

Research Article

The Effect of the principal's transformational leadership, school climate, and work spirit on the Teacher discipline of UPTD teachers at State Elementary Schools in Jorong District, Tanah Laut Regency

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ABSTRACT

The purpose of this study was to analyze the direct and indirect effects of transformational leadership, school climate, and work spirit on the discipline of UPTD teachers at State Elementary Schools in Jorong District, Tanah Laut Regency. This research is quantitative with the cross-sectional method and uses a correlation technique (correlation research). The research population was 249 teachers and 153 respondents were taken as research samples using a proportional random sampling technique. Data collection using a questionnaire instrument and data analysis using test instruments (validity test and reliability test), descriptive analysis, classical assumption test, linear regression analysis, and path analysis. The results of this study indicate that the principal's transformational leadership on teacher discipline has a correlation coefficient of 0.523, school climate on teacher discipline has a correlation coefficient of 0.590, work morale on teacher discipline has a correlation coefficient of 0.215. This study concludes that there is a significant relationship between the principal's transformational leadership, school climate, and work spirit on the discipline of teachers at SD Negeri Jorong, Tanah Laut Regency.

Keywords: Transformational leadership, school climate, work spirit, teacher discipline

Introduction

According to the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, in chapter I article 1 paragraph (1) it is stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in ed-

ucation. early childhood through formal education, primary education, and secondary education. The teacher's role is also to encourage and accept student autonomy and create a comfortable atmosphere for students to express themselves (Keiler, 2018). Teachers' lives and work are often shaped by their beliefs and knowledge, educational experience, and perceived competence or self-efficacy, on

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the one hand, and by changes in the macro context of the education system, school context, and the micro context of each teacher (Lee, 2017). Caring teachers are identified as important factors for enhancing student motivation and learning ineffective school literature (Ramberg et al., 2018). When teachers know how to attract students who are still teenagers, school problems are reduced such as dropping out, violence, and absenteeism (Lupascu et al., 2014).

The teacher is the spearhead in education. Therefore, teachers must be able to provide examples at school, in the community, and the family. Exemplary has a role in the educational process through how teachers themselves can be role models and their teaching can also be role models (Korsgaard, 2019). As an operational task, teachers act as leaders, administrators, educators, designers, and counselors so that teachers not only deliver subject matter, evaluate, and analyze but also have to pay attention to how the school culture and what methods are chosen in delivering learning materials as well as how to deal with problems solved psychologically. and educative.

The level of teacher enthusiasm perceived by students may play a more important role in their learning outcomes than that reported by the teachers themselves (Cui & Yao, 2017). As is the case in the current era, teachers must be able to design classes according to the advancement of digital technology (Lindqvist, 2020). So important is the role of the teacher in determining the success of education, for that a teacher must have high discipline in the tasks he carries out as mandated for civil servants as state servants. Discipline in the school environment is one of the main concerns of the educational community because it is the main indicator of the success of the teaching and learning process (Claver et al., 2020). This self-discipline is an

object of learning that must be learned to overcome laziness, uncertainty, and fear (Gorbunovs et al., 2016). This fact requires teachers to have high discipline in carrying out their duties and functions because teachers are figures who become role models for students and their environment. Discipline is the observance of the applicable rules and norms of the life of the nation and state, which are carried out consciously and sincerely, physically and mentally. In the end, there will be shame when exposed to sanctions and fear of God Almighty.

Discipline is an attitude of willingness and willingness of a person to obey and obey the norms of the regulations that apply around him. Discipline is also influenced by good working relationships among employees so that every employee will feel happy and calm in carrying out their duties in the office. This is because employees' working relationships have long been considered important for their overall well-being and performance ratings in the places where they work (Tran et al., 2018). In addition, the research findings also show that there is a significant relationship between positive practices, social climate, work engagement, and team task performance at work (Geue, 2018). Meanwhile, according to Hasibuan (2009) discipline is a person's awareness and willingness to obey all applicable social rules and norms.

