

THE INFLUENCE OF THE PRINCIPAL'S VISIONARY LEADERSHIP AND SCHOOL CULTURE ON TEACHER WORK DISCIPLINE IN MUHAMMADIYAH HIGH SCHOOL

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ABSTRACT

This research generally aims to analyze, test and determine the influence of the principal's visionary leadership and school culture on the work discipline of Muhammadiyah High School teachers in South Jakarta. Quantitative research method with data collection techniques using questionnaires. The method used is path analysis. The population in this study were Muhammadiyah high school teachers in South Jakarta. The population of this study was 146 teachers consisting of 3 Muhammadiyah high schools in South Jakarta. The research results can be concluded that there is a positive and significant influence of Visionary Leadership (X1) on Work Discipline (X3) $\beta_{3.1} = 0.304$ (30.4%), there is a positive and significant influence of School Culture (X2) on Work Discipline (X3) $\beta_{3.2} = 0.242$ (24.2%), there is a positive and significant influence of Visionary Leadership (X1) on School Culture (X2) $\beta_{2.1} = 0.495$ (49.5%). Based on these results, there is an influence of Visionary Leadership on Teacher Work Discipline in Muhammadiyah High Schools throughout South Jakarta, there is an influence of School Culture on Teacher Work Discipline in Muhammadiyah High Schools in South Jakarta, and there is an influence of Visionary Leadership on School Culture in Muhammadiyah High Schools in South Jakarta.

Keywords: *Work Discipline, School Culture, Visionary Leadership, Teachers, Muhammadiyah*

INTRODUCTION

Schools are national educational institutions, in order to realize national goals, schools are required to be able to carry out the process of teaching and learning activities in an orderly, directed manner and must be sustainable. (Yusuf, Hendawati, and Wibowo 2020) To achieve these goals,

schools must have an education system that has components such as students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, learning processes, and results or outputs. Therefore, all these components must develop in accordance with the demands of the times and changes in the existing environment. Development will not be realized without the support of human resources which are assets that can provide more contribution in achieving organizational goals. (Santoso 2017)

Educators/teachers as listed in law number 20 of 2003 concerning the National Education System are one of the components of education in achieving school goals. And the main task of a teacher is to teach and be responsible for the implementation of the learning process starting from planning, implementing and evaluating learning outcomes. (Yusuf, Hendawati, and Wibowo 2020) And it has been explained that Law Number 14 of 2005 mandates teachers as professional educators. with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal primary and secondary education. The teacher's duties will be carried out well if the teacher has high discipline to carry out all the tasks assigned to him. (Widuri, Bernardo, and Wuisan 2020)

School principals need to develop visionary leadership in carrying out their leadership in schools. One of the factors that is thought to influence teacher work discipline is the leadership of the school principal. The success of education in schools is largely determined by the success of the principal's leadership in managing teaching and educational staff. Leadership is the way a leader influences the behavior of his subordinates so they want to cooperate and work productively to achieve organizational goals. (Kurniaty 2021)

In his role as a leader, the principal must pay attention to the needs and feelings of the people who work so that teacher work discipline is always maintained. Good school principal leadership must be able to strive to improve teacher work discipline through a program to develop the abilities of educational staff. The school principal is responsible for organizing other educational activities, and empowering and maintaining existing facilities and infrastructure assets. (Kurniaty 2021)

If a leader is able to move the wheels of the organization well, leading to progress, then the organization will progress. In general, leadership is a process of influencing other people to achieve a goal (Sebastian et al., 2019). Leaders who have a good vision and mission will be able to provide direction to the orientation of their vision and mission to create the competitiveness of their members. So, it is from this competitive process that creative ideas emerge that can develop the school. Creative ideas and thoughts possessed by visionary leaders can influence employee performance if these ideas are deemed capable of improving the school to be even better in the future. (Ihsana and Chidam, 2022) In other words, school principals who have creativity and a futuristic vision will be able to improve teacher work discipline.

Work discipline can also be interpreted as the attitude of a person or group who intends to follow the rules that have been set. Work discipline is an attitude and behavior that shows the teacher's obedience to organizational regulations. Indicators of work discipline consist of punctuality, utilization of facilities, high responsibility, compliance with office rules. (Oupen and Yudana 2020)

The realization is that at Muhammadiyah High School in South Jakarta, teachers must arrive on time at 06.30 and leave promptly at 15.00, use school facilities as best as possible without damaging them, complete assigned tasks according to procedures and be responsible for the results of their work, for example routine evaluation meetings, daily reporting of learning activities, class supervision, checking during coaching, structured assignments, making lesson plans on time and making teaching materials according to competency, teachers must wear uniforms according to daily schedule rules, wear identity cards, and permission if they are not coming in. There is no role for school principals in seeking to improve teacher work discipline, such as through programs to develop the capacity of teaching staff to improve the quality of schools in the future because there are still teachers who are disciplined due to control from the leadership/principal and staff. There are teachers who do not arrive

on time and are still there are teachers who are incomplete in wearing school clothing attributes. Meanwhile, the reflection of a teacher who has implemented work discipline is if the teacher has followed the rules set by the school principal/leader without having to be controlled by the school leader/principal and staff.

