
RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLE AND TEACHER DISCIPLINE WITH THE QUALITY OF EDUCATION SERVICES

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ABSTRACT

The purpose of this study was to analyze the relationship between Principal Transformational Leadership and Teacher Work Discipline with the Quality of Education Services in East Jakarta High School. This research uses survey and correlation methods. The study used questionnaires, tests and structured interviews. The number of samples was 145 teacher employees who were randomly selected using the Slovin formula. The results showed that there was a positive relationship between Principal Transformational Leadership and Teacher Work Discipline with the Quality of Education Services in East Jakarta High School. This finding recommends that to improve the quality of teacher services it is recommended to increase the value of transformational leadership and improve teacher work discipline in order to become a culture of teacher virtue in providing good educational services.

Keywords: Principal Transformational Leadership; Teacher Work Discipline; Quality of Education Services

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis hubungan Kepemimpinan Transformasional Kepala Sekolah dan Disiplin Kerja Guru dengan Kualitas Layanan Pendidikan di SMAN Jakarta Timur. Penelitian ini menggunakan metode survei dan korelasi. Penelitian menggunakan kuesioner, tes dan wawancara terstruktur. Jumlah sampel adalah 145 guru karyawan yang dipilih secara acak menggunakan formula Slovin. Hasil penelitian menunjukkan bahwa ada hubungan positif antara Kepemimpinan Transformasional Kepala Sekolah dan Disiplin Kerja Guru dengan Kualitas Layanan Pendidikan di SMAN Jakarta Timur. Temuan ini merekomendasikan bahwa untuk meningkatkan kualitas layanan guru disarankan untuk meningkatkan nilai kepemimpinan transformasional dan meningkatkan disiplin kerja guru agar menjadi budaya kebajikan guru dalam memberikan layanan pendidikan yang baik.

Kata kunci: Kepemimpinan Transformasional Kepala Sekolah; Disiplin Kerja Guru; Kualitas Layanan Pendidikan

INTRODUCTION

Principal leadership is an important force in the framework of school management. Principal leadership is closely related to art and the ability to influence others to act. Therefore the principal as a leader and artist must be able to try to practice his duties and leadership functions in real life everyday in school. To overcome problems in the world of education, especially in schools, a comprehensive and acceptable solution is needed by all parties. Therefore, supporting factors are needed such as organizational culture and leadership style of the principal that is adequate so that maximum organizational commitment can be achieved in the teacher.

In fact, the principal as the highest leader carries out his duties sometimes does not meet the expectations of his subordinates. The headmaster tends to hand over his duties to the vice principals, if there are problems in the execution of the duties then those who are blamed are the representatives so that the principal will be seen as clean by his subordinates. Likewise, if there are inputs from subordinates, they are often underestimated and feel that they are the most aware of the ways of solving problems that are being faced by the school, if the problems have accumulated then ask for opinions from their subordinates. The headmaster is preoccupied with the School Teacher Working Group meetings (MKKS) at the regional or provincial level, causing negligence in the supervisory function which is less effective against subordinates. The principal's leadership model as above tends to be delegated to subordinate and authoritarian tasks.

There are several things that must be considered and carried out by the principal as a leader, including: a) acting wisely, wisely, fairly and not discriminatory against subordinates (arbitrating). b) giving suggestions, motivations, suggestions or suggestions, so that all components grow in spirit, a sense of togetherness, willing to sacrifice in carrying out their respective tasks (suggesting). c) Provide support and are responsible for various needs for smooth implementation of their respective tasks (supplying objectives). d) mobilizing and arousing will so as to bring about changes in attitudes, attitudes, intellectuals according to educational goals (catalysing). e) able to provide a sense of security and comfort, free from feelings of anxiety or worry (providing security). f) able to maintain integrity, always trusted, respected both attitudes, behavior and actions (representing). g) as a source of enthusiasm, so they are always enthusiastic, enthusiastic, responsible (inspiring). h) able to give awards, recognition, opportunities (praising).