The success of a school depends on the discipline of the principal, school committee, teachers, and students involved in school activities. Thus, the activity is something that is very complex and involves various aspects such as time management, a teacher must have a syllabus, an annual program, and a lesson plan, and others. Mulyasa (2010) says that there are at least 17 disciplinary activities carried out by teachers in learning, namely: 1) working on time both at the beginning and at

the end of learning. 2) make records and reports following performance standards, accuracy, and schedule. 3) read, and return the work of students. 4) schedule, daily, semi-annual and yearly agenda. 5) develop rules and procedures for group activities, including discussions. 6) determine the schedule of students. 7) meeting with parents and students. 8) the presence of students with full responsibility. 9) arrange students' seats. 10) record the attendance of students. 11) understand students. 12) provide learning materials and learning media. 13) coordination meeting with the teaching council. 14) create a conducive classroom climate. 15) carry out learning exercises. 16) planning a special program in learning. 17) Advise students.

Based on the results of initial data obtained from the head of the school regarding teacher discipline in Jorong District such as UPTD State Elementary School 1 Jorong, teacher indiscipline can be seen from the absenteeism rate of still 19.27%, teachers who do not make annual and semester programs reach 26.41% of the total all the existing teachers. In addition, at UPTD State Elementary School 3 Asam-Asam, teacher indiscipline can be seen from the absenteeism rate of still 24.02%, teachers who do not make annual and semester programs reach 18.11% of the total number of existing teachers. Based on the results of the level of discipline, it can be concluded that the level of teacher absenteeism in Jorong District has not reached 100% of the expected. The impact of the undisciplined work of the teacher, will reduce student achievement, and teacher resistance to change, and low morale. Several factors are thought to be related to teacher work discipline, which is part of the behavior of each individual in carrying out their work activities. Rivai's opinion (2014) states that teacher work discipline is influenced by various factors, both internal and external factors. Internal

factors are factors associated with a person's nature, such as work motivation, work spirit, and work initiative. External factors, namely factors that come from the environment such as the level of welfare, leadership style, assertiveness, supervision, and incentives.

But all of them cannot be separated from the role of a leader who regulates the actions and directions of his subordinates. So, one of the factors that influence the discipline of school teachers, including the leadership of the principal. Defines transformational leadership as a leader who has the power to influence subordinates in certain ways. With the application of transformational leadership, subordinates will feel trust, respect, and respect for their leaders. In the end, subordinates will be motivated to do more than expected.

However, in recent months there has been a prominent phenomenon in its employees, namely a decrease in the level of work discipline by teachers at the UPTD State Elementary School Jorong District, Tanah Laut Regency and this decline shows an increasing number of both absenteeism and percentage, of course, this shows a decline employee work discipline from time to time. Theoretically, this can be caused by several factors, such as a less assertive leadership attitude, lack of punishment for employees who are less disciplined as a result will affect performance. Based on data from the Head of the Regional Coordinator of the Education and Culture Office, Jorong District, Tanah Laut Regency that there is a tendency to increase the percentage (quantitative) of employee work indiscipline so that until August 2018 it reached 12.50% of teacher absences from work without any clear reason or explanation. and 14.52% absence of teachers with permission or reasons for various purposes. In other words, there is a qualitative decrease in work discipline attitudes, and even from this

data, there are some employees who do not work for 3 working days for no reason. Theoretically, it is very necessary for a leader's policy, or at least to at least give an example to his subordinates to be more disciplined. For this reason, a leader from the lowest level to the highest level must be more consistent and consistent to encourage work discipline, so that employee performance can be further improved.

Defines climate as a situation or atmosphere that arises because of the relationship between the principal and teachers, teachers and students, or the relationship between students and other students that characterizes the school. A positive school climate leads to higher academic achievement characterized by high academic expectations and high-quality teacher-student relationships (Konold et al., 2018). This can affect the teaching and learning process in schools.

Muchlisin (2011) says that the school climate can be realized in the context of communication between people who are working. Thus the questions that need to be asked are: (1) what is the level of support (support) of people who are working with each other; (2) what is the collegial level (friendship) of the people who are working; and (3) what is the level of intimacy of the people who are working. Because it is observable, measurable, and has high values compared to other dimensions.

The school climate of the UPTD State Elementary School in Jorong Subdistrict, Tanah Laut Regency, looks like the current working climate in the organization has not provided the best inspiration for teachers in carrying out their work. The existence of boundaries between and subordinates will have an impact on superiors in the service of teachers, whether they will prioritize school or personal interests, also teachers who do not feel

involved in the organization will not care about work.

