

MANAGERIAL COMPETENCIES OF PRINCIPALS AND THE INTERNATIONAL ORGANIZATION FOR STANDARDIZATION ISO 9001:2000 IN IMPROVING THE TEACHER WORK DISCIPLINE

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ABSTRACT

The study aims to identify, analyze, and test the effect of managerial skills of school principals to teachers' work discipline, the effect of the implementation of ISO 9001: 2008 to the teacher work discipline, and the influence of the principal managerial ability to implement policy quality ISO 9001: 2008. The study used survey methods, with path analysis techniques. Population of 156 teachers, sample 112 teachers. Data were collected through questionnaires, scale Likert. The results showed that: 1) There is a direct positive effect managerial skills of school principals to discipline teachers' work, with the coefficient correlation 0,897, determination of the coefficient of 0,805; 2) There is a direct positive effect of ISO 9001: 2008 to the discipline teacher work, with the coefficient correlation 0,307, determination of the coefficient of 0,095; 3) There is a direct positive effect managerial skills of school principals to ISO 9001: 2008, with the coefficient correlation 0,340, determination of the coefficient of 0,116. In conclusion, the influence of managerial ability of the principal and the implementation of ISO 9001:2008 against disciplined teachers work has a fairly high level of significance.

Keywords: Managerial competence; ISO 9001: 2000; Labor discipline

ABSTRAK

Penelitian bertujuan untuk mengetahui, menganalisis, dan menguji pengaruh kemampuan manajerial kepala sekolah terhadap disiplin kerja guru, pengaruh implementasi ISO 9001:2008 terhadap disiplin kerja guru, dan pengaruh kemampuan manajerial kepala sekolah terhadap implementasi kebijakan mutu ISO 9001:2008. Penelitian menggunakan metode survei, dengan teknik *analisis jalur*. Populasi berjumlah 156 guru, sampel 112 guru. Data dihimpun dengan kuesioner, berskala *Likert*. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh langsung positif kompetensi manajerial kepala sekolah terhadap disiplin kerja guru, dengan nilai korelasi sebesar 0,897, koefisien determinasi sebesar 0,805; 2) Terdapat pengaruh langsung positif ISO 9001:2008 terhadap disiplin kerja guru, dengan nilai korelasi sebesar 0,307, koefisien determinasi sebesar 0,095; 3) Terdapat pengaruh langsung positif kompetensi manajerial kepala sekolah terhadap ISO 9001:2008, dengan nilai korelasi sebesar 0,340, koefisien determinasi sebesar 0,116. Kesimpulannya, pengaruh kemampuan manajerial kepala sekolah dan implementasi ISO 9001:2008 terhadap disiplin kerja guru memiliki tingkat signifikansi yang cukup tinggi.

Kata kunci: Kompetensi manajerial; ISO 9001:2000; Disiplin kerja

INTRODUCTION

In accordance with the contents of Law Number 20 year 2003 about National education system that improves the quality of education become the focus of attention to improve the quality of human resources. The school, in particular the madrasah should have the ability in the intellectual life of the nation to realize the potential of learners in order to become a man of faith and devoted to God ALMIGHTY, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Every school or educational institution is expected to give birth to students or humans who can enter the world of work in accordance with the abilities and skills possessed, so as not to increase the number of unemployment in Indonesia. To create a good output, the discipline of the teachers is very necessary.

In creating the human quality and have high competitiveness in the world of work in the future, various efforts have been made by the government to set up a quality school. These efforts, among others, through a variety of training for heads of school to create a school that has a high competence in the field of education, improve the quality of teachers, procurement of books and tools lessons, repair facilities and education infrastructure.

The problem of discipline much needed by the school. A good school must have teachers who are highly disciplined. If a teacher is not disciplined, then the teacher is certainly not will show maximum performance. With performance not maximum, then the quality of the learners are also not as expected.

The teacher is a good example (role model) for the learners. Teachers should have discipline in order to create learners who are qualified. Discipline is something that should be owned by all teachers so will be able to improve the quality of education in Indonesia. With the disciplined work of a good teacher, it will create learners who are qualified.

To further improve the discipline of teachers and students, usually each school/ madrasah regular hold apple/the ceremony every Monday. There are many positive values in the implementation of the apple/the ceremony. One of the positive value is discipline. Disciplinary problems are also set in the personnel regulations of Madrasah Pembangunan UIN Jakarta. There are sanctions in the form of an oral reprimand and a warning letter if there is a teacher who violated the discipline.

However, there are still many teachers who lack discipline in school. Though the problem of discipline is an important thing that should be applied in the school to improve the quality of education in Indonesia. Based on the observations of researchers are still many teachers who are often late entering the classroom, although the bell has sounded. If there are students who terlambat it will be subject to sanski form of memorizing the Qur'an, but if the teacher is late only imposed sanctions in the form of cutting money to eat.

Based on the results of the audit external quality (AME) conducted by Sucofindo found that 25% of teachers are not disciplined in completing the learning device. Whereas learning tools be one of the important aspects that determine the quality of education a school.

