

The Influence of Work Discipline on The Performance of Teachers of Cluwak District, Pati District

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Abstract: This research aims to determine the effect of work discipline on teacher performance on teacher performance according to the perceptions of Public Elementary School teachers in Cluwak District, Pati Regency. The research design used quantitative descriptive research methods. The population in this study were all Public Elementary School teachers in Cluwak Subdistrict, Pati Regency, as many as 295 teachers, a sample of 167 teachers using a simple random sampling technique, namely taking samples randomly. The data collection instruments used were questionnaires. Analysis of the data in this study used the classical assumption test and correlation analysis using the help of SPSS version 24. Work discipline made a significant contribution to efforts to improve teacher performance with a correlation coefficient value of 0.614 included in the strong category with the magnitude of the influence of work discipline on teacher performance by 37.7%. In conclusion, work discipline is effective on teacher performance.

Keywords: Work discipline, teacher performance

1. Introduction

Teachers have a very strategic position in preparing the future of the nation through their success in equipping their students with adequate knowledge, forming characters with noble character, having a high learning ethos, and readiness to compete with other nations in the world. There are many factors that influence the performance of teachers in carrying out their duties in order to succeed in realizing the goals of national education (Andriani, Kesumawati, & Kristiawan, 2018). Among them are the leadership style of the principal, the quality of teachers and students, infrastructure, educational environment, work culture, work discipline, curriculum, motivation and so on (Jackson, 2020).

One of the toughest challenges that an organization leader often has to face is how he can move the members of his organization so that they are always willing and willing to give their best for the benefit of the organization or school, in this case the member in question is the teacher. Leaders must possess transformative skills that are able to translate the variety of changes that are taking place to fulfill the core duties and functions of teachers (Ghasabeh, Soosay, & Reaiche, 2015). Transformational leadership is the key to successful change achieved through the application of transformational leadership traits or standards (Prochazka et al., 2018). One of the efforts to direct teachers to behave according to expectations is to discipline work in schools.

A good school principal will lead by providing an example that deserves to be emulated, always at the front not reluctant to sacrifice for the good of the school, inviting subordinates to participate in realizing school goals, providing support, continuing to strive for improvement and increase in teacher performance (Karnan & Marimuthu, 2021). Thus, what the principal does will cause subordinates to carry out their obligations without burden. A principal who has understood the condition of the teacher, especially regarding the mentality of the teacher, the achievement of teacher discipline can be obtained, in the end it can improve teacher performance.

Teacher performance is in the spotlight in society, teachers have received professional allowances in accordance with Law Number 14 Teachers and Lecturers of 2005 with the hope that the goals of national education can be achieved. Conditions in the field were found that there were still teachers who had received Teacher Achievement Allowance (TPG) but were under the spotlight that their teacher performance was not satisfactory.

In connection with efforts to improve teacher performance, the contribution of leadership styles and work discipline needs to be improved by educational leaders in schools, namely school principals to improve teacher performance so that

they become professional teachers who can produce output in the form of strong, efficient and effective human resources according to the goals of national education. this is supported by Aminudin, Utomo, & Su'ad (2022), the need for motivation in improving performance. Performance is something that is very essential to the success of a job. In essence, people work to meet the needs of certain impulses.

Based on the description above, by identifying the factors that affect teacher performance, there is an interesting side to be studied and observed in line with the normative government's commitment to improving the quality of education through improving teacher performance. In the field there are still many gaps between expectations and reality. To prove scientifically supported by empirical data about the gap between expectations and reality in improving teacher performance, it is deemed necessary to conduct research "The Influence of Leadership Style and Work Discipline on Teacher Performance in Cluwak District, Pati Regency".

The formulation of the research problem is how the Influence of work discipline on the performance of Public Elementary School teachers in Cluwak sub-district, Pati Regency? In line with the problem formulation that has been described above, this study aims to analyze the effect of work discipline on the performance of Public Elementary School teachers in Cluwak sub-district, Pati Regency.