The work discipline of a teacher at school in carrying out his duties can also be influenced by school/organizational culture. School/organization culture is a system of values or norms (beliefs), assumptions, which have long been in effect, which are agreed upon and followed by members of the school/organization. (Muis, Jufrizen, and Fahmi 2018) This culture guides behavior and solves school/organizational problems. The application of the concept of school/organizational culture functions to develop, preserve and pass on cultural values to teachers and students. School/organizational culture is a reflection of the framework for achieving quality education in schools. Educational institutions that have a good school/organizational culture are reflected in patterns of policy making, decision making, deliberations with all stakeholders in the school, teacher ethics and respect, and so on (Husnah, Harapan, and Rohana 2021).

Based on this description, this research aims to test two variables which are thought to be very dominant in influencing teacher work discipline, namely the visionary leadership of the school principal and the school's organizational culture. Therefore, this research is entitled "THE INFLUENCE OF THE SCHOOL PRINCIPAL'S VISIONARY LEADERSHIP AND SCHOOL CULTURE ON TEACHER WORK DISCIPLINE IN MUHAMMADIYAH HIGH SCHOOL IN SOUTH JAVA".

METHOD

This research uses a quantitative approach with a causal study type of research. Quantitative research is an approach to testing certain theories by examining the relationships between variables. These variables are measured -usually with research instruments. These variables are the independent variable and the dependent variable. (Rukminingsih, Adnan, and Latief 2020)

This research will look for the influence between variables, namely the principal's visionary leadership and school culture on teacher work discipline. After the data is obtained, the results will be presented descriptively, then analyzed to test the hypotheses proposed in this research.

The population in this study was all Muhammadiyah High Schools in South Jakarta. With a total of 3 Muhammadiyah high schools. Meanwhile, the affordable population in this study was the place for sampling, consisting of all teachers from Muhammadiyah High Schools in South Jakarta.

The sample is part of the number and characteristics of the population. If the population is large, and it is not possible for research to study everything in the population, for example due to limited funds, personnel and time, then research can use samples taken from that population. (Anshori 2017) The number of samples used was all Muhammadiyah High School teachers in South Jakarta totaling 107 teachers using random sampling from Muhammadiyah High School teachers in South Jakarta.

In this research, the data collection technique used by the author is a questionnaire. Questionnaire/Questionnaire: If the interview is carried out by asking face to face, the questionnaire is carried out by distributing questions to the respondents to be answered in writing. Research questions in school action research need to be adjusted to the respondents' abilities. As far as questions are concerned students, they need to be structured in a simple, yet measurable way. In this case, the researcher will distribute questions/questionnaires related to the research that will be carried out by the researcher and distribute them to teachers at Muhammadiyah High Schools in South Jakarta.

FINDINGS AND DISCUSSION

The data in this research was obtained from distributing questionnaire forms online to

respondents. The objects of this research were all Muhammadiyah High School teachers in South Jakarta with a sample of 107 respondents. The research was conducted on 10 July – 4 September 2023.

Respondents in this study were dominated by female teachers, namely 63 respondents (59%) and the number of male teachers was 44 respondents (41%). In the undergraduate education level category, namely 93 respondents (87%), this category can be said that the teachers who teach have undergraduate education. With S1 education, it is hoped that teachers will have academic competence that meets the criteria set by the government. Next, there are 12 respondents (11%) with Master's education, 1 respondent with D1 (1%), and 1 respondent with MAN (1%). . In the foundation teacher status category, 97 respondents (91%) dominated and with civil servant status 10 respondents (10%).

1. Direct positive and significant influence of Visionary Leadership on Work Discipline

Based on the research results above, it can be stated that the Principal's Visionary Leadership has a direct positive effect on the Work Discipline of Muhammadiyah High School teachers throughout South Jakarta. This is proven by the results of the t test statistical test for Visionary Leadership with a calculated t value of 3.062 with a significant value of 0.003 which is smaller than 0.05, r and β values = 0.304. This means that Visionary Leadership has a direct positive effect on Work Discipline. The results of this research have implications for school principals to improve and implement a visionary leadership attitude so that teacher work discipline will also increase.

These results are in accordance with research conducted by (Prawira Jaya Kadek Yudi and Adnyani 2015) which concluded that the role of leadership can influence the level of work discipline. Leaders have a very important role in upholding discipline in an institution or organization. A leader is someone who has the ability to influence other people so that they can do something according to their wishes and in accordance with the goals of the organization. Leadership is not only defined as influencing someone to achieve goals but is also a process of motivating the behavior of employees/teachers in an effort to improve the group as well as employee/teacher work discipline.