From a total of 156 teachers in Madrasah Development UIN Jakarta, there are about 10% of teachers often go home early. Data this author obtained from the administration of the Madrasah Pembangunan UIN Jakarta. Based on the data the authors obtained from a library, just 15% of teachers who are often reading in the library to develop their knowledge.

Discipline is important-have for a teacher. If a teacher is not disciplined, it is impossible he can instill the value of discipline to the students. In ISO 9001-2008 disciplinary problems the teacher also becomes a material assessment. The delay and the presence of the teacher to be a reference. In addition, discipline teachers in doing the learning, develop themselves, and the accuracy of doing the task can also be used as a reference.

In running an institution of quality education, it takes the principal who has the ability to lead and managerial good. The managerial skills of the Principal is needed in order to create a school that reflects our expectations. One of the functions of the ability manjerial the principal is the ability to organize and make teachers more discipline.

As a manager in the administration of education in the school, the principal has a central role and strategic, especially in making the national education goals as a top priority that must be realized optimally. This can be understood as the smooth implementation of the tasks of education is very dependent on the ability of the principal in carrying out its functions as a manager. Thus, a principal is expected to have managerial skills in order to create quality graduates who are better anyway.

But, in fact not all principals have the managerial skills. Based on the observations of researchers, Heads of Schools rarely monitor the condition of the class at the time of learning. Of working time for 8 hours, the Principal is only out half an hour every day. The rest is spent in the room. This may be due to the lack of quality human resources the principal and the lack of managerial skills of the principal.

ISO 9001:2008 is a quality management system recognized more than 150 countries in the world. Although ISO 9001:2008 is not a market instrument which are required, can not be denied, the chain of world trade requires the existence of ISO 9001:2008 on a prospective supplier. This Management system is very appropriate to be applied on the organization/school that requires secured requirements and customer satisfaction.

In the running of the ISO 9001:2008 required the cooperation of all citizens of the school, especially the principal as the helm of a school. The principal are required to have managerial skills, in order to create a conducive atmosphere so that the implementation of ISO 9001:2008 is running as expected. The

managerial skills of school is needed so that all citizens of the school may perform its duties and functions as well as the implementation of ISO 9001:2008 is running as expected.

This Management system is intended for the organization/school that requires the occurrence of the development of the business that are measurable and structured. With the consultation of ISO 9001:2008 this is expected to increase productivity and efektifas the performance of the company/school in achieving the targets that have been achieved.

Schools that have implemented the ISO is expected to meet the demands mandated in Law Number 20 year 2003 about National education system that improves the quality of education is becoming the focus of attention in order to improve human resources. Unfortunately, sometimes the ISO is just used as a label for the school and lading business for the agency ISO. No significant change after school to get the certificate of ISO. The teachers and employees pursue higher education only to prepare everything that is needed for the ISO pizazz without any follow up. This happens because of the lack of supervision of auditors ISO. They only audit the 2 day in a year, after that no more supervision from the auditor.

In improving the quality of madrasah, it can be started with a good level of discipline. Discipline that can either be generated through a variety of ways. One of them is with the managerial skills of the principal. With the managerial skills expected to be issued all the potential that exists in every teacher. In addition, the ISO can also be used to discipline teachers and also make the management of the school be better.

In general, this study aims to determine the effect between the exogenous variables (exogenous construct), namely the managerial skills of school principals and the ISO with the endogenous variable (endogenous construct), the discipline of working Madrasah teachers Development UIN Jakarta. Specifically, this study aims to determine, analyze and test:

1. The influence of managerial skills of school principals to discipline teachers working in Madrasah Pembangunan UIN Jakarta.
2. The influence of ISO 9001:2008 implementation of the work discipline of teacher at Madrasah Development UIN Jakarta.
3. The influence of managerial skills of the principal on the implementation of the quality policy ISO 9001:2008 in the Madrasah Development UIN Jakarta.

LITERATURE REVIEW

Teacher Work Discipline

According to the Government Regulation the Republic of Indonesia Number 53 year 2010, Article, about the Discipline of Civil Servants, it is explained that discipline is the ability of CIVIL servants to observe the obligations and avoid the prohibitions specified in laws and regulations and/or rules of discipline which if not adhered to or violated will be sentenced to disciplinary punishment. For Mullins

(205:197), “discipline is essential for the operation of the organization”. Singodimejo (Sutrisno. 209:86), discipline is the attitude the willingness of a person to comply with and obey the norms of the regulations that apply in the vicinity. Mondy (2008:387) “discipline is the state of employee self-control and orderly conduct that indicates the extent of genuine teamwork within an organization.” Wisdom (2009:142) discipline is a condition which shows the values of obedience, compliance, faithfulness, peace, regularity, and order. Siagian (2009:304), disciplining of employees is a form of training that seeks to fix and establish the knowledge, attitudes, and behavior of employees so that employees voluntarily seek to work cooperatively with the other employees as well as improving his performance. Davis, et. al. (2008:29) states:

When managers staff their operations, they recruit, select, train, discipline, and reward employees. Performing this function well has a significant impact on the overall performance of the manager's area of responsibility. Poorly selected and trained employees can ensure the failure of a project. Managers must ensure that their employees are motivated to complete their work on time and to the desired degree of quality.

