



The performance of the school principal was reviewed from leadership style, discipline, satisfaction, and motivation in primary schools in the coordinator of the jaten education district area, karanganyar regency

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ABSTRACT

Finding out how leadership style, work discipline, job happiness, and motivation all play a role in Jaten District school principals' success is the overarching goal of this study. A quantitative research design is utilised in this research approach. A total of 135 Jaten District public school teachers made up the study's population. A total of 135 educators participated in the survey, which was selected using a census-style sampling method. Gathering information using surveys. The statistical analysis of data makes use of the following methods: coefficient of determination, multiple linear regression test, F test, and t test. School principals' performance in Jaten District is impacted, to a lesser but statistically significant degree, by leadership style, work, job satisfaction, and motivation. Based on the findings, school principals in the Jaten sub-district should keep working on their leadership skills, work discipline, job happiness, and drive to achieve even greater results.

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1. INTRODUCTION

The government faces various obstacles in order to improve the quality of learning. The unequal quality of teachers in schools is the main reason for the government to always pay attention to improving the quality of educational personnel. This is done because the success of the quality of learning is very dependent on the success of the teaching and learning process which is a synergy of educational components, including curriculum, educational staff, infrastructure, management systems, as well as natural and social environmental factors, with students as the subjects. The teaching and learning process as a system is influenced by various factors, one of which is the teacher as the main implementer of education in the field. The quality of teachers, both academic and non-academic, also influences the quality of learning.

The principal is the person at the forefront who coordinates efforts to improve quality learning. Principals are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at each school level (Jaya, 2020). The practice in

Indonesia for appointing school principals is greatly influenced by the presence of senior teachers who are deemed to have the qualifications to occupy that position. There has never been anyone who was not a teacher appointed as principal. So, a teacher can hope that if he is lucky one day his career will culminate in the position of Principal. Usually teachers who are considered good and capable as teachers are appointed as principals (Hakim et al., 2020). In reality, many of them who previously performed very well as teachers became dull after becoming principals. Generally they are not suitable to take on managerial responsibilities. People like this have fallen to the peak of their incompetence and will remain there until retirement (Maruf, Arsyad, & Mas, 2021)

To achieve maximum performance of a School Principal, there are several criteria that must be met, therefore, to become a School Principal, maximum selection efforts are made (Nurhayati, et al., 2022). Even though the various efforts that have been made have shown results, it cannot be denied that there are still many problems that appear and are felt to be interfering with the performance of school principals. (Puteri, 2020). The problem of the Principal's performance must be the focus of attention because high performance will make the institution/agency successful in achieving the vision, mission and goals that have been set together.

The main role that must be carried out by the Principal which differentiates it from other principal positions is the role as an educational leader. Educational leadership style refers to certain qualities that a school principal must possess to be able to carry out his or her responsibilities successfully (Sari, 2023). These qualities include that the Principal must know exactly what he wants to achieve (vision) and how to achieve it (mission) and the Principal must have a number of competencies to carry out the mission to realize that vision (Pristiyono et al., 2021).

Work discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, conformity, loyalty, regularity and/or order. Because he has become one with himself, the attitudes or actions he performs are no longer or are not felt as a burden at all, on the contrary, they will burden him if he does not act as usual. In relation to work, discipline is an attitude and behavior that shows obedience to regulations. Disciplinary attitudes will emerge when an intention arises from within the teacher himself, this will be stronger in encouraging attitudes and behavior to obey and comply with school regulations. Disciplined attitudes and behavior appear characterized by various initiatives, willingness and desire to comply with all applicable regulations. Meanwhile, teacher performance is a result achieved from what has been assigned and mandated to teachers and the results can be accounted for. Based on the opinion above, it can be concluded that performance is the result of the work of a person or employee in a field of work in accordance with the responsibilities given based on standards that have been set in accordance with applicable morals and ethics (Juniarti et al., 2020).

To achieve maximum work results, the Principal must have good performance. If the performance is good, the results obtained will also be good. An optimal principal will have a big influence on the success of the teaching and learning process in the school. (Bernarto, et al., 2019) in his research stated that applying high levels of discipline can have an impact on the success of teaching staff in carrying out their duties and obligations when teaching at school.