Successful school leadership will provide teachers and students to be themselves, accustomed to a culture of living honest, clean, disciplined, independent, orderly and obedient to school rules. Therefore the role of the principal as an important leader is to develop adequate leadership models, so as to be able to move and synergize all the potential, components and environment around the school in order to create the quality of educational services that are conducive, harmonious and synergistic for school progress. As the manager of the school principal is also required to have a visionary leadership model far ahead

(Transformational) includes, the ability to see schools and all educational programs as a whole. Human relations include, the ability to establish effective and efficient cooperative relationships with school personnel, both individually and in groups. The principal as the manager of the education unit is also referred to as the administrator and education manager. The principal as manager is the key holder of the school's retreat. The principal is an important factor in forming an effective school, therefore the principal needs to have the ability, style and strategy to achieve the goals set. The competencies of school principals as education leaders and managers are expected to have leadership skills, so that they are able and skilled to plan, organize, implement, control, and control, so as to be able to disseminate, motivate and encourage the realization of the quality of teacher work. Weak recruitment system for prospective principals, low competency, lack of mental readiness and information and knowledge and experience, especially for principals who are promoting, which has an impact on the lack of skills and style in managing schools. This factor often makes you less confident and mentally prepared to carry out the task as leader. Weak management and supervision of schools owned by principals, especially in preparing, implementing and evaluating school work programs. Lack of knowledge of school administration and lack of consistency of school principals in making decisions and implementing policies that are established are also suspected to be the cause of the low level of quality of teacher work.

But in reality it shows that the principal's performance is still not satisfactory. This can be shown in several indicators as follows: (1) The leadership competence of low principals, low school quality, is a reflection of the still lack of competence of principals in managing and empowering all available potential resources. (2) The performance of principals is generally still low, this is presumably as a result of the lack of ability and leadership model of the authoritarian school principal. (3) Teacher performance is still low, reflecting the still low ability of the principal's leadership in managing and empowering human resources. (4) The ability and leadership model of the teacher in planning and implementing the learning process is low, indicating the low capacity of the principal to carry out his function as a supervisor. (5) The quality of education services by teachers is still low, indicating the lack of school principals giving authority and responsibility to the teacher. As a result the teacher tends to be passive, lacking in confidence, lack of enthusiasm, not creative and innovative. (6) The discipline of teachers, employees and students is low, this is a reflection of the still low competency of principals in carrying out their leadership functions.

Teacher's work discipline is essentially related to personality attitudes that need to be built and socialized continuously. Building teacher work discipline basically is to instill trust and confidence in all components, so that the existing components have the willingness and ability to act. Teacher's work discipline is the ability in the form of determination or determination of intention to realize the vision, mission or goals set by the school. The work discipline of teachers for principals is a very important aspect.

The principal as a change agent must have a strong teacher work discipline, so as to be able to provide support, motivation and can create a school climate that allows teachers and students to work passionately.

But in reality there are still few principals who have strong work discipline and there are still few principals who are able to realize the discipline of their teacher's work. The school's vision, mission and goals are essentially crystallization of a teacher's work discipline. but its existence is sometimes only seen as mere decoration or slogan. Other indicators that work programs made by schools are generally good enough, but in practice sometimes they are not in accordance with what is planned. While the lack of consistency in the work discipline of teachers in carrying out policies can often reduce the trust of subordinates which results in a decrease in the quality of teacher education services. This condition shows that the teacher's work discipline is still weak in carrying out his duties and responsibilities. This lack of leadership models and work discipline of teachers is thought to be the cause of the low quality of education services by teachers.

Talking about the quality of education, we must look at the reality in the field, namely the condition of high schools throughout East Jakarta is still far from expectations because there are still many problematic teenagers (students), problematic educators and education personnel. This marks the occurrence of moral and character decadence. The enactment of Law Number 14 of 2005 concerning teachers and lecturers. Teachers of the Republic of Indonesia whose professional professionals are competent, qualified S1 or D-IV, educated educators. These three components are to improve the dignity of teachers and ensure the welfare of teachers. If the teacher's minimum needs are sufficiently fulfilled, it is expected that the teacher will be able to develop self-potential and be able to manage education with all the components in the school properly. This is acceptable, because the teacher is the main holder of control in the implementation of education. For teachers, all parents and the community are relied on the success of their children in obtaining education services.