states:

Discipline, namely: the awareness and willingness of the person to obey all company rules and social norms that apply. Awareness is the attitude of someone who voluntarily obey the rules and be conscious of duty and responsibility. So she will comply/ do all a good job not upon compulsion. Willingness is an attitude, behavior, and actions of someone that is in accordance with the company's regulations, written and unwritten. Hasibuan (2008:193)

Newstrom (2007:236), the discipline there are two types, namely:

... preventive discipline and corrective discipline. (1) preventive discipline is action taken to encourage employees to follow standards and rules so that infractions do not occur, (2) corrective discipline is the action that follows infraction of rules, its seeks to discourage further infractions of the rules so that future acts will be in compliance with standards.

Corrective discipline requires attention to due process, which means that procedures show concern for the rights of the employee involved. Major requirements for due process include the following: 1) A presumption of of innocence until reasonable proof of an employee's role in an offense is presented; 2) The right to be heard and in some cases to be represented by another person; 3) Discipline that is reasonable in relation to the offense involved (Also Siagian (Op. cit.:35-36))

A leader (Mulyasa. 2012:118) should be able to foster discipline, especially self-discipline (self-discipline). Should be able to help employees develop patterns and improve the standard of his behavior, as well as using the implementation of the rules as a tool to enforce discipline.

The Principal Managerial Skills

In running a quality educational institution, it takes the principal who has the ability to lead and good managerial. Leadership is widely (Nurkholis. 2005:153), including the process of influence in determining the goals of the organization, motivating the behavior of followers to achieve the objectives, influencing to improve the group and its culture. In the world of education, for Pidarta (2004:146), the manager is the person running the activity to integrate the resources of education so centralized in achieving the educational goals that have been determined previously. For that purpose, the principal must have the right strategy in the chouse-use of teachers and education personnel. Terry (Pudjosumedi. 2010:94), create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applands all empowerment success. In offset various circumstances that often changed, Mulyono (2008:145), the Principal in addition to as an educator and administrator, must also play a role as a manager and supervisor who is able to implement quality management. The managerial skills of the principal will create school quality and competitive prices. The ability in question (Ibid.:89) includes:

(1) strength of the technical implementation of functions-managerial functions; (2) the power of human utilization of the potential of social school; (3) the power of education and leadership; (4) the power of the symbolic that symbolic interaction top notch professional; and (5) the power of culture as a system of value-oriented quality culture and high work ethic. All this is called as the strength of principal's leadership in implementing the management functions of the school including planning (planning), organizing (organizing), mobilization (actuating) and supervision (controlling).

The managerial skills of the principal is the skills of the principal about the functions of managerial, planning, organizing, organizing, penggerakkan, and supervision in achieving the goals that have been determined.

International Organization for Standardization (ISO)

ISO is the body of the resident of the international standard which consists of representatives of national standards bodies from each country. Understanding ISO (Yuri. 2013:23), (Greek), “isos” which means equal. ISO have a mission (Indranata. 2006:6) to enhance the development of standardization and the activities associated in the world with a view to facilitate international exchange of goods and services, and to developing cooperation in the field of intellectual activity, science, engineering, and economics. My Focus Consulting (9001:2000), provide understanding about the system of quality management as a

“management tool” for an organization or institution to direct and control a process systemically in order to produce the product/service quality. Juran (Gaspersz. 2008:7) defines management quality as:

A collection of activities that are associated with a certain quality that has the characteristics of: (1) the quality of being a part of the agenda of top management, (2) quality goals included in the business plan, (3) a range of targets derived from bench marking; the focus is on the customer and

on the suitability of the competition, there is a target to increase the quality of the annual, (4) the target is propagated to the level of taking action, (5) training implemented at all levels, (6) measurement set entirely, (7) top managers regularly review the progress compared to the target, (8) award given for the best performance, (9) a system of rewards (reward) fixed.

Table 1. ISO 9000 (Translation for Education) (Ibid.:30)

No.	ISO 9000 Standard	Translated to Education
1.	Management Responsibility	Management's commitment to Quality
2.	Quality System	Sistem Mutu
3.	Contract	Kontrak dengan Pelanggan Internal dan Eksternal (Hak Pelajar dan orangtua)
4.	Document Control	Kontrol Dokumen
5.	Procurement	Kebijakan Seleksi dan Ujian Masuk
6.	Raw Material	Layanan Pendukung Pelajar, yang mencakup kesejahteraan, Konseling dan Pengarahan Tutorial
7.	Product Identification	Catatan Kemajuan Pelajar
8.	Process Control	Pengembangan, desain dan Penyampaian Kurikulum, Strategi PBM
9.	Inspection & Test	Penilaian dan Tes
10.	Inspection equipment, Measurement	Konsistensi Metode Penilaian
11.	Inspection Status	Prosedur dan Catatan Penilaian yang Mencakup Catatan Prestasi
12.	Product Compliance Control	Methods and Diagnostic Procedures to Identify the Failure and Error
13.	Corrective Action	Corrective action against the Failure of the Student, the System for The face of Complaints and Demands.