Apart from discipline, job satisfaction is an important factor in directly determining a teacher's satisfaction with the principal's performance (Nurhayati, 2022). Job satisfaction is an individual's general attitude towards his work, with colleagues and superiors, following organizational rules and policies, which meets performance standards. Teacher performance in providing services to students will be influenced by the way leaders lead, motivation at work, discipline at work and also satisfaction with their performance (Pristiyono et al., 2021). A teacher's job satisfaction not only has an impact on the progress of the teacher himself, but will also be beneficial for the development and existence of his

work. Job satisfaction is very important because teachers can show their abilities to the maximum. If teachers have high job satisfaction, the results of their work will certainly be assessed as good. Aspects of job satisfaction include psychological, physical, social and financial aspects (Lestari & Hermawan, 2021).

Motivation can basically come from within a person or what is often known as internal motivation and can also come from outside a person or also called external motivation (Damayanti, Arafat, & Eddy, 2020). Motivation is one of the superior's tools so that subordinates are willing to work smartly as expected. Managers, in this case the Principal, can motivate teachers in different ways according to their respective prominent patterns (Afandi & Bahri, 2020). Good motivation from superiors or the Principal plays a very important role in providing encouragement to teachers, so that with good motivation from the Principal, it is hoped that performance will improve for the better. Considering the quite heavy tasks that must be carried out by a teacher, it is appropriate for teachers to receive many things that can raise enthusiasm for work. This is important, because a teacher will produce good performance if he has good competence and has sufficient work motivation (Hakim et al., 2020).

The Principal is a special position, for one thing the position of Principal is not just a manager position with all kinds of names. Indeed, in terms of being the leader of a work unit, the position of Principal is actually no different from other managerial positions. At least the function is the same, including maximizing the productive use of available resources to achieve the goals set for the work unit (Juniarti, Ahyani, & Ardiansyah, 2020). To a certain extent, the Principal as the leader of a work unit plays the same role as managers of other work units. He must be able to ensure that the work system runs smoothly and that all the resources needed to achieve results must be available in sufficient quantities and of adequate quality. However, the Principal manages a very special institution, namely the school as a formal educational institution which will greatly color the future of members, especially students (Sari, 2023).

Based on the explanation of the assumptions and previous research above, it can be concluded that the factors that can influence performance include motivation, leadership style, work discipline and job satisfaction. To be successful, the Principal must fulfill the four factors required to be able to carry out his responsibilities properly and correctly. Considering the importance of the position of the Principal in driving school management, the author is interested in studying "The Performance of School Principals in View of Leadership Style, Work Discipline, Job Satisfaction, and Motivation in Elementary Schools in Jaten District, Karanganyar Regency in 2023".

2. RESEARCH METHOD

This research is a type of quantitative descriptive research, namely research carried out with calculations using statistical analysis tools such as formulas, tools and analysis models (calculation results) which then explain the meaning of the numbers and conclude. According to Sugiyono (2019: 13) quantitative research methods are data analysis that uses statistics in the form of descriptive statistics and inductive statistics.

This research was used to see the influence of leadership style, discipline, satisfaction, and motivation on the performance of School Principals in Jaten District, Karanganyar Regency by collecting data using observation, documentation, interviews, questionnaires, and literature study. In conducting this research, the time required is 6 months, starting from observation to producing data results and research conclusions. The population in this study were civil servant teachers, totaling 135 teachers. The samples taken in this research were 135 civil servant teachers in Jaten District. The sampling technique in this research uses saturated sampling (census), namely a sample collection technique when all members of the population are used as samples (Sugiyono, 2019: 122).

Multiple linear regression is used as an analytical tool in this research. Then proceed with the F Test, T Test and R-Square Test which are processed using the SPSS 24 application. Multiple Linear Regression in this research is written with the formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Information :

Y	= Performance
α	= Constant
$\beta_1, \beta_2, \beta_3$	= Coefficient of regression magnitude/influence
X1,	= Leadership
X2,	= Discipline
X3	= Job satisfaction
X4	= Motivation
e	= Error

3. RESULTS AND DISCUSSIONS

Table 1. Multiple Regression Results

Variable	β	t-count	Sig	Std	Information
	0.663				
Leadership Style	0.369	1,978	0,000	≤ 0.05	Accepted
Discipline	0.403	1,978	0,000	≤ 0.05	Accepted
Job satisfaction	0.155	1,978	0,002	≤ 0.05	Accepted
Motivation	0.437	1,978	0,000	≤ 0.05	Accepted

So the following regression equation is obtained:

$$Y = 0.663 + 0.369 X_1 + 0.403 X_2 + 0.115 X_3 + 0.437 X_4$$

1. The influence of leadership on the performance of school principals in Jaten District

The test results presented in table 1 show that leadership has a significant effect on the performance of the principal. This research supports the results conducted by Pristiyono et al. (2021), Steenbergen & Tuinhof (2009), Sukri (2018), Siagan & Khair (2018), Soetopo et., al (2019), Rukamana (2019), Satriadi (2017), Rosaliawati (2020) and Saree (2023) that leadership also has a significant effect on performance.