The success of a school essentially lies in the efficiency and effectiveness of a school principal's visioner. While the school as an educational institution in charge of organizing education and learning processes teaches in an effort to educate the lives of the nation. In this case the school principal as a person who is given the task to lead the school, the principal is responsible for achieving school goals. The headmaster is expected to be a visionary leader and innovator in the school. The principal's professional abilities as an education leader are responsible for creating a conducive teaching and learning situation, so that teachers can carry out. In addition, the principal is required to cooperate with his subordinates in this case the teacher. A school principal who is too oriented towards the task of procuring facilities and infrastructure and paying less attention to the teacher in taking action can cause the teacher to often neglect the task of being a teacher and forming moral values. This can foster a negative attitude from a teacher to

his work at school, so that ultimately has implications for the success of student achievement in school. The principal is the manager of education in the school as a whole, and the principal is the formal leader of education in his school. In an educational environment in schools, principals are fully responsible for managing and disciplining the work of teachers so that they can demonstrate a positive attitude towards their work.

According to Zeithaml V.A. & Bitner M.J (2004: 133) that service quality benchmarks can be measured by ten variables, namely: (1) Tangibles (tangible). (2) Reliability. (3) Responsiveness (koresponsifan). (4) Competence (knowledge and skills). (5) Courtesy. (6) Credibility. (7) Security. (8) Access (Ease of Relationship). (9) Communications (Communication) (10) Understanding The Customer (understanding community needs). According to Jerome.S.Arcaro (2005: 175) focuses on quality based on positive efforts made by individuals, namely: Quality is a structured process to improve the output produced ". In this case the quality contains the degree of significance of a product (the work / effort) in the form of goods or services, both tangible and intangible. Quality is a structured process to improve the output produced. In this case the quality implies the degree of superiority of a product (work / effort) in the form of goods and services, both tangible and intangible.

Edward Sallis stated: (2003: 30-31) There are many sources of quality in education, such as good building srana, prominent teachers, high moral values, satisfying exam results, specialization or vocational, encouraging parents, business and local communities , abundant resources, application of the latest technology, good and effective leadership, attention to students' lessons, adequate curriculum, or also a combination of these factors.

In the relative concept of quality, something of goods or services is said to be qualified not only to meet the specifications specified (fitness for purposes or use) but also must be according to customer requirements (customers requirement). In line with this Creech (Tjiptono Fandy: 2007: 135) suggests that, the product of an organization is the focus point of an organization. The product is identified and defined in terms of both internal and external customers. All organizational elements that affect product focus require careful attention of everyone in the organization, synergistically, they will not appear independently of a common goal (progress) , pride and professional.

In the context of Education, the concept of quality requires that education providers need to understand and understand that educational institutions do not produce goods, but educational services or services. Students are not the product of educational institutions but the educational services they receive and make them qualified graduates. This means that the product is very different from the product or service. It is no exaggeration to say that the main purpose of a school is to meet the wants and needs of students as the main stakeholders. This does not mean that other stakeholders are ignored. However,

students are the reason why an educational institution is established and maintains its reputation. In the learning process, students are conditioned in a learning atmosphere that ensures quality achievement.

Zeithaml and Bitner, stated about (Rangkuti Freddy.2013: 7) Response or consumer response regarding fulfillment of needs, Satisfaction is an assessment of the characteristics or features of a product or service, or the product itself, which provides consumers with a level of enjoyment related to meeting consumer needs.

According to Sudjana there are several things that must be taken into consideration in determining the teaching method to be used, namely: (a) the teaching objectives to be achieved, (b) the learning material to be taught, (c) the type of learning activities that students want. There are several teaching methods that can be used to activate students in the teaching and learning process, namely lectures, question and answer, discussion, recitation, group learning, and so on. The characteristics of Transformational Leaders according to Bass (Yulk :) are: (a). Creating a vision and strength of mission, (b) Instilling pride in subordinates (c) Obtaining and giving respect (d) Growing trust among subordinates (e) Communicating the highest expectations (f) Using symbols to emphasize high effort. (G) Expressing important goals in a simple way (h) Grow and improve intelligence, rationality and careful problem solving of subordinates (i) Give personal attention (k) Individually guide and serve each subordinate. (l) Train and Suggest suggestions (m) Use dialogue and discussion to develop the potential and performance of subordinates. Devanna and Tichy put forward several characteristics of effective transformational leaders in Luthans and Yulk, among others, in the attitude of Sportif.