2. Literature Review

Setyaningsih (2020) define discipline is an individual and also a group that ensures obedience to orders and takes the initiative to take necessary actions in the absence of orders. The indicators are the effective use of time, adherence to established regulations, and coming and going home on time.

There are two types of discipline in organizations, namely: preventive discipline and corrective discipline. Preventive Discipline, is an action that encourages employees to comply with various applicable regulations and meet predetermined standards. This means that through clarity and explanation of the patterns, attitudes, actions and desired behavior of each member of the organization, efforts are made to prevent employees from behaving negatively, while Corrective discipline, is if an employee has clearly violated the applicable provisions or fails to meet the predetermined standards, he will be subject to disciplinary sanctions (Susilawati, 2021). The weight or lightness of a sanction depends on the severity of the violation that has occurred.

According to Prokhorova & Semchenko (2018) discipline is a management activity to carry out organizational standards. Activities carried out to encourage teachers to follow various standards and regulations, so that frauds can be prevented. Discipline is the most important operative function because the better the discipline of the teacher the higher work performance can be achieved. Without good work discipline, it is difficult to achieve optimal teacher performance and school performance.

Meanwhile, what is called work is an activity that adds value to a good or service which usually aims to obtain compensation for services for these activities (Roeleejant et al., 2015). According to Rimm-Kaufman & Sawyer (2004), work discipline is the ability and work attitude of a person to be regular, diligent, continuous and work in accordance with the applicable rules and not violate the rules that have been set without any violations that harm him, others people and their environment.

The goal of teacher discipline is to create or maintain respect and mutual trust between the leader / principal and his followers / teachers. The implementation of correct disciplinary action not only improves teacher / employee behavior, it can also help teachers be more productive and thus can be profitable in the future.

Work discipline in the school environment has a goal that has a major direct effect on teacher performance. The Ministry of Education and Culture in Arifin (2017) states that the objective of discipline is divided into two parts, namely the general objective: for the implementation of the curriculum properly and to support the improvement of teacher performance, a special goal: so that the principal can create an exciting work atmosphere for all school members and teachers to be able carry out the teaching and learning process as optimally as possible and in order to create close cooperation between school members and stakeholders as well as the community.

According to Fudiyah & Harapan (2021) work discipline is divided into two: 1) positive discipline: an attitude and an organizational climate in which each member obeys organizational regulations on their own accord, 2) negative discipline: a state of discipline that uses punishment or threats to make people obey orders and follow the rules of punishment. From the controlling side, Wulandari, Fitria, & Wahidy (2021) has two types of work discipline, namely self-discipline and group discipline which complement each other.

Teacher work discipline is very important to be developed because it is useful for schools and for the teachers themselves. Good work discipline can create a conducive work atmosphere. The external factors that influence work discipline are the size of the compensation, whether or not there is an exemplary leadership, whether or not there are definite rules that can be used as guidance, the courage of the leadership in taking action, supervision of the leadership, the absence of employee attention, and the creation of habits that support the upholding of discipline (Sahadi, Arafat, & Widayatsih, 2021).

There are seven principles of work discipline according to Moyo, Khewu, & Bayaga (2014), namely definite procedures and policies, supervisory responsibility, communication of various regulations, responsibility for presenting evidence, consistent treatment, consideration of various situations, regulations and reasonable penalty.

Fostering teacher work discipline is a process of encouraging teachers to comply with school regulations with full responsibility. Fostering work discipline can be said to be a continuous and dynamic system of disciplinary enforcement. Fostering work discipline begins with making regulations based on school goals. Then the regulations are socialized to teachers, then efforts are made to supervise the implementation of the rules. The results of monitoring are checked to see if there is a match between the regulations and the reality on the ground. If there are behavioral deviations, discipline is held. After that, there was socialization in a more effective way.

2.1 Teacher Performance

The word performance is a translation from English, namely from the word performance. The word performance comes from the word to perform which means to show or implement. performance means work performance, work implementation, work achievement, work performance or work performance. Arifin (2015), define performance is something that is achieved. Demonstrable performance, or employability. Performance is a form of behavior of a person or organization with achievement orientation.