14. Handling, Security, Packing and Delivery	Facilities and the Physical Environment, the Form of Another Offer, such as Sports Facilities, Groups and Societies Extracurricular, Unity Students, Learning Facilities, etc.
15. Quality Documentation	Quality Records
16. Internal Quality Audits	Procedure of Ratification and Internal Quality Audits
17. Training	Training and Staff Development includes Procedures to Assess Training Needs and Evaluation of Training Effectiveness
18. Statistical techniques	These methods of Review, Monitoring, and Evaluation.

Quality management system (quality management system) ([http://www.p2jj.info/Sistem Quality Management.](http://www.p2jj.info/Sistem%20Quality%20Management)) is a part management system of the organization which focus of attention (directing and controlling on the achievement of results related to the quality objectives in order to meet the requirements of customers/beneficiaries. ISO 9000 (Ariani. 2009:29) is a requirements-requirements and recommendations for the design and assessment of quality management system, which aims to ensure that suppliers will meet the specified requirements. In relation to education, the table at the top is the main requirement of ISO 9000 to education.

METHODS

Research was conducted at Madrasah (MI, MTs., and MA) Development UIN Jakarta, starting in May s/d July 2015. Research make the managerial competencies of principals and the International Organization for Standardzation ISO 9001:2000 respectively as exogenous variables, and work discipline teacher as endogenous variables. Research using survey methods causal (Singarimbun, et al. 2005:3; Suryabrata. 2003:24). The population numbering 156 teachers, the sample of 112 teachers who obtained randomly by the formula Slovin. Data collected through the questionnaire, the scale of Likert with 5 options of answers (Sukardi. 2003:148). In validating the instrument, used the formula product moment correlation (Arikunto. 2006:78), and in calculating the reliability with the formula of coefficient alpha (Ibid.:109). As a result, for the instrument of labor Discipline teachers, the managerial Skills of the principal and, ISO 9001:2008 successively obtained 28 items valid from 30 grains of matter, 33 item valid from 42 grains of matter and, 33 item valid of 44 grains of matter. The results of the reliability test, consecutive r values obtained by 0,8534; 0,934 and, 0,9441. Data were analyzed with the techniques of descriptive and inferential statistical analysis, followed by path analysis with data processing using SPSS program version 20. Before that, the first test requirements data analysis, including test of normality test of Liliefors and homogeneity test with the test of Bartlett.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

A. Data Description

1. Teacher Work Discipline (X_3)

Score purely theoretically, which is expected to be obtained from the variable of work discipline a teacher lies in the range of scores between the 28 s/d 140, it turns the results showed that the scores of respondents ranged between 75 s/d 136, score ranges were obtained from the 28 items of the research instrument.

While the score empirically obtained data: the value max = 136; min = 75; mean = 107,57; sd = 11,70; mo = 109; and me = 108.

2. The Managerial Skills Of The Principal (X_1)

Score purely theoretically, which is expected to be obtained from the variables of managerial skills of the Principal lies in the range of scores between 33 s/d 165, it turns out that the results of the study showed that the score of respondents ' answers range between 100 s/d 165, score ranges were obtained from the 33-item research instrument.

While the score empirically obtained data: the value of max = 165; min = 100; mean = 134,43; sd = 112,84; mo = 134' and me = 134.

3. ISO 9001:2008 (X_2)

Score purely theoretically, which is expected to be obtained from the variables of managerial skills of the Principal lies in the range of scores between 33 s/d 165, it turns the results showed that the scores of respondents ranged from 108 s/d 163, score ranges were obtained from the 33-item research instrument.

While the score empirically obtained data as follows: the value max = 163; value of min = 108; mean = 137,65; sd = 10,27; mo = 135; and me = 137.

B. Testing Requirements Analysis

1. Normality test of the Data Error of the Estimated Regression

Based on the data, it can be seen that the results Lhitung for any data error of the estimated regression value is smaller than the Ltabel to the number of respondents 112 (0,089). Concluded that all data from each variable is normally distributed or H_0 is accepted.

2. Homogeneity Test

Based on the data, it can be seen that the results of the significance of the count for each variance value is greater than α (0.05). It was concluded that all the variance comes from population is homogeneous or H_0 is accepted.

3. Test Of Linearity Of Regression

Table 2 Summary Of Analysis Of Variance (Anova)

Variabel	dk	B. Testing Requirements Analysis	F _{hitung}	F _{tabel}	Sig.
X ₃ atas X ₁	42	1. Normality test of the Data Error of the Estimated Regression	1,53	1,56	0,058
X ₃ atas X ₂	38	Based on the data, it can be seen that the results Lhitung for any data error of the estimated regression value is smaller than the Ltabel to the number of respondents 112 (0,089). Concluded that all data from each variable is normally distributed or H0 is accepted.	0,713	1,56	0,871
X ₂ atas X ₁	38		0,709	1,56	0,876

The results of the calculation regression linearity of X3 over X1 and X2, and X2 over the X1 to inform that all the data have data which is linear because of the Sig. > 0,05.