Talizuduhu Ndraha: the English term ethos is defined as the character of the fundamental spirit of a culture, various expressions that show the beliefs, habits or behavior of a community group Koentjoroningrat discipline comes from the English word ethos which indeed means a typical character can be seen from the habits carried out, the principle produced is either in the form of a typical Character that is intended is a culture that is often seen in the effectiveness of the behavior of my people, their hobbies and various cultural objects of their work. The word discipline comes from Greek: ethos which means moral character or custom (Achmad Charis Zubair: 200: 13).

METHOD

The method in this study is a causal survey, which collects data from members of the population, as is, without treatment (treatment) to determine the true state of the population related to the variables studied. This survey method is used to obtain data from certain natural (not artificial) places but researchers do the treatment in collecting data, for example by distributing questionnaires, tests and structured interviews and so on. This study uses survey methods which are quantitative studies used for to examine the symptoms of a group or individual behavior. Then the research method used in this research survey

method is the choice of researchers. The research method in this study is a non-causal survey method. This research is quantitative, so data processing and analysis use statistics that play a role in composing theoretical models, formulating hypotheses, developing data collection tools, analyzing data, preparing research designs and processing data. There are three variables studied, namely the SMAN Education Service Quality called the dependent variable or There are three variables studied, namely the Education Service Quality of SMAN called the dependent variable or Endogein (Y), Principal Transformational Leadership as an independent or exogenous variable (X1) and Teacher's Work Discipline as independent or exogenous variable (X2). For this reason, a correlation analysis was conducted to see the relationship between endogenous variables (Y) and exogenous variables (X1) and exogenous variables (X2).

The population that is the focus of the researcher is the generalization area which consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions, i.e. Teachers of Civil Servants throughout East Jakarta, amounting to 227 peoples.

Table 1. Population SMAN Civil Servant Teacher Makasar District, East Jakarta

No	Name of School	Total Teacher
1	SMA Negeri 9 Jakarta	44 people
2	SMA Negeri 42 Jakarta	48 people
3	SMA Negeri 48 Jakarta	37 people
4	SMA Negeri 67 Jakarta	55 people
5	SMA Negeri 81 Jakarta	43 people
TOTAL		227 people

Samples with a 95% confidence level, or a 5% error rate then the number of samples that can be drawn from the population above is done with the Slovin formula, amounting to 145 people. Instrument testing as many as 30 respondents were taken from the population, outside the research sample

FINDINGS AND DISCUSSION

The description of the data of SMAN Education Service Quality (Y) is first sorted from the smallest to the highest, then grouped into class intervals. In this study, from the respondents which amounted to 145 people, the range of values of 133 (lowest data) to 160 (highest data) was obtained with data range (range) $160-131 = 29$ described in the descriptive statistics table below:

Tabel 2. Variable Data Description Quality Education Service SMAN

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Y	145	29.00	131.00	160.00	22223.00	153.2621	.52805	6.35853	40.431
Valid N (listwise)	145								

The preparation of frequency distribution for SMAN Education Service Quality Data (Y) obtained eight interval classes with eight interval class lengths are presented in the following distribution table.

Table 3. Distribution Variable Frequency Quality Education Service (Y)

Class	Score	Middle Score	F Absolute	Percentage
1	131 – 134	132,5	2	1,38 %
2	135 – 138	136,5	4	2,75 %
3	139 – 142	140,5	9	6,20 %
4	143 – 146	144,5	8	5,5 %
5	147 – 150	148,5	1	0,69 %
6	151 – 154	152,5	23	15,86 %
7	155 – 158	156,5	72	49,66 %
8	159 – 162	160,5	26	17,93 %

The frequency distribution list for the Lower and Upper Boundaries for SMAN (Y) Education Service Quality data is obtained by eight interval classes with eight interval classes which can be presented in the following table:

Tabel 4. Distribution Frequency Lower Limit and Upper Quality Education Service (Y)

Interval Class	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
131 - 134	130.5	134.5	2	1.38%
135 - 138	134.5	138.5	4	2.76%
139 - 142	138.5	142.5	9	6.21%
143 - 146	142.5	146.5	8	5.52%
147 - 150	146.5	150.5	1	0.69%
151 - 154	150.5	154.5	23	15.86%