2. Direct positive and significant influence of school culture on work discipline

Based on the research results above, it can be stated that school culture has a direct positive effect on the work discipline of Muhammadiyah high school teachers in South Jakarta. This is proven by the results of the t test statistical test for School Culture with a calculated t value of 2.434 with a value significant 0.017 which is smaller than 0.05, the value of r and β = 0.242. This means that school culture has a direct positive effect on work discipline. The results of this research have implications for all school members to improve and implement school culture so that teacher work discipline will also increase.

These results are in accordance with research conducted by (Afifullah Nizary and Hamami 2020) which concluded that increasing the implementation of school culture will be able to influence the level of work discipline. School culture is the quality of the school in school life that grows and develops based on the spirit and certain values adhered to by the school. It is further said that school culture is the entire physical background, environment, atmosphere, taste, nature and climate of the school which is productively able to provide good experiences for the growth and development of students' intelligence, skills and activities. School culture can be displayed in the form of relationships between principals, teachers and other educational staff at work, discipline, a sense of responsibility, rational thinking, motivation to learn, habits of solving problems rationally.

3. Direct positive and significant influence of Visionary Leadership on School Culture

Based on the research results above, it can be stated that the Principal's Visionary Leadership has a direct positive influence on the School Culture of Muhammadiyah High Schools throughout

South Jakarta. This is proven by the results of the t test statistical test for Visionary Leadership with a calculated t value of 5.831 with a significant value of 0.000 which is smaller than 0.05, r and β values = 0.495. This means that Visionary Leadership has a direct positive influence on School Culture. The results of this research provide implications for school principals to improve and implement visionary leadership attitudes so that school culture will also improve.

These results are in accordance with research conducted by (Eva 2016) which concluded that school culture is formed from the principal's thoughts which are applied in the school environment, therefore by increasing the visionary leadership role of the principal will be able to influence the level of implementation of school culture by the school community.

School/Madrasah culture is something that is built from the results of a meeting between the values held by the teachers and employees in the school/madrasah. These values are built by human thoughts in the school/madrasah. Meeting of minds-the human mind then produces what is called "organizational thinking". It is from the mind of the organization that these values emerge, which will become the main ingredients in forming school/madrasah culture. This culture then emerges in various symbols and actions that are visible to the senses which can be observed and felt in everyday school/madrasah life.

School/madrasah culture is always built by the thoughts of the individuals within it. The individual's thoughts that have the largest portion of influence are the thoughts of the leader (school principal). School/madrasah principals with the various authorities they have certainly have the opportunity to contribute more of their individual thoughts to organizational thought.

CONCLUSION

Based on the research results, it can be concluded as follows:

1. There is a positive and significant influence of the Principal's Visionary Leadership on the Work Discipline of Muhammadiyah High School Teachers in South Jakarta, this can be seen from the results of the t test calculation where $t_{count} = 3.062 > t_{table} = 1.983038$. This means that it can be seen that there is a direct positive influence of the Principal's Visionary Leadership on Teacher Work Discipline. As well as the results of the path coefficient analysis calculation $\beta_{3.1} = 0.304$ (30.4%) with a coefficient of determination **R²** of 0.478. This means that 47.8% of Teacher Work Discipline (X3) is influenced by the Principal's Visionary Leadership (X1). This means that if the Principal's Visionary Leadership style is good, Teacher Work Discipline will increase.
2. There is a positive and significant influence of School Culture on the Work Discipline of Muhammadiyah High School Teachers in South Jakarta, this can be seen from the results of the t test calculation where $t_{count} = 2.434 > t_{table} = 1.983038$. This means that it can be seen that there is a direct positive influence of School Culture on Teacher Work Discipline. As well as the results of the calculation of the path coefficient analysis $\beta_{3.2} = 0.242$ (24.2%) with a coefficient of determination **R²** of 0.478. This means that 47.8% of Teacher Work Discipline (X3) is influenced by School Culture (X2). This means that if the school culture is good, teacher work discipline will increase.
3. There is a positive and significant influence of the Principal's Visionary Leadership on the School Culture of Muhammadiyah High Schools in South Jakarta, this can be seen from the results of the t test calculation where $t_{count} = 5.831 > t_{table} = 1.983038$. This means that it can be seen that there is a direct positive influence of the Principal's Visionary Leadership on School Culture. As well as the results of the calculation of the path coefficient analysis $\beta_{2.1} = 0.495$ (49.5%) with a coefficient of determination **R²** of 0.245. This means that 24.5% of the Principal's Visionary Leadership (X1) is influenced by School Culture (X2). This means that if the Principal's Visionary Leadership is good then the School Culture will improve.

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