4. Significance test of Regression Coefficient and Correlation

Table 3 Summary Of The Results Of Significance Test Of Regression Coefficient and Correlation

Variabel	<i>r</i>	<i>b</i>	Sig.
X ₃ atas X ₁	0,897	0,818	0,000
X ₃ atas X ₂	0,307	0,350	0,001
X ₂ atas X ₁	0,340	0,272	0,000

From the results of test of significance of the regression coefficient and the correlation of X3 over X1 and X2, and X2 over the X1, it can be said that the correlation coefficient and the regression coefficient is very significant or H0 is rejected.

C. Hypothesis Testing

1. The direct influence of positive Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3)

The first hypothesis (H1) states that there is a direct influence of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3) against the null hypothesis (H0) that there is no direct influence of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3). Hypothesis testing is done by using the technique of regression analysis and simple correlation.

Based on the results of the calculation of the linear regression between pairs of data variables Managerial Skills of the Principal (X1) with a variable Work Discipline of Teacher (X3) it was found that the value of the coefficient of regression of 0,818 and the constant value of -2,375. Thus the regression equation the variable X3 over X1 is $\hat{X}_3 = -2,375 + 0,818 X_1$. The Model regression equation is to give meaning, if the managerial skills of the principal raised the points, then the labor discipline of teachers will be increased by 0,818 from the initial position -2,375 and vice-versa.

Based on the equation $\hat{X}_3 = -2,375 + 0,818X_1$ the calculated level of significance of influence between the variables of Managerial Skills of the Principal with the variable Labor Discipline Teachers obtained Fcount 1.53 and Ftable of 1.56 for dk 42/68. Thus because Fcount < Ftable, and also significance value to 0.058 > 0.05, then the regression equation $\hat{X}_3 = -2,375 + 0,818X_1$ linear and the regression coefficient is very significant.

Then performed a hypothesis test to determine the shape and strength of the influence between the variables of Managerial Skills of School principals to Discipline Teachers Working with using the Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the Managerial Skills of the principal with Discipline Work of Teacher (*r*₁₃) of 0,897.

From these data, and then calculated to test the significance of coefficient of correlation between the Managerial Skills of School principals to Discipline Teachers Working through the t-test obtained t-count = 21,97 are the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the Managerial Skills of the principal with the Discipline of Work of the Teacher is significant (t-test 21,97 > t-table 1,658) means that there is a positive relationship between the Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination i.e. $r^2 \times 100\%$, from this formula it is then calculated the value of the coefficient of determination $(0,897)^2 \times 100\% = 80,46\%$, which means that the contribution of the variables of Managerial Skills of School principals to Discipline Teachers ' Work by 80,46%, meaning that the higher the level of Managerial Skills of the Principal the higher the level of Labor Discipline Teacher.

Next, test the influence of the test individually on the variables of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3).

According to the results of the calculations with the approach of path analysis obtained a value $p_{31} = 0,896$, meaning that the influence that occurs is significant, so H1 is accepted, with the statement "there is a direct influence of positive Managerial Skills of School principals to Discipline Teachers at Work".

2. The direct influence of positive ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3)

The second hypothesis (H1) which is tested states that there is a direct influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3) against (H0) that there is a direct influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3). Hypothesis testing is done by using the technique of regression analysis and simple correlation.

According to the results of the calculation of the linear regression between pairs of variable data ISO 9001:2008 (X2) with Work Discipline variables of Teacher (X3) the obtained value of regression coefficient of 0.350 and a constant value was 59,346. Thus the regression equation the variable X3 over the X2 is $\hat{X}_3 = 59,346 + 0,350 X_2$. The Model regression equation is to give meaning, if ISO 9001:2008 is raised one point, then the discipline of work teachers will be increased by 0,350 from the initial position 59,346 and vice-versa.

Based on the equation $\hat{X}_3 = 59,346 + 0,350 X_2$, calculated the level of significance of the influence between the variable of ISO 9001:2008 with variable Labor Discipline Teachers obtained Fcount of 0.713 and Ftable of 1.56 for dk 38/72. Thus because Fcount < Ftable, and also significance value of $0.871 > 0.05$ then the regression equation $\hat{X}_3 = 59,346 + 0,350 X_2$ linear and the regression coefficient is very significant.

Then performed hypothesis testing to determine the form and strength of the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher by using Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the ISO 9001:2008 with the Discipline Work of Teacher (r_{23}) of 0,307.

From these data, and then calculated to test the significance of coefficient of correlation between the ISO 9001:2008 with the Discipline of Teachers Working through the t-test obtained t-count = 3,389 while the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the ISO 9001:2008 with the Disciplinary Work of Teachers is significant (t-count 3,389 > t-table 1,658) means that there is a positive relationship between ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination $r^2 \times 100\%$, from this formula it is then calculated the value of the coefficient of determination $(0,307)^2 \times 100\% = 9,42\%$, which means that the contribution of the variable of ISO 9001:2008 of the Work Discipline of Teacher by 9,42%, meaning that the higher the ISO 9001:2008 higher the level Work Discipline of the Teacher.