155 - 158	154.5	158.5	72	49.66%
159 - 162	158.5	162.5	26	17.93%
Total			145	100%

Based on Table 4 the Quality of Education Services at SMAN (Y) above can be seen 72 respondents or 49.66% of the total respondents were in the average group, as many as 47 respondents or 32.42% were below the average group while 26 respondents or 17.93% is above the average group. To further clarify the presentation of the SMAN Education Service Quality Data (Y) frequency distribution, the data is visualized in the following histogram graph image:

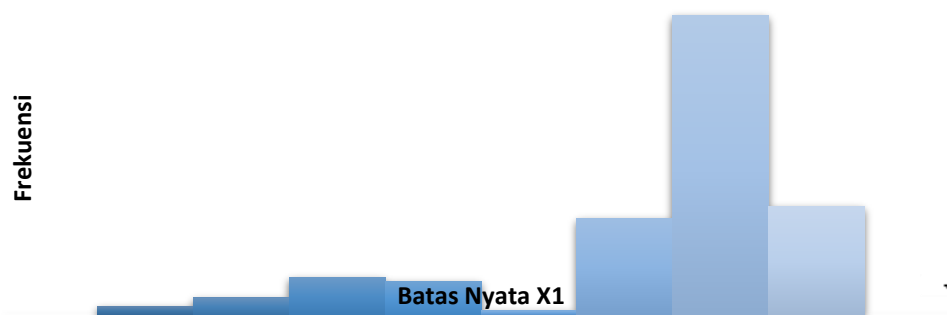


Figure 1. Polygon quality education service SMAN

From the Polygon above it is clear that the average values (153.32), Median ((156.5) and Mode (157) of the distribution of the Education Service Quality Score results are located in the same section of Polygon and have a lower bound value (154.5) and upper limit (160.5) and middle value (157.5) with the largest frequency of 72. This fact shows that the data of the Education Service Quality of Senior High Schools is normally distributed and shown with polygons which tend to be symmetrical in shape. definitely need to test data distribution as one of the statistical requirements testing.

Transformational Leadership Principal of Senior High School (X₁)

Data Processing Results Research collected from 145 respondents was obtained: Number of respondents (N) there were 145 of these 145 respondents who had the smallest value (minimum) was 118 and the largest value (maximum) was 166. Description of the variable Transformational Leadership PrincipalsSMAN was presented in the following table:

Table 5. Description Data Transformational Leadership Principal of Senior High School (X₁) Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std Error	Statistic	Statistic
X1	145	48.00	118.00	166.00	22182.00	152.9793	.60160	7.24422	52.479
Valid N (listwise)	145								

Preparation of frequency distribution for data Transformational Leadership of Principals of SMAN (X_1) obtained eight interval classes with eight interval class lengths that can be presented in the absolute frequency distribution table as follows:

Table 6. Distribution Frequency Transformational Leadership Principal of Senior High School (X_1)

Class	Variable	Middle Score	Frequency	Percentage
1	118 – 123	120,5	1	0,69%
2	124 – 129	126,5	2	1,38%
3	130 - 135	132,5	3	2,07%
4	136 – 141	138,5	4	2,76%
5	142 – 147	144,5	8	5,52%
6	148 – 153	150,5	70	48,28%
7	154 – 160	157	47	32,41%
8	161 - 166	163,5	10	6,90%

Table 7. Distribution Frequency Transformational Leadership Principal of Senior High School (X_1)

Class Interval	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
118123	117.5	123.5	1	0.69%
124129	123.5	129.5	2	1.38%
130135	129.5	135.5	3	2.07%
136141	135.5	141.5	4	2.76%
142147	141.5	147.5	8	5.52%
148153	147.5	153.5	70	48.28%
154159	153.5	159.5	47	32.41%
160166	159.5	165.5	10	6.90%
Total			145	100%

Based on Table 7 above can be seen 70 respondents or 48.28% of the total respondents were in the average group, as many as 18 respondents or 12.42% were below the average group while 57 respondents or 39.31% were above the group on average. To clarify the presentation of data frequency distribution, the data of the Principal of Senior High School Transformational Leadership was visualized in the form of the following histogram graphic:

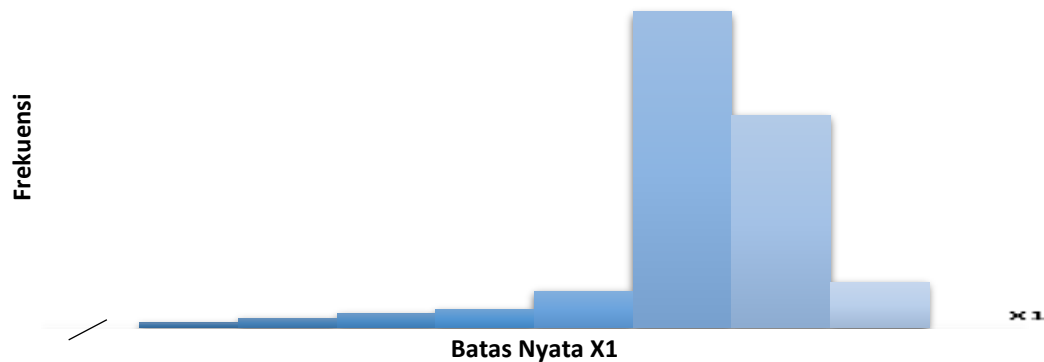


Figure 2. Polygon frequency transformational leadership principal of senior high school (X_1)

From the above Polygon it is clear that the average values (153.01), Median (156.5) and Mode (157) of the distribution of the results of the Transformational Leadership Score of the Senior High School Principal (X_1) are located in one section of the same Polygon and have a value lower limit (147.5) and upper limit (153.5) and middle value (150.5) with the biggest frequency 70. This fact shows that the Transformational Leadership data of the principle of SMAN is normally distributed and shown with polygons which tend to be symmetrical. But to find out for sure there is a need for data distribution testing as one of the statistical requirements testing.

Teacher's Work Discipline

Data Processing Results Research collected from 145 respondents was obtained: Number of respondents (N) there were 145 of these 145 respondents who had the smallest value (minimum) was 127 and the largest value (maximum) was 170 Description of variable Teachers' Work Discipline presented in the table the following:

Table 8. Description Variable Data of Teacher's Work Discipline (X_2)

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
X2	145	43.00	127.00	170.00	22474.00	154.9931	.55325	6.66197	44.382
Valid N /listwise	145								

The preparation of frequency distribution for the data of Teacher's Work Discipline (X_2) obtained eight interval classes with eight interval class lengths which can be presented in the absolute frequency distribution table as follows

Table 9. Distribution Frequency Result Score Variable Teacher's Work Discipline (X_2)

Class	score	Middle score	Frequency	Percentage(%)
1	127 – 132	129,5	2	1,38 %
2	133 – 138	135,5	4	2,76 %
3	139 – 144	141,5	8	5,52 %
4	145 – 150	147,5	9	6,21 %
5	151 – 156	153,5	51	35,17 %
6	157 – 162	159,5	62	42,76 %
7	163 – 168	165,5	7	4,83 %
8	169 - 174	171,5	2	1,38 %

Description of Variable Score of Teacher's Variable Work Discipline (X_2), first sorted from the smallest to the highest, then grouped into class intervals. in the following table:

Table 10. Distribution Frequency Score Rresult Variable Teacher's Work Discipline (X_2)

Class Interval	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
127 – 132	126.5	132.5	2	1.38%
133 – 138	132.5	138.5	4	2.76%
139 – 144	138.5	144.5	8	5.52%
145 – 150	144.5	150.5	9	6.21%
151 – 156	150.5	156.5	51	35.17%
157 – 162	156.5	162.5	62	42.76%
163 – 168	162.5	168.5	7	4.83%
169 – 174	168.5	174.5	2	1.38%
Total			145	100%

Based on Table 10 Variables of Teacher Work Discipline (X_2) above can be seen 62 respondents or 42.76% of the total respondents were in the average group, as many as 74 respondents or 51.04% were below the average group while 9 respondents or 6, 21% are above the average group. To further clarify the presentation of data frequency distribution, the Teacher's Work Discipline Variable (X_2) data is visualized in the form of the following histogram graph:

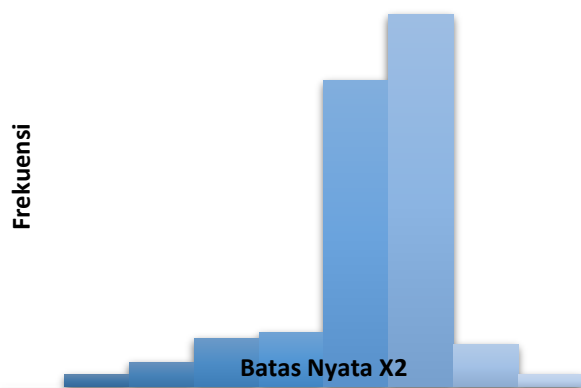


Figure 3. Polygon frequency variable teacher's work discipline (X_2)