The school climate refers more to the perception of the social environment owned by teachers, students, and other academic staff in the school, compared to the objective situation. The school climate refers to social relations and work relations between staff and school administrators. School climate is a collective personality or atmosphere including the behavior of staff who assist or conduct teaching or teaching climate. school climate affects the culture in schools and affects the way we do things at school. School climate is closely related to school effectiveness.

A decrease in teacher morale is characterized by a lack of drive for achievement, low responsibility at work, or what is often called demotivation. As stated by Saydam (2011) "That the working conditions "Demotivated" (no motivation) is mentioned with the characteristics; the decrease in the morale and enthusiasm of teachers, the decline in teacher work performance, frequent mistakes made by teachers, growing dissatisfaction, declining work productivity, and increasing conflicts between teachers.

According to Davis (2010) states that morale is a willingness to feel and behave that allows a person to work to produce more and better work. Morale is a positive work atmosphere that exists in an organization and is expressed in the attitudes of individuals and groups that support all aspects of work, including the work environment, cooperation with other people optimally following the interests and goals of the company.

Some phenomena that occur are related to the work spirit of teachers in the UPTD State Elementary School Jorong District Tanah Laut Regency, there are still teachers who leave school during working hours for reasons that cannot be accounted for, there are unscrupulous teachers who do not attend

the apple, quickly go home prematurely for no apparent reason, employees who are absent from work for reasons of health or family needs and also an increase in the decrease in the motivation of teachers and leaders in working from time to time, this is shown from the data on the level of teacher attendance at schools.

Based on the description above, many factors are thought to contribute to teacher work discipline, the level of teacher discipline at the UPTD State Elementary School in Jorong District Tanah Laut Regency based on initial observations is still low. This study only examines the principal's leadership, work climate, and teacher enthusiasm for the discipline. teacher work. The leadership ability is still low in building good communication with teachers, besides that the school climate still needs to be improved and the enthusiasm of teachers in developing the teaching profession is still lacking seen from the efforts of teachers to increase their knowledge

and teaching abilities such as attending teacher education and training.

Material and Methods

Research type

The type of research used is quantitative research. This study also uses explanatory research methods. Explanatory research is to examine the relationship between the hypothesized variables. According to the level of explanation, including associative research which aims to determine the relationship between two or more variables (Sugiyono, 2000). This study tries to reveal causality (causal or explanatory) in the form of the influence between transformational leadership, school climate, and work spirit on the discipline of UPTD State Elementary School teachers in Jorong District, Tanah Laut Regency which is formulated into a direct or indirect path analysis model.

Research Design

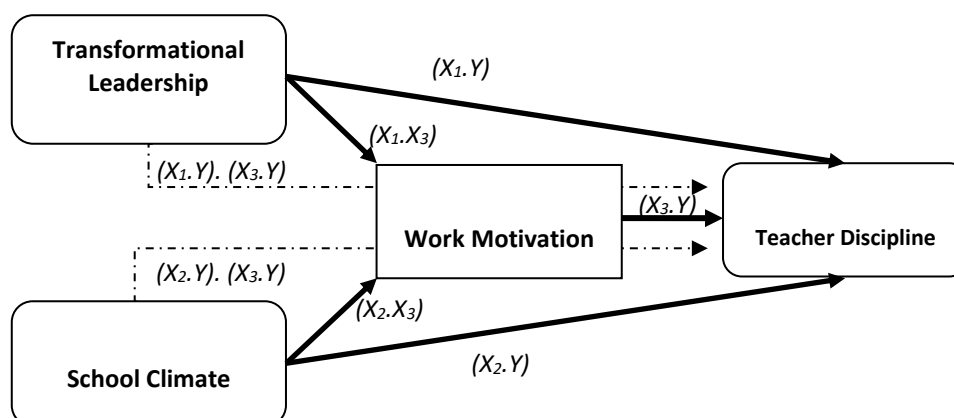


Figure 1. Research design

This study uses a correlational method using a cross-sectional technique, namely research where the variables where the independent factor and the dependent variable are observed at the same time (Notoatmodjo, 2010). According to Arikunto

(2010) research using correlation techniques (correlation research) tries to determine how strong the relationship or influence exists between variables the school (X_2) and work spirit (X_3) on the dependent variable, namely the level of teacher discipline (Y) UPTD State

Elementary School in Jorong District, Tanah Laut Regency.