Pope (2019) concludes that performance is the level of success of a person or group in carrying out tasks according to their responsibilities and authorities based on performance standards that have been set for a certain period in the framework of achieving organizational goals. The level of success at work must be in accordance with law, morals and ethics. Performance standards are a benchmark in holding accountability for everything that has been done. According to Mesquita (2018), these benchmarks include 1) results, referring to the main output measure of the organization, 2) efficiency, refers to the use of scarce resources by organizations, 3) satisfaction, refers to the success of the organization in meeting the needs of its employees or members, 4) adaptation, refers to the measure of an organization's response to change. Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on established performance standards to achieve educational goals.

Some opinions of experts, performance has the same meaning, namely the activity of a teacher that produces certain work results in carrying out main tasks and functions in learning. Teacher performance includes 1) quality of work, namely seeing the ability of teachers or the quality of teacher work such as the quality of learning planning, a cautionary attitude in implementing learning and assessing learning outcomes, 2) working speed/accuracy, namely seeing how the planning is appropriate. with the implementation of the learning process, 3) initiatives at work, namely seeing the creativity of teachers in working both during learning activities in class and outside the classroom, 4) Ability to work, namely seeing how the ability of teachers to manage learning so that it becomes fun and fosters motivation high learning for students, 5) Communication, namely the ability of teachers to manage information or convey material in class, interact with students and socialize with colleagues (Caughlan & Jiang, 2014).

Teacher performance does not just happen but is influenced by certain internal and external factors. Internal factors for teacher performance include abilities, skills, personality, perception, motivation, field experience and family background, while external factors for teacher performance are salary, infrastructure, physical work environment and leadership (Andriani et al., 2018).

2.2 Performance Indicators

The employee performance measurement indicator by Thalbah, Tahrir, & Sari (2022) states that employee performance includes several aspects, as follows: quality of work, initiative, punctuality, ability, communication.

2.3 Teacher Performance Measures

According to Rostini, Syam, & Ahmad (2022), in order to improve performance, there are at least two steps that must be taken, namely knowing that there are performance deficiencies, which can be identified by: identifying problems through data collected continuously, identifying problems through employees, paying attention to existing problems. Regarding the lack of a level of seriousness to improve this situation, information is needed, namely: identifying the problem as quickly as possible by finding the level of seriousness by considering the price to be paid if there is no activity and the price to be paid if there is interference and the savings obtained when closing work shortages, identifying things that might be the cause of deficiencies, both those related to the system and those related to the employees themselves. develop an action plan to deal with the problem. carry out the action plan. evaluate whether the problem has been resolved or not. start over when needed.

According to Rostini et al. (2022) also mention there are 12 points to improve employee performance, namely: creating a modern mindset, recognizing benefits, working with employees, planning appropriately with clear goals, unifying employee targets, determining employee incentives, being easy to find focus on communication, do face to face, avoid the risk of ranking, do not do classification.

Sriyono (2020) study found that the performance of private junior high school teachers in Depok was influenced by teacher's perceptions of principal leadership along with work motivation, because the value of $F\text{-count} = 12.856 > F\text{-table} = 3.19$.

According to Purwoko (2018) in the Influence of Principal Leadership, Teacher Commitment, Teacher Work Discipline and School Culture on Vocational School Teacher Performance. The results showed a positive and significant effect of principal leadership on teacher performance, there was a positive and significant influence on teacher commitment to teacher performance, there was a positive and significant influence on teacher discipline on teacher performance and there was a positive and significant influence on leadership performance, teacher commitment, teacher work discipline and school culture simultaneously on teacher performance.

Sunarsi (2018) show that motivation and work discipline have a positive effect on teacher performance. So the hypothesis in this study is that work discipline has a positive and significant effect on teacher performance in Cluwak District, Pati Regency.