From the Polygon in the above it is clear that the average value (154.90), Median (154.99) and Mode (158) of the distribution of the results of the Transformational Leadership Score of SMAN Principle (X_1) is located in one section of the same Polygon and has a value lower limit (156.5) and upper limit (162.5) and middle value (159.5) with the largest frequency 62. This fact shows that the Teacher's Work Discipline Variable (X_2) data is normally distributed and shown with polygons that tend to be symmetrical. But to find out for sure there is a need for data distribution testing as one of the statistical requirements testing.

Hyphotesis Testing

In this research have three hypothesis, i.e: hyphotesis 1, hyphotesis 2, hyphotesis 3 will test as follow:

Hyphotesis Testing 1

The hypothesis proposed is that there is a positive relationship between Transformational Leadership of School Principals and the Quality of Education Services in East Jakarta High School.

Hyphotesis Statistic

$$H_0 : \rho_{y1} \leq 0 \quad H_1 : \rho_{y1} > 0$$

Note:

H_0 = Hyphotesis null H_1 = Hyphotesis alternative

ρ_{y1} = coefficient correlation between quality education service SMAN (Y) with Transformational Leadership of School Principals (X_1)

a. Significance test coefficient correlation

1) Coefficient correlation (r_{y1})

In this study the correlation coefficient is used to measure the degree of closeness of the relationship between the variable Education Service Quality (Y) with Principal Transformational Leadership (X_1). From the results of calculations using product moment correlation (Pearson) obtained a coefficient of 0.018.

Correlation Significance Test

Testing Criteria:

H_0 is rejected if t value $>$ t table. H_1 is accepted if t count $<$ t table.

From the test results obtained t value = 2.022 and t table = 1.983

So that t value $>$ t table at $\alpha = 0.05$ then H_0 is rejected means that there is a significant relationship between the variables of SMAN (Y) Education Service Quality and Principal Transformational Leadership (X_1).

Test of Y Determination Coefficient with X_1

To find out how much variation in variable Y is determined by variable X, then use the Determination Coefficient Test. From the calculation results obtained a determination coefficient 2.07%. This can be interpreted that the variation of SMAN's Education Service Quality is determined by the Principal Transformational Leadership of 2.07%.

Simple linear regression and correlation analysis Y over X_1

Regression analysis is a typical analytical technique for correlation research. Correlation analysis in this study was used to find out whether the principal transformational leadership variables (X_1) and education service quality (Y) have a relationship or not, measuring the strength of the relationship, making predictions based on the strength of the relationship.

From the results of the calculation of a simple regression model, the SMAN (Y) Education Service Quality variable on Principal Transformational Leadership (X_1) produces a simple regression equation, namely: $\hat{Y} = 150,855 + 0,02 X_1$. It is concluded that every increase of one score X_1 , then Y will increase by 150.855 at a constant of 0.02.

Hyphotesis Testing 2

The hypothesis proposed is that there is a positive relationship between Teacher's Work Discipline and the Education Quality of East Jakarta High School (SMA) Negeri.

Hyphotesis Statistic

$$H_0 : \rho_{y2} \leq 0 \quad H_1 : \rho_{y2} > 0$$

H_0 = Hyphotesis null H_1 = Hyphotesis alternative coefficient correlation between quality education service SMAN (Y) with teacher's work discipline (X_2)

Significance test coefficient correlation

Coefficient Correlation (r_{y2})

In this study the correlation coefficient was used to measure the degree of closeness of the relationship between the variables of SMAN (Y) Education Service Quality and Teacher Work Discipline (X_2). From the results of calculations using product moment correlation (Pearson) obtained a coefficient of 0.304.

Significant correlation test

Testing criterion:

H_0 rejected if $t_{\text{value}} > t_{\text{table}}$ H_1 accepted if $t_{\text{value}} < t_{\text{table}}$.