Research sample and population

The population in this study were all UPTD teachers at the State Elementary School in the Jorong District, Tanah Laut Regency totaling 249 people consisting of all class teachers who were civil servants (PNS). According to (Arikunto, 2010) if the research subjects are less than 100, it is better to take all, but if the subject is large or more than 100 then it can be taken between 10-15% or 20-25% or more. Given the large population in this study more than 100 respondents, then determine the size of the sample using the Slovin formula as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Information :

n : Number of Sample

N : Number of Population

e : Error tolerance (5%=0.05)

Based on the above formula applied in this study, the research sample size was obtained as many as 153 people. The sampling technique in this study is proportional random sampling, which is taking samples randomly by taking into account the proportions in the population members (Arikunto, 2010).

Research Instrument

This research instrument includes the variables to be observed in the study, which are designed in the form of a questionnaire or questionnaire which includes assessment and questionnaire observations of each variable, namely, transformational leadership variables (X_1), school climate (X_2), and work spirit (X_3). on the dependent variable, namely the level of teacher discipline (Y). So that the results of the data from the questionnaire do not come out of the need for research, the items of this instrument are designed to be closed,

meaning that respondents have prepared alternative answers and each alternative answer has a certain score or value. In this study the preparation of the questionnaire using a Likert scale in the form of a checklist with alternative answers given a score of 1, 2, 3, and 4. This ordinal scale consists of 4 alternative answers, namely for favorable answers to answer "Strongly Agree" worth 4, "Agree" worth 3, "Disagree" is worth 2, and "Strongly Disagree" is worth 1. Meanwhile for the unfavorable answer "Strongly Agree" is worth 1, "Agree" is worth 2, "Disagree" is worth 3, and "Strongly Disagree" is worth 4.

Data analysis

Validity and reliability test

Before being used in the assessment, the observation sheet was first tested for validity and reliability tests. An instrument is said to be valid if it can reveal data from the variables studied appropriately. The calculation of the validity in this study was carried out using the SPSS 25 program. To test the validity of the measuring instrument or research instrument, a calculation was carried out using the Pearson Product Moment Coefficient formula (Sugiyono, 2013) If $r_{xy} > r$ table then the questionnaire items are said to be valid, and if $r_{xy} < r$ instrument table is said to be invalid. Priyatno (2014) says that reliability is an index that shows the extent to which a measuring instrument or research instrument can be trusted or relied on in research activities. Reliability measures the reliability of the instrument, a measurement is said to be reliable if the measurement gives consistent results. The reliability results can be seen from the results of Cronbach's Alpha, each variable is more than the required minimum standard of 0.60, then the variables of transformational leadership, school climate, work morale, and teacher discipline are reliable or good as data collection tools.

Hypothesis Test

Before testing the hypothesis, the researcher conducted a prerequisite test which included normality test, linearity test, and multicollinearity test. After passing the hypothesis prerequisite test, it is continued with hypothesis testing to prove the influence of transformational leadership, school climate, and work spirit on teacher discipline either directly or indirectly by using several analytical tests such as simple regression test, partial test (T-test), coefficient test determination and path analysis (path analysis)

Results and Discussion

Analysis prerequisite test results

The results of normality with non-parametric statistical tests used are the One-Sample Kolmogorov-Smirnov test (1-Sample K-S), each research variable has an Asymp value. Sig.(2-tailed) is greater than 0.05, so the data of all variables in this study can be said

to be normally distributed. While the results of the linearity of transformational leadership variables, school climate, and work spirit on teacher discipline variables resulted in data deviations from the linear line (deviation from linearity) > 0.05 and a significance value < 0.05 , it can be concluded that the data is in the form of a linear function and the regression model there is no multicollinearity, it can be concluded that non-multicollinearity data in the regression model.

Analysis test results

Through the results of a simple regression test, partial test (T-test), coefficient of determination test, and path analysis. The summary of the calculation of the direct and indirect effects of the influence of transformational leadership (X1), school climate (X2) and work morale (X3) on teacher discipline (Y) can be seen in the summary table of path coefficients as follows table 1:

Tabel 1. Summary of path analysis regression analysis test results

Variable Effect	Regression Test	Explanation
Transformational Leadership (X ₁) – Teacher Discipline (Y)	0,523	Significant
Transformational Leadership (X ₁) – Teacher Discipline (Y)	0,590	Significant
Work Spirit (X ₃) – Teacher Discipline (Y)	0,215	Significant

