct proportion to their opinions of the leadership and control of their principals.

According to the report above, it is important to consider teachers' perceptions of the principal's leadership and control when enhancing teacher performance. Improve student performance is carried out with the help of a stronger, more capable principal, who directs and oversees all activities.

From the calculation results, a multiple correlation coefficient of 0.188 was obtained. After testing with the F test, F_{count} (3.595) was obtained, which is greater than the F_{table} value (3.30), meaning that there is a positive influence between teacher perceptions of principal leadership and discipline on teacher performance. In addition, from this test, the coefficient of determination is 0.188. The results of this calculation mean that, separately, 18.8% of the variance in teacher performance can be explained by teacher perceptions of principal leadership and discipline.

From the multiple regression equation, it can be interpreted that the better the teacher's perception of the principal's leadership and discipline, the better the teacher's performance, and vice versa. The relationships between the three variables are shown in the following diagram:

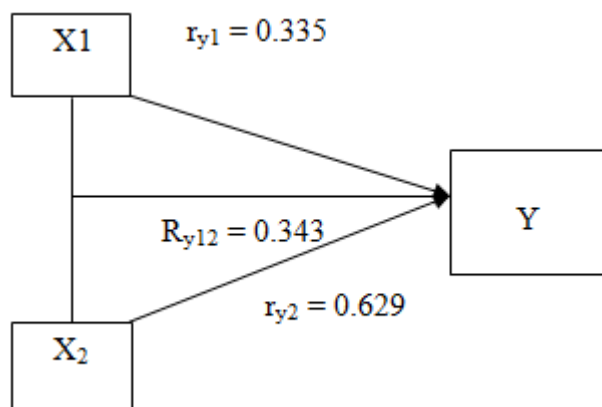


Diagram 1. Connectivities among variables

This research has limitations because of various factors, including the researchers, analysis subjects, and research instruments. This limitation is inseparable from the many shortcomings of researchers in carrying out research that needs to be considered by all parties who will utilize this research. The limitations of this research include:

1. The indicators have not been fully revealed by the questionnaires used to collect data on teachers' perceptions of principals' leadership, discipline, and teacher performance.
2. Teachers at Baitul Muslim Integrated Islamic Elementary School Way Jepara, Lampung Timur, Indonesia, the respondents who are the subjects of the research, may not have been interested in the study, so the responses provided may not accurately reflect the circumstances.
3. Factors affecting teacher performance in this study are only limited by teacher perceptions of principal leadership and discipline, while many other variables can affect teacher performance.
4. There can be errors in calculating or processing data, which results in the data presented in this study also being erroneous. But the author tries to minimize and even eliminate the occurrence of these errors.

Conclusion and suggestion

Based on the data collected and the results of the data analysis stated earlier, the following conclusions can be drawn: 1) There is a positive and significant influence between teacher perceptions of principal leadership and teacher performance at Sekolah Dasar Islam Terpadu Baitul Muslim Way Jepara, Lampung Timur, Indonesia ($r_{x1y} = 0.335$, $t = 2.012$, $\beta = 0.164$). 2) There is a positive and significant influence of discipline on teacher performance at MIN 5 Lampung Selatan ($r_{x2y} = 0.629$, $t = 0.164$, $\beta = 0.036$). 3) There is a simultaneous significant influence between teachers' perceptions of principals' leadership and discipline on teachers' performance at Sekolah Dasar Islam Terpadu Baitul Muslim Way Jepara, Lampung Timur, Indonesia ($R_{xy} = 0.343$, $F_{count} = 3.595$, $\beta = 0.039$). Based on these conclusions, it implies that achieving or improving teacher performance, is largely determined by teachers' perceptions of principal leadership and discipline. Teacher performance is the outcome of a teacher's efforts in carrying out the tasks assigned to him based on his skills, experience, and seriousness so that each of his efforts is directed toward achieving the best results. Teacher performance is strongly influenced by the environment around her, both the school environment and the environment outside the school. Likewise, having discipline can improve and have a positive effect on teacher performance. The results of this analysis show that discipline is one of the factors that come from internal teachers that support the improvement of teacher performance. With good enough discipline, it will have a maximum impact and will encourage teachers to maximize

their performance. Based on the description above, teacher performance must always be improved considering the challenges of the world of education to produce quality human resources that are able to compete in the global era. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience, seriousness, and the use of time. Efforts to improve performance are usually made by being disciplined in addition to other methods.

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