Leadership significantly influences the performance of the Principal, which is natural because the Principal provides positive input regarding the obstacles that occur, even mistakes made by the Teacher can be resolved in a good way without any offense. The leadership style also encourages teachers to obey all rules and discipline in their implementation and encourages teacher motivation to continue to improve their performance.

The principal always motivates and encourages every teacher to be active in providing ideas and thoughts at every meeting, this is a trigger for teachers to contribute to advancing the quality of education in the school. Apart from that, the Principal always appreciates all the work done by his subordinates, both material and non-material, so that teachers are motivated to continue to improve performance in order to achieve organizational goals.

2. The influence of work discipline on the performance of school principals in Jaten District. The test results presented in table 1 show that work discipline has a significant effect on the performance of the principal.

Juniarti et al. (2020) and Bernardo, et al. (2019) stated that work discipline has a positive influence on performance. This shows that the higher the awareness that teachers have, the more they will be able to create work discipline. Someone who has a high awareness of responsibility for their work will create positive things for the company they work for.

Work discipline has a significant effect on the performance of the Principal, which is very natural because of the high level of awareness about the regulations set by the agency. This can be interpreted as the Principal's work discipline which includes punctual attendance, working at the time specified according to the work schedule, providing notification if he is absent from work, having a neat appearance to show a professional work attitude, not using inventory outside the interests of the agency, showing that the Principal The school enforces the rules well.

3. The influence of job satisfaction on the performance of school principals in Jaten District.

The test results presented in table 1 show that job satisfaction has a significant effect on the performance of the Principal. This research is in line with that carried out by Research conducted by Pristiyono et al. (2021), job satisfaction partially has a positive effect on performance, meaning that the higher the level of job satisfaction you have, the more positive impact it will have on improving performance. Additionally, research Lestari & Hermawan (2021) shows that the results have a very significant positive influence between job satisfaction and performance. The higher the perceived job satisfaction, the higher the performance and conversely, the lower the perceived job satisfaction, the lower the performance. Satisfaction is the implementation of the results of what they receive from the work they have done, how much the Principal appreciates the Teacher's work. This triggers teacher work productivity so that they will continue to provide the best results and can achieve organizational goals together.

4. The influence of motivation on the performance of school principals in Jaten District.

The test results presented in table 1 show that motivation has a significant effect on the performance of the principal. The results of this research support the results of previous research conducted by Research Damayanti, Arafat, & Eddy (2020); Afandi & Bahri (2020), Aziz dan Suwarno (2019), Bayu dan Nurul (2018), Widayati & Rahardjo (2017), Yanto (2018), Suryani (2017), Rukmna (2019) Satriadi (2017) And Hakim et al. (2020) states that motivation has a significant impact on teacher achievement, this is based on the willingness of teachers to feel a positive impact in the environment they work in and is in accordance with the motivation of each teacher.

Motivation is motives that become active or function without needing to be stimulated from outside, because within each individual there is already an urge to do something, thus there is no burden on the Principal to behave in an unnatural or untrue manner. The principal's motivation in working can also be indicated by his participation in making decisions. Real participation can be seen from the input that teachers give to leaders. Participation can also be seen from the teacher's willingness to learn by consulting with his leadership. The higher the level of participation of a teacher, the more positive his motivation in working.

4. CONCLUSION

From the results of the discussion regarding the analysis of leadership style, discipline, job satisfaction and motivation on the performance of School Principals in Jaten District, several conclusions can be drawn that leadership style has a positive and significant effect on the performance of the principal, work discipline has a positive and significant effect on the performance of the Principal, job satisfaction has a positive and significant effect on

the performance of the Principal, motivation has a positive and significant effect on the performance of the Principal.

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