The principal's transformational leadership on teacher discipline of UPTD teachers at State Elementary Schools in Jorong District, Tanah Laut Regency

Leadership Based on the results of the first hypothesis test, prove that there is a significant effect of 32.4% (R Square) between the principal's leadership variable and the work discipline of teachers at the UPTD State Elementary School Jorong District, Tanah Laut Regency directly. This is also evidenced by several test results such as the regression

coefficient value of 0.523 which can be interpreted, an increase of 0.523 from teacher discipline for every one-unit increase in the leadership variable. Judging from the results of the t-test, it can be seen the value of Sig. 0.000 < 0.05 and $7.416 > 1.981$, this indicates a positive influence of leadership on teacher discipline, meaning that the better the leadership, the higher the teacher discipline. From this calculation, the results of the study are interpreted that the principal's leadership that affects the work discipline of teachers shows

that the application of effective principal transformational leadership can lead to an increase in the level of teacher discipline, on the other hand, the implementation of ineffective principal transformational leadership will affect the low discipline of teachers in UPTD State Elementary School of Jorong District, Tanah Laut Regency.

Transformational principals are an important factor in improving the discipline of teachers, principals as school leaders, have an important role to mobilize, guide, foster, encourage, and assist teachers, students, and staff in schools, the most important roles and functions for school administrators. The principal is to mobilize all existing resources in a school. So that it can be utilized optimally to achieve the goals that have been set.

Hasibuan (2009) explains that leadership plays a very important role in determining employee discipline because leaders are used as role models and role models by their subordinates. The leader should not expect good discipline from his subordinates if he lacks discipline because his behavior will be imitated and imitated by his subordinates. Sutrisno (2013) explains that several factors affect employee work discipline, one of which is the presence or absence of exemplary leadership in the company. The factors that influence employee work discipline include the presence or absence of exemplary leaders in the company, the leadership's courage in taking action (sanctions/punishments), the presence or absence of supervisory leaders, and the presence or absence of attention to employees. It is emphasized again by Hasibuan (2009) that several factors that influence employee work discipline are the example of a leader who plays a very important role in determining employee discipline, the actions of a leader who apply good justice will create good discipline as well, as well as the inherent actions of the leadership in create discipline.

Teacher discipline in an educational institution must be implemented and developed properly to achieve organizational goals (schools), namely, quality education. For work discipline to be implemented optimally, the principal must apply leadership by mastering each of the principal competencies that have been determined, namely professional competence, educational insight competence for management, personality competence, and social competence. By mastering all the competencies above, it is hoped that effective leadership will be created and quality education with teachers who are disciplined towards work, duties, and responsibilities will become a reality. Thus, it can be stated that the principal's leadership affects the work discipline of teachers, the better the principal's leadership, the better the teacher's work discipline. Conversely, the worse the principal's leadership, the lower the teacher's work discipline.

Elements of the principal's leadership are the influence he has and the ability to use that influence and the consequences of that influence for the people who want to be influenced, namely teachers, employees, and other school members. This influence is manifested through the principal's leadership function, namely idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and charisma (Usman, 2011). Based on the results of the questionnaire, it can be seen that the idealized influence function of the principal, by always coordinating with teachers regularly, continuous supervision of teachers, and properly programmed evaluations, the commitment, and attitudes of teachers will be formed by themselves and will give birth to teacher discipline, or On the other hand, a disciplined teacher is a teacher who already has a mental attitude that is reflected in every action and behavior that con-

sists of obedience to all school rules and regulations set by the government. the principal to influence the idealism of the teachers under his leadership, of course, in a positive way.

According to Wahjosumidjo (2010), the role of school principals as educators focuses on the competence of educators, also seeks to motivate and motivate educators to increase their competence and are not satisfied with the results that have been achieved. The principal has a leadership spirit that can positively influence the idealism of teachers, which can be seen through several benchmarks, namely escorting and supervising teachers, both work program problems or the difficulties and obstacles faced by teachers, this is done to be able to oversee or supervise the achievement of a clear organizational vision, and based on the answers of the respondents, the principal also does a lot and communicates to teachers to carry out a clear vision, mission, and school goals.