$T_{\text{value}} = 3,82$ dan $t_{\text{table}} = 1,98$

So $t_{\text{value}} > t_{\text{table}}$ pada $\alpha = 0,05$ so H_0 rejected it's mean there is a significant relationship between variable quality education service SMAN (Y) with teacher's work discipline (X_2).

Test of Y Determination Coefficient with X_2

To find out how much variation in variable Y is determined by the variable X_2 it is used the Test of Determination Coefficient. From the calculation results, the determination coefficient is 9.24%. This can be interpreted that the variation of SMAN's Education Service Quality is determined by the Teacher's Work Discipline of 9.24%.

Simple linear regression and correlation analysis Y over X_2

Regression analysis is a typical analytical technique for correlation research. Correlation analysis in this study was used to find out whether between the variables of Teacher Work Discipline (X_2) and Quality of Education Services (Y) there is a relationship or not, measuring the strength of the relationship, making predictions based on the strength of the relationship.

Simple linear regression equation Y over X_2

In this study the data measurement scale of the two variables that will be analyzed is the interval or ratio, so to explain the relationship between the two variables can be done using simple regression. The variable Y is the dependent variable and X_2 is the free varabel. The relationship is stated in a mathematical equation as follows: From the results of the calculation of a simple regression model the Education Service Quality variable (Y) of the Teacher's Work Discipline (X_2) produces a simple regression equation, namely: $\hat{Y} = 108.43 + 0.29 X_2$. It is concluded that every increase of one score X_2 , then Y will increase by 108.43 at a constant of 0.29.

Hyphoteses Testing 3

The hypothesis proposed is that there is a positive relationship between Principal Transformational Leadership and teacher's Work Discipline together with Education Service Quality at the East Jakarta High School.

Hyphotesis Statistic

$H_0 : \rho_{y,12} \leq 0$ $H_1 : \rho_{y,12} > 0$

Note: H_0 = Hyphotesis null H_1 = Hyphotesis alternative = coefficient correlation between quality education service SMA N (Y) with leadership transformational principle (X_1) and teacher's work discipline (X_2) together.

Significance of the correlation coefficient

Correlation Coefficient (R_{y12})

In this study the correlation coefficient is used to measure the degree of closeness of the relationship between the variable Education Service Quality (Y) with Principal Transformational Leadership (X_1) and Teacher Work Discipline (X_2) together. From the results of the calculation of the coefficient of 0.0003.

Test the Significance of the Correlation Coefficient

Testing Criteria:

H_0 is rejected if $t_{value} > t_{table}$.

H_0 is accepted if $t_{value} < t_{table}$.

From the test results obtained $F_{count} = 0.266$ and $F_{table} = 1.98$ so that $F_{value} > F_{table}$ then H_0 is rejected, meaning a significant correlation coefficient. To find out how large the variation of variable Y is determined by the variables X_1 and X_2 , then use the Determination Coefficient Test. From the calculation results obtained a determination coefficient of 11.31%. This can be interpreted that variations in the Quality of Education Services are determined by the Transformational Leadership of School Principals and the Teacher's Work Discipline together by 11.31%.

CONCLUSIONS

There is a positive and significant relationship between the Principal Transformational Leadership and the SMAN Education Service Quality. Every increase in one value Transformational Leadership will increase one value of Service Quality as much as 2.07% Education. This means that the higher the value of the National Leadership Leadership will increase the Quality of Education Services for Schools throughout East Jakarta.

There is a positive and significant relationship between Teacher's Work Discipline and SMAN's Education Service Quality. Every increase in the value of a Work Discipline Teacher will increase one value of Education Service Quality by 9.24%, meaning that the higher the value of Teacher Work Discipline will improve the Service Quality of High School Education in East Jakarta.

There is a positive relationship between the Principal Transformational Leadership and the Teacher's Work Discipline with the SMAN Education Service Quality, each increase together - one value Transformational Leadership of the School Principal and Work Discipline Teachers will also increase the value of the SMAN Education Service Quality by 11.31% means that the higher the value of the Principal Transformation Leadership and the Work Discipline of Teachers together will improve the Education Service Quality of Senior High Schools throughout East Jakarta. To Improve Education Service Quality SMAN is advised to the Principal to realize a better Transformational Leadership Model. Suggested to Teachers - Teachers to improve Work Discipline to be a culture of merise so that they can provide excellent Education Services

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