Next test the influence of the test individually on the variable of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3).

According to the results of the calculations with the approach of path analysis obtained a value $p_{32} = 0.439$ with this value means that the effect that occurs is significant, with the decision that H1 is accepted with the statement "there is a direct influence of the positive of the ISO 9001:2008 of the Work Discipline of Teachers".

3. The direct influence of positive Managerial Skills of the Principal (X1) for ISO 9001:2008 (X2)

The first hypothesis (H1) that there is a direct influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2) against (H0) that there is no direct influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2). Hypothesis testing is performed with the technique of regression analysis and simple correlation.

According to the results of the calculation of the linear regression between pairs of data variables Managerial Skills of the Principal (X1) with variable ISO 9001:2008 (X2) the obtained value of regression coefficient 0,272 and the constant value 101,058. Thus the regression equation the variable X2 over the X1 is $\hat{X}_2 = 101,058 + 0,272 X_1$. The Model regression equation is to give meaning, if the managerial skills of the principal raised the points, then the labor discipline of teachers will be increased by 0,272 from the initial position 101,058 and vice-versa.

Based on the equation $\hat{X}_2 = 101,058 + 0,272X_1$, calculated the level of significance of influence between the variables of Managerial Skills of the Principal with the variable of ISO

9001:2008 obtained F_{count} 0,709 and F_{table} of 1.56 for dk 38/72. Because $F_{count} < F_{table}$, and also significance value $0,0876 > 0,05$ then the regression equation $\hat{X}_2 = 101,058 + 0,272 X_1$ linear and the regression coefficient is very significant.

Then performed a hypothesis test to determine the shape and strength of the influence between the variables of Managerial Skills of the Principal against the ISO 9001:2008 by using Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 (r_{12}) by 0,340.

From these data, and then calculated to test the significance of coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 through the t-test obtained $t_{count} = 3,795$ while the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 is significant ($t_{count} 3,795 > t_{table} 1,658$) means that there is a positive relationship between the Managerial Skills of the Principal (X_1) against the ISO 9001:2008 (X_2).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination $r^2_{12} \times 100\%$, from this formula it is then calculated the value of the coefficient of determination as follows $(0,340)^2 \times 100\% =$ of 11.56%, which means that the variable contribution of Managerial Ability principal to the ISO 9001:2008 11.56%, meaning that the higher the Managerial Skills of the Principal the higher the ISO 9001:2008.

Next test the influence of the test individually on the variables of Managerial Skills of the Principal (X_1) against the ISO 9001:2008 (X_2).

Based on the results of the calculations with the approach of path analysis obtained a value of $p_{21} = 0,340$ with this value means that the effect that occurs is significant, with the decision that H_1 is accepted with the statement "there is a direct influence of positive Managerial Skills of the Principal against the ISO 9001:2008".

D. Testing Path Analysis

The influence of causal between variables can be seen as follows.

Discussion Of Research Results

The influence of Managerial Skills of the Principal (X_1) to Discipline Work of Teacher (X_3)

The managerial skills of the Principal, according to Mulyono (2008:145) it can be concluded is a skill that is owned by the principal about the functions of managerial, planning, organizing, penggerakkan, and supervision to achieve the goals that have been determined. From the conclusion it can be stated the dimensions of managerial skills, namely: 1) planning function with the indicators: (a) identify the problem and potential resources, (b) collect, manage data and information, (c) formulate the vision and mission of the school, (d) develop school programs, (e) implement managerial activities, 2)

organizing function with the indicators: (a) create a job description, (b) create a harmonious atmosphere, (c) fostering effective collaboration, (d) communicate effectively, (e) set a task-the task of the teacher, (f) develop the organizational structure, 3) function penggerakkan with indicators: (a) mobilizing human resources, (b) provide more jobs, (c) coordinating the work, (d) giving motivation, (e) provide technical instructions, 4) the function of surveillance indicator: (a) establish a program of supervision, (b) determine quality standards of work, (c) assess and measure programs implemented, (d) specify and conduct remedial action, and (e) perform the actions of monitoring.

Based on table of correlation of the magnitude of the effect between the variables of Managerial Skills of School principals to Discipline Teachers Working obtained correlation value of 0,897. It shows a strong influence of Managerial Skills of School principals to Discipline Teachers ' Work. The higher the level of managerial skills of the Principal then the higher the discipline the work of a teacher.

The regression equation obtained from the effect of variable Managerial Skills of School principals to Discipline Teachers ' Work, namely $\hat{Y}_3 = -2,375 + 0,818X_1$. Based on the equation, it was concluded that the change in the quality of managerial skills of the principal will directly influenced by the work discipline the teacher, then every increase of one unit score of the managerial skills of the principal will be followed by an increase in the score of discipline of work of teachers of 0,818 with the constant of -2,375.

Are based on the variables of ANOVA test, it is obtained the value of Fcount of 1.53, and Ftable of 1.56 with dk (42/68) and a significance level of 0.05. Then $F_{count} < F_{table}$, the results of that inform the presence of a significant positive relationship between the variables of managerial skills of the principal with discipline work of teacher.