3. Methodology

Based on the problems studied, this type of research method uses a quantitative approach research. The research design used quantitative descriptive research methods. Sugiyono's (2018) quantitative research method is based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses. Descriptive research according to Sugiyono (2017) research conducted to determine the value of the independent variable, either one or more (independent) variables without making comparisons, or connecting with other variables.

This research includes survey research, because the subject under study is related to the attitudes or opinions of a person or group of people in response to an event or situation that is or has been taking place, through a sample from a predetermined population.

This approach was chosen because this study wanted to collect information in the form of opinions from a large number of people on a particular topic, namely describing and analyzing the influence of leadership style and work discipline on the performance of Public Elementary School teachers in Cluwak District, Pati Regency.

Primary data in this study are the results of respondents' responses, interviews and observations with respect to work discipline and teacher performance. The secondary data of this research are in the form of documents, journals, and archive book notes that are tailored to the research needs.

The population in this study were all teachers in Public Elementary School Cluwak sub-district, Pati district, with a list as attached. The sample is part of the number and characteristics of the population (Sugiyono, 2017). From a population of 295, 167 samples were taken using the formula developed by Isaac and Michael with an error rate of 5%.

$$S = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2 (N - 1) + \lambda^2 \cdot P \cdot Q} \quad (1)$$

The 167 sample above, was selected using probability sampling: simple random sampling. This research data collection technique uses questionnaires, interviews, observation, and literature study. A questionnaire or questionnaire is a data collection technique through distributing a list of questions to teachers in schools who are used as a representative sample. This activity aims to obtain information from the respondent in the sense of reports about their knowledge.

The researcher collected a list of questions from respondents about the influence of the principal's leadership, organizational culture, and professional competence on teacher performance to acquire personal answers, then from these answers the researcher put forward and presented it in the presentation of the data. The data source is elementary school teachers in Cluwak District, Pati Regency. Each indicator is measured using a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Interviews are conversations with a specific purpose carried out by interviewers and sources. The interviewer asks the question, while the resource person answers. Interviews were conducted to explore data more deeply from data obtained from observations.

Researchers used the interview method to explore data about the profile of the institution under study and find out data about the characteristics of the school. Interview data is also used to complement the data from the research questionnaire. The data source is teachers of elementary school level in Cluwak District, Pati Regency.

3.1 Research Instruments

The research instrument is used to take measurements to produce accurate quantitative data, so each instrument must have a measurement scale. The measurement scale in this study uses a Likert scale. The instrument used must be able to retrieve information from the object or subject under study. For the instruments used in this study to function properly as expected, these instruments need to fulfill two important requirements, namely validity and reliability. To obtain valid and reliable instruments, firstly the validity and reliability were tested on 30 Public Elementary School teacher respondents in Cluwak sub-district, Pati Regency outside the sample with data analysis using SPSS for Windows.

3.2 Data analysis

3.2.1 Normality Test

Normality test of data distribution by testing the residuals to see whether the data is normally distributed. To test the normality of data is normally distributed samples or not, the calculation uses the help of the SPSS for the Windows 24 program.

3.2.2 Linearity Test

A linearity test is a step to determine the linear status of the distribution of research data. The results obtained through the linearity test will determine the regression analysis technique to be used. A linearity test was conducted to test the linearity between the variable leadership style (X1) and teacher performance (Y), and work discipline (X) and teacher performance (Y). Linearity was tested with the F test. The basis for the decision-making of this test can be seen from the significance value. If the significance value > 0.05 , it can be concluded that the relationship is linear.

3.2.3 Multi Collinearity Test

The multi-collinearity test aims to test the multiple regression model used. To determine whether there is multicollinearity between variables, it can be seen from the VIF (variance inflation factor) of each independent variable on the dependent variable. If the VIF value is ≤ 10 , it can be concluded that there is no multicollinearity. Otherwise, if the VIF value is ≥ 10 , it can be concluded that there is multicollinearity.

3.2.4 Reliability Test

The reliability test is an index that shows the degree to which a measuring device is reliable or reliable. Testing the reliability of the instrument using the Alpha Cronbach formula. The result of the calculation is reliable if the alpha coefficient is greater than r-table, which means that it is reliable and can be used for research.