The effect of school climate on teacher discipline on teacher discipline of UPTD teachers at State Elementary Schools in Jorong District, Tanah Laut Regency

Based on the results of the third hypothesis test, it can be seen that there is a significant effect of the school climate variable on the discipline of the UPTD State Elementary School teachers in Jorong District, Tanah Laut Regency. This is evidenced by several test results such as the regression coefficient value of 0.590 showing a positive value which can be interpreted, an increase of 0.590 from teacher discipline for every one-unit increase in the school climate variable. Judging from the results of the t-test, it can be seen the value of Sig. of $0.000 < 0.05$ and $5.289 > 1.981$, this indicates a positive influence of school climate on teacher discipline, meaning that the better the school climate, the better the level

of teacher discipline will be. And the results of the R² (R Square) value or the coefficient of determination of 0.196 means that 19.6% of changes in teacher discipline variables can be influenced by school climate variables. This means that the contribution of the influence of school climate variables on teacher discipline is 19.6%, while the remaining 100% - 19.6% = 80.4% teacher work discipline is influenced by other variables outside the school climate variable.

The teacher school climate in the UPTD State Elementary School Jorong District Tanah Laut Regency is in a good category with a percentage value of 64.96% of the number of respondents and the results of respondents' answers who still feel that the level of school climate in the moderate category is only 35.04%, which includes elements and dimensions of organizational climate. Organizational climate has six elements including fit, responsibility, work standards, rewards, clarity, and team spirit. Based on the results of the study, compatibility with colleagues and leaders as well as open interaction and communication are the elements that have the highest value that affects the school climate in the UPTD State Elementary School Jorong District, Tanah Laut Regency. Indicators that show supportive interactions within the organization are communication patterns and individual interaction patterns. The employees at work need a supportive climate to interact and cooperate with colleagues or workgroups. The benefits of interaction between individuals in the workplace is that they can exchange information, experience, and most importantly, the social relationships of co-workers can be harmoniously established so that employees feel comfortable and happy, not feeling pressured and free to be able to realize themselves in showing their abilities.

From the results of work discipline research, the perception of respondents with the smallest average value is in my statement that I always come to work on time. Delays that occur due to long distances or prioritizing family needs first, thus slowing teachers to arrive at school. So it can be concluded that teachers are not always present on time when they go to work. Meanwhile, the respondent's perception with the highest average score is that in my statement, I always complete tasks with responsibilities within the allotted time.

The principal assigns tasks to each teacher according to their position. However, when the assigned teacher gets into trouble, he or she will ask for help from other teachers who are competent in the task. So that with this collaboration all tasks assigned by the Principal can be completed on time. It can be concluded that the school has implemented a high level of discipline and responsibility towards the school. When discipline is increased in teachers, the job satisfaction of a teacher will increase. The results of the study showed that there was a significant influence of school climate variables on the discipline of UPTD State Elementary School teachers in Jorong District, Tanah Laut Regency. Maintaining and improving discipline is a very difficult thing because many factors influence it. School climate also acts as a psychological tool that influences the behavior of teachers, formed as a result of organizational actions and interactions between teachers. Discipline is one of our self-respect for a company's rules and regulations contained in an employee, this will cause him to adapt without coercion to an organization's rules and regulations.

One of the characteristics of the influence of school climate on teacher discipline is that teachers feel that the school climate is built by really paying attention to their needs and problems. The emerging climate is an arena for making decisions about discipline. If the

climate is beneficial to individual needs (for example, paying attention to employee interests and being achievement-oriented), one can expect behavior toward high goals. Conversely, if the climate that arises is contrary to the goals, needs, and morale of work, it can be believed that work discipline will decrease which causes a decrease in the effectiveness of employee discipline in an organization.

The UPTD State Elementary School in Jorong Subdistrict, Tanah Laut Regency has rules or regulations, a description of duties and authorities, as well as a clear working relationship that is in accordance with the needs of the teachers and is able to build a school climate towards a better direction, some of these things, also support the implementation of work discipline. in the UPTD State Elementary School in Jorong District, Tanah Laut Regency. The pattern of school climate in terms of communication that is built formally by the leadership and informal communication is good enough that it can increase the atmosphere of warmth and kinship and can build quite a harmonious relationship between fellow teachers so that this makes it easier to foster and improve teacher discipline. Teachers do not feel under pressure or coercion in carrying out discipline, but a good school climate, it creates awareness or commitment in themselves in obeying all existing regulations.