Based on the results of t-test with a significance level of 0.05 seen the value of t-count (21,97) > t-table (1,658), then H_0 is rejected or it can be said that the managerial skills of school principals significantly influence the discipline of teachers ' work.

Are based on the results of the calculation of path analysis obtained a value $p_{31} = 0,896$ or $0,896 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H_0 and accept H_1 , in other words "Ability Managerial the principal direct effect of the Work Discipline of Teacher"

Based on the coefficient of determination amounted to $r^2_{31} = 0,805$ can be concluded that the managerial skills of the Principal accounted for 80,5% against the change and improvement of work discipline teacher. Is 19,5% other influenced by many factors, a.l. that comes from within each teacher and environmental factors also affect the level of discipline a teacher.

Thus it is proven that the managerial skills of the principal Madrasah Development UIN Jakarta, both at the level of the MI, MTs, and MA be one of the elements that mempengaruhi work discipline

teacher. Therefore, in carrying out their role and function as leader, the principal should always improve the quality of the ability of the managerial so that teachers have a work discipline that is increasing.

Then it can say that these findings support the results of previous studies, among other research results Nirwan (2011) menyimpulkan that: 1) there is positive influence between headmaster leadership (X1) to discipline work of teacher (Y); 2) there is positive influence between work motivation of teachers (X2) on the labor discipline teachers (Y); 3) there is positive influence between headmaster leadership (X1) with motovasi teacher job (X2) on the labor discipline teachers (Y). The results of the research Nurazis (2013), that there is also a significant effect between managerial skills of the principal and the decision of the principal. This means that managerial ability can also affect other things in addition to the work discipline of the teacher.

The influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3)

Based on the above theory, which referred to the ISO according to My Focus Consulting (2013:3). is standariasi the tools used by the management to plan and control systematically the process of the activities of an organization in providing service of quality products to meet the applicable requirements with the aim of improving customer satisfaction. There are 4 dimensions in ISO 9001-2008, namely quality planning, quality control, quality assurance and quality improvement.

Based on table of correlation of the magnitude of the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher values obtained a correlation of 0,307. It shows a strong enough influence among the ISO 9001:2008 of the Work Discipline of the Teacher.

The regression equation obtained from the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher that $\check{X}3 = 59,346 + 0,350 X2$ Based on the equation it can be concluded that the application of the quality policy ISO 9001:2008 will directly be affected by the work discipline the teacher, then every increase of one unit score of ISO 9001:2008 will be followed by an increase in the score of discipline of work of teachers of 0.350 with the constant of 59,346.

Are based on the variables of ANOVA test, it is obtained the value of Fcount of 0.713, and Ftable of 1.56, dk (38/72) with a significance level of 0.05. Then Fcount < Ftable, the results of that inform the presence of a significant positive relationship between the variable of ISO 9001:2008 with the discipline of teachers ' work.

Based on the results of t-test with a significance level of 0.05 seen the value of t-count (3,389) > t-table (1,658), then H0 is rejected or it can be said that the implementation of the quality policy ISO 9001:2008 significantly influence the discipline of teachers ' work.

Are based on the results of the calculation of path analysis obtained a value $p32 = 0.439$ or to $0.439 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H0 and accept H1, in other words "ISO 9001:2008 direct effect of the Work Discipline of Teacher"

Based on the coefficient of determination amounted to $r^2 = 0,095$ can be concluded that ISO 9001:2008 accounted for 9.5 percent against the change and improvement of work discipline teacher. Are 90,5% other influenced by many factors, a.l. that comes from within each teacher and environmental factors.

The ISO and disciplined work of teachers, it turns out that the ISO can also influence the innovation teacher in the learning process. It is never examined by Hazrul Edyarta Son (2011). So ISO is not only influential on the discipline of course work.

Thus it is proved that the application of the quality policy ISO 9001:2008 in the Madrasah Pembangunan UIN Jakarta both at the level of the MI, MTs, and MA be one of the elements that mempengaruhi work discipline teacher. Therefore, the application of the quality policy ISO 9001:2008 need to be evaluated and audited periodically in order to improve the discipline of teachers working in Madrasah Development UIN Jakarta.

The influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2)

According to the definition given Mulyono and My Focus is Consulting as mentioned above, managerial skills and ISO is a skill that is owned by the principal about the functions of managerial, planning, organizing, organizing, penggerakkan, and supervision in order to achieve the goals that have been determined. Whereas ISO is standarasi the tools used by the management to plan and control systematically the process of the activities of an organization in providing services of product or service quality to meet the applicable requirements with the aim of improving customer satisfaction. There are 4 dimensions in ISO 9001-2008, namely quality planning, quality control, quality assurance and quality improvement.

Based on table of correlation of the magnitude of the effect between the variables of Managerial Skills of the Principal against the ISO 9001:2008 obtained by the correlation of 0,340. It shows a strong enough influence among the Managerial Skills of the Principal against the ISO 9001:2008.