By using the degrees of freedom ($dk = n-2$) and $\alpha = 0.05$, the r table is .361, so the rule of the decision if $r\text{-count} > r\text{-table}$ means that the item is declared reliable, on the other hand, if $r\text{-count} < r\text{-table}$, it means that the statement item is declared unreliable.

3.3 Correlation Analysis

3.3.1 Simple Regression Test

The simple regression test aims to determine the effect of each independent variable on the dependent variable, namely: 1) the influence of leadership styles (X1) on teacher performance (Y), and the influence of work discipline (X) on teacher performance (Y) using the regression equation, that is:

$$\hat{Y} = a + Bx \quad (2)$$

3.3.2 Multiple Regression Test

Multiple regression analysis aims to determine the effect of leadership style (X1) and work discipline (X) on teacher performance (Y) together. This test uses the following formula:

$$\hat{Y} = \alpha + b1X1 + b2X \quad (3)$$

3.3.3 Partial Test (t-test)

Used to determine whether the independent variable partially has a significant or not significant effect on the dependent variable. The test criteria if $t\text{-count} < t\text{-table}$ or if the significance ≥ 0.05 H_a is accepted, and vice versa if $t\text{-count} > t\text{-table}$ or if the significance is ≤ 0.05 then H_0 is rejected so that it can be stated that the independent variable has an effect on the dependent variable.

3.3.4 Coefficient of Determination

This analysis is used to determine how much the contribution of the independent variable to the dependent variable which is shown in the percentage. To find out the coefficient of determination, it can be calculated with the following formula:

$$Kd = r^2_{xy} \times 100\% \quad (4)$$

The criteria for the coefficient of determination analysis are if Kd is close to zero (0), it means that the influence of the independent variable on the dependent variable is weak and if Kd is close to one (1), it means that the influence of the independent variable on the dependent variable is strong.

Table 1 - Correlation coefficient interpretation.

Coefficient Interval	Relationship Level
0.00 – 0.190	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Enough
0.60 – 0.799	Strong
0.80 – 0.999	Very Strong

3.3.5 Statistical Hypothesis

The statistical hypothesis in this study is: Teacher work discipline (X) affects teacher performance (Y)

H0: $r_{Xy} = 0$ There is no influence between variables X to variable Y

Ha: $r_{Xy} \neq 0$ There is an influence between variable X to variable Y

4. Result and Discussion

4.1 Variable Description of Work Discipline (X)

4.1.1 Description of work discipline based on the total score given by the respondent

Based on Table 2 it can be explained that the work discipline of Public Elementary School in Cluwak District is included in the very good category given by 8 respondents (4.8%), 37 respondents (22.2%) in good category, 65 respondents (38.9%) in good category, poor category was 45 respondents (26.9%) and the bad category was 12 respondents (7.2%).

Based on the previous descriptive analysis, it was found that the average score of work discipline was 52.09 which was located in the 50-56 interval with a percentage of 38.9% in the sufficient category. So based on these data it can be concluded that the average work discipline of Public Elementary School in Cluwak District, Pati Regency, is categorized as sufficient.

Table 2 - Description of the score of work discipline (X) based on the total score.

Interval Class	Frequency	Percentage	Work discipline
64 – 70	8	4,8%	Very Good
57 – 63	37	22,2%	Good
50 – 56	65	38,9%	Enough
43 – 49	45	26,9%	Less Good
36 – 42	12	7,2%	Not Good
Score	167	100%	

Based on the work discipline category above, the results of the work discipline category for each indicator can be summarized in the following table. Based on Table 3, indicators of effective use of time show sufficient category, indicators of adherence to the enacted regulations show a good category and indicators of arriving and returning on time show a poor category. From the results of the descriptions and categories above, it can be explained that indicators with good categories must be improved, while indicators with sufficient and poor categories must also be improved to become good and very good.

Table 3 - Division of work discipline categories (X) based on the average of each indicator.