The effect of work morale on teacher discipline of UPTD teachers at State Elementary Schools in Jorong District, Tanah Laut Regency

From the results of the frequency distribution, it is known that the level of teacher morale, the majority of respondents already have high morale with a percentage of 56.41%, while the frequency distribution of teacher morale levels in UPTD State Elemen-

tary School in Jorong District, Tanah Laut Regency, the majority is included in the medium category with a percentage that is 65.81%. Based on the results of hypothesis testing, it can be seen that there is a significant effect of the teacher's work spirit on the discipline of the UPTD State Elementary School teachers in Jorong District, Tanah Laut Regency. This is evidenced by several test results such as the value of the regression coefficient of 0.551 showing a positive value which can be interpreted, an increase of 0.551 from teacher discipline for every one-unit increase in the teacher's morale variable. Judging from the results of the t-test, it can be seen the value of Sig. of $0.000 < 0.05$ and $7.600 > 1.981$, this indicates a positive influence of morale on teacher discipline, meaning that the higher the teacher's morale at work, the better the teacher's discipline will be. And the results of the value of R² (R Square) or the coefficient of determination of 0.334 means that 33.4% of changes in the teacher discipline variable can be influenced by the teacher's work spirit variable at work, meaning that the contribution of the work spirit variable to work discipline is 33.4% while the rest $100\% - 33.4\% = 66.6\%$ teacher discipline level is influenced by other variables outside the work spirit variable.

Morale is an impulse contained in the teacher as a result of influences that come from within himself or from outside, which causes, directs, and organizes behavior to carry out the tasks he carries. Indicators of measuring the morale variable in this study refer to Blumm's theory (Azwar, 2005) including aggressive behavior, individual feelings at work, adjusting to leaders and coworkers, and ego involvement at work. Wibowo (2012) states that morale is an encouragement to a series of processes of human behavior in achieving goals. While the elements contained in the spirit of work include the elements of generating, directing, maintaining,

showing intensity, being continuous, and having a purpose. morale is an important factor that supports discipline whereas morale is a condition that moves a person to achieve goals or achieve desired results.

The working spirit of UPTD State Elementary School teachers in Jorong District, Tanah Laut Regency saw from indicators of aggressive behavior seen from the accuracy of completing work, the majority of teachers are very good and there are rarely delays in completing their work from the specified deadline and the majority completing work according to the ability of the teacher. Based on these answers, it shows that the employee's abilities and an agreement on the time to complete the work determined by the responsibilities of the employee are suitable. In this case, the leadership plays an important role in motivating employees to properly complete the work with the attention given in the form of facilities and work rules that are following the capacity of each teacher.

Based on the results of the study seen from the results of the respondents' answers, it can be seen that the work spirit of teachers affects discipline in work. From the data obtained that teachers have obeyed the regulations that apply in the organizational environment. The awareness of unsupervised discipline shows a positive thing, the influence of leadership and applicable regulations. Regulations are intended to control the behavior of employees and continue to direct employees to stay focused in carrying out assigned tasks so that the process of achieving goals runs smoothly. The majority of teachers often come to the office earlier than the specified time, indicating the high enthusiasm of employees to work or complete work. Thus, it can be said that there are factors that make the organizational environment a comfortable place for employees to work or stay silent in their spare time.

If an employee has an awareness and sense of responsibility for his duties, the spirit of working well will be stronger to create high employee work discipline which ultimately provides good performance following the goals in the organization. Based on the description above, there is a positive influence between work spirit on teacher discipline. In other words, the high morale of teachers, the awareness of discipline will certainly be higher, and vice versa. The results of this study are following the theory of Rivai (2009) which states that morale is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are invisible which gives the strength to encourage the individual to behave following the rules in achieving goals. The results of this study that morale has a positive and significant effect on teacher work discipline. Thus, the results of this study can prove that the implementation of high morale can make a significant contribution to improving teacher work discipline. These results indicate that the better the implementation of work morale, the higher the teacher's work discipline. The findings of this study reflect that high morale can support variations in change and has a significant contribution to improving teacher discipline. Therefore, teachers in carrying out the tasks assigned by the organization always have high morale for the implementation of the work they receive. With the higher level of teacher morale for the work received, it will certainly have an impact on the completion of the tasks carried out by a teacher which in turn creates high work discipline.

Conclusion

This study concludes that there is a significant relationship between the principal's transformational leadership, school climate,

and work spirit on the discipline of teachers at SD Negeri Jorong, Tanah Laut Regency

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