The regression equation obtained from the influence between the variables of Managerial Skills of the Principal against the ISO 9001:2008 that $\hat{X}_2 = 101,058 + 0,272 X_1$. According to the equation, it can be concluded that the change in the quality of managerial skills of the principal will directly affected by the ISO 9001:2008, then every increase of one unit score of the managerial skills of the principal will be followed by an increase in the score of ISO 9001:2008 by 0,272 with the constant of 101,058.

Are based on the variables of ANOVA test, it is obtained the value of Fcount 0,709, and the Ftable of 1.56 with dk (38/72) and a significance level of 0.05. Then Fcount < Ftable, the results it gives information of the presence of a significant positive relationship between the variables of managerial skills of the principal with ISO 9001:2008.

Based on the results of t-test with a significance level of 0.05 shows that the value of t-count (3,795) > t-table (1,658), then H₀ is rejected or that the managerial skills of school principals significantly influence the implementation of ISO 9001:2008.

Are based on the results of the calculation of path analysis obtained a value of $p_{21} = 0,340$ or $0,340 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H₀ and accept H₁, or the “Ability Managerial Principal directly affect the Implementation of ISO 9001:2008”

Based on the coefficient of determination amounted to $r_{212} = 0,116$ concluded that the managerial skills of the Principal accounted for an 11.6% against the change and improvement of work discipline teacher. Are to 88.4% other influenced by many internal and external factors of the teachers.

Thus it is proven that the managerial skills of the principal Madrasah Development UIN Jakarta, both at the level of the MI, MTs, and MA is one of the elements that affect the success or failure of the implementation of the quality policy ISO 9001:2008.

The managerial skills of the principal, the success of the ISO should also be supported by many factors. As for the effort that can be done to improve the discipline of teacher work are as follows:

(1) Improve the Managerial Skills of the Principal. A principal must have the managerial skills, so that they can run the school well. The principal who has the ability managerial can make a teacher become more disciplined in performing their duties. So it can make the programs that have been established by the school runs properly and can make a school that is able to serve as an example by the school of other. One example of a school program that is an ISO that requires discipline all members of the school community, especially teachers that can walk should be.

(2) Create a Quality Management System (ISO) at School. Quality management system (ISO) can be done if you have the support of all members of the school community, especially teachers and principals. Quality management system aims to ensure the suitability of a process and product of both goods and services with the needs or specific requirements established or specified by the customer and the organization. Therefore the activities in the organization that requires management of the way of orderly and irregular by managers to achieve certain goals, then the management quality can be defined as: “a coordinated Activity to direct and control the organization in terms of quality.” If the system of management of quality is executed well, then the discipline of teachers and the managerial skills of the principal should be increased. Because if not, impossible quality management system is running properly.

Quantitative approach in the research has limitations both in the determination of the variables examined in the determination of the research sample. Therefore, this study has limitations that focuses more on the relationship between the variables exogenous and variable endogenous. Though it has tried

to the maximum to carry out this study well, the author felt that what has been done is still far from perfect. The author is aware of many limitations in this study, the limitations include the following: 1) this study only discusses the positive factors that influence work discipline teacher, that is a factor of managerial skills of school principals and ISO 9001:2008. While objectively there are still many other factors that affect the work discipline of the teacher, such as work motivation, work environment, organizational climate and so on. 2) the study population only teachers in Madrasah Pembangunan UIN Jakarta. Thus the generalization of this research is only limited to that population. 3) not all respondents fill in the questionnaire appropriately, so that data obtained less describe the real situation. 4) the instrument of data collection not all of them can reveal all the aspects studied, although it has previously validated and tested, so it needs further refinement.

CONCLUSIONS

1. There is a direct influence of positive managerial skills of the Principal of the work discipline of teachers, with a correlation coefficient of 0,897 which means the level of influence of the managerial skills of school principals to discipline teachers ' work is relatively high. The magnitude of the contribution of managerial ability principal to discipline the work of a teacher is indicated by the value of the coefficient of determination (r^2) of 0,805 which means the managerial skills of the principal gives the relative contribution amounted to 80.5% of the work discipline of the teacher. Thus, the managerial ability of the principal is a real give a considerable contribution to the work discipline of the teacher.
2. There is a direct influence of positive ISO 9001:2008 of the work discipline of teachers, with a correlation coefficient of 0,307 which means the level of influence of the ISO 9001:2008 of the work discipline of the teachers is quite high. The magnitude of the contribution of the ISO 9001:2008 of the work discipline of the teachers indicated by the value of the coefficient of determination (r^2) of 0,095 which means the ISO 9001:2008 gives the relative contribution of 9.5% of the work discipline of the teacher. Thus, ISO 9001:2008 significantly contributed to the work discipline of the teacher.
3. There is a direct influence of positive managerial skills of the principal against the ISO 9001:2008, with the correlation coefficient 0,340 which means the level of influence of the managerial skills of the principal against the ISO 9001:2008 is quite high. The magnitude of the contribution of managerial ability principal to the ISO 9001:2008 is indicated by the value of the coefficient of determination (r^2) equal to 0,116 which means the managerial skills of the principal gives the relative contribution of 11.6% against the ISO 9001:2008. Thus, the managerial skills of school principals significantly contributed to the ISO 9001:2008.

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