Interval	Category Work Discipline
675-733	Very Good
606-674	Good
547-605	Enough
488-546	Less Good
429-487	Not Good

Table 4 - Categories of work discipline (X) average of each indicator.

Indicator	Total average score	Category of Work Discipline
Effective use of time	584	Enough
Compliance with applicable regulations	640	Good

Come and go home on time	516	Less Good
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4.2 Test Requirements Analysis

Before conducting a regression analysis, first the requirements test for the variables under study are carried out. The test requirements include:

4.2.1 Data Normality Test

The normality test is carried out to determine whether the data distribution is normal or not. The normality test in this study used the Kolmogorov Smirnov normality test. The terms of this normality test if the significance is less than 0.05 means that the data to be tested is not normally distributed and if the significance is more than 0.05, it means that the data we are testing is normally distributed. The calculation of this normality test uses the help of the SPSS for Windows 24 program.

Based on the data test table, it can be seen that the Asymp. Sig. (2-tailed) each work discipline variable (X) of 0.590 and teacher performance (Y) of 0.468. Due to the Asymp value. Sig. (2-tailed) ≥ 0.05 , it can be concluded that the data used is normally distributed so that it qualifies for regression analysis.

4.2.2 Data Linearity Test

Linearity test is performed to find the regression equation of the independent variable (X1, and X,) to the dependent variable (Y). Based on the regression line that has been made, then tested the meaning of the regression line coefficient and its linearity. The linearity test between the independent variable X and the dependent variable Y uses the help of the SPSS for Windows 24 program. The linearity test results show that the value of F on the regression of teacher performance with leadership style is 1.054 with a significance of 0.402. The F value on teacher performance with work discipline is 1.420 with a significance of 0.094.

The regression significance between teacher performance and leadership style is $0.402 > 0.05$, so it can be concluded that the linear regression between teacher performance and leadership style is linear. The regression significance between teacher performance and work discipline is $0.094 > 0.05$, indicating that the regression between teacher performance and work discipline is linear. Thus the two regression models between the independent variable and the dependent variable all meet the linearity requirements.

4.2.3 Multi Collinearity Test

The multi collinearity test can be detected by calculating the multiple correlation coefficient and comparing it with the correlation coefficient between independent variables. The multicollinearity test with the SPSS for Windows 24 program was carried out by means of a regression test, with a benchmark value of VIF (variance inflation factor).

Based on the data test, it can be seen that the multicollinearity test results obtained a tolerance value for work discipline of 0.536 with a VIF value of 1.866 because the VIF value is less than 10, so there is no multicollinearity between the independent variables. With these results, it fulfills the requirements to perform linear regression analysis.

4.2.4 Hypothesis Test

The hypothesis is a temporary answer to the formulation of the problem, because the answer is only based on theory through the researcher's frame of mind, whose truth must be tested through field research. The hypothesis proposed in this study are: Results of the regression analysis of work discipline (X) on teacher performance (Y).

The results of the regression statistical analysis of the effect of work discipline (X) on teacher performance can be seen in Table 5.

Table 5 - Work discipline regression coefficient (X) on teacher performance (Y).

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.092	3.620		11.905	.000
	Work discipline	.689	.069	.614	9.998	.000
a. Dependent Variable: Teacher Performance						

Based on the results of statistical analysis in Table 4, the t-test value is 9.998, while the t-table value is 1.654 with a confidence level of 0.05, indicating several 1.654 ($9.998 > 1.654$). So the t-test is greater than the t-table, which means that work discipline has a significant effect on the performance of Public Elementary School teachers in Cluwak District, Pati Regency.

Table 6 - Anova test results for work discipline (X) on teacher performance (Y).

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3679.218	1	3679.218	99.967	.000 ^a
	Residual	6072.686	165	36.804		
	Total	9751.904	166			
	a. Predictors: (Constant), Work discipline					
	b. Dependent Variable: Teacher performance					

Based on the results of the Anova test, the F value was 99.967, while the F table value at the 0.05 level was 3.09 ($99.967 > 3.09$). The probability value (Sig.) Is .000 which means it is smaller than the significance level of 0.05 ($.000 < 0.05$). So it can be concluded that H_0 is rejected, which means that work discipline has a significant effect on the performance of Public Elementary School teachers in Cluwak District, Pati Regency. The magnitude of work discipline (X) on teacher performance (Y) can be seen in Table 7.

Table 7 - Model summary of work discipline regression test results (X) on teacher performance (Y).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614 ^a	.377	.374	6.06664
a. Predictors: (Constant), Work Discipline				

The test results in Table 6 show that the correlation coefficient value is .614. This value can be interpreted that the relationship between the two variables is in the strong category. In the table also obtained R Square of .377, which means that the work discipline variable (X) has an influence of 37.7% on the teacher professional competence variable (Y) and 62.3% is influenced by other factors outside the X variable.

Based on the results of the regression testing described above, it can be concluded that the hypothesis which states that work discipline affects the performance of Public Elementary School teachers in Cluwak District, Pati Regency is proven.

Overall, the results of descriptive analysis indicate a good respondent's assessment of all variables in this study. From the results of this assessment, it is found that the variables of leadership style and work discipline have a positive and significant effect on teacher performance. The explanation of each variable is the effect of work discipline on teacher performance

Based on the results of the study, it can be explained that of the 167 respondents who have answered the questionnaire about the work discipline of Public Elementary School in Cluwak District, Pati Regency which is included in the very high category, 8 respondents (4.7%) were given by, 37 respondents (22.6%) good category), adequate category was 65 respondents (38.9%), poor category was 46 respondents (27.5%) and bad category was 11 respondents (6.5%). The minimum score is 36.00 and the maximum score is 68.00 with a standard deviation of 6.874. Overall, the average score of work discipline 32.00 falls into the sufficient category. From this data it can be concluded that the average work discipline of Public Elementary School in Cluwak District, Pati Regency, is categorized as sufficient.

The results of simple regression analysis of work discipline on teacher performance obtained the equation $\hat{Y} = 43.092 + 0.689X$ with a significance of .000 ($p \leq 0.5$). This means that if the work discipline is zero, then the teacher's performance is predicted to be .689 and if the work discipline increases by one unit, the teacher's performance is predicted to increase by .689. The magnitude of the influence of work discipline on teacher performance is 37.7%. The correlation coefficient between work discipline and teacher performance of 0.614 is included in the strong category. This means that the effect of work discipline on teacher performance shows a positive and significant regression coefficient, if work discipline increases, teacher performance will also increase.

The results of the research that reinforce the author's research are research conducted by Purwoko (2018) results indicate that the school work discipline variable (X3) significantly affects the improvement of vocational school teacher performance (Y) with a coefficient value of .465 or 46.5% in the sufficient category.

5. Conclusion

By knowing that there is a positive influence between leadership style and work discipline partially or jointly, the researcher provides input to related parties to jointly strive to improve teacher performance in accordance with their responsibilities and authorities. From the research findings it is known that the indicators of coming and going on time, the variable of work discipline are in the poor category, so it is suggested to a) the principal should always remind the school rules for teachers which contain work discipline and encourage teachers to come and go home on time so that teachers can carry out learning well, and the community around the school also knows that the teachers in the school high work discipline, as a result the community will entrust their children to the school, b) public Elementary School teachers should always come and go home on time so that they become an example for students.

From the research findings it is known that the teacher performance indicator which is in the very low category is carrying out tasks on time, therefore it is suggested to a) the principal should be able to act more decisively in applying the rules of timeliness, an authoritarian leadership style needs to be applied here. The principal can reprimand in polite language teachers who are not disciplined with time even though with senior teachers or teachers can be invited to communicate directly.

Public elementary school teachers should have a high sense of discipline and responsibility to come, go home, complete assignments on time. Teachers must also increase the teacher performance assessment value.

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Conflict of Interest

The authors declare no conflicts of interest.

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