

### The Influences of School Heads Managerial Skills and Organizational Culture on Teacher Work Discipline at Vocational Schools of Lampung Indonesia

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#### Abstrak

Rendahnya disiplin kerja guru dipengaruhi oleh efektivitas manajerial kepala sekolah yang belum maksimal diterapkan dan budaya organisasi yang kurang kondusif, sehingga diperlukan kemampuan manajerial kepala sekolah yang lebih baik dan budaya organisasi yang lebih kondusif. Penelitian ini bertujuan untuk mengetahui (1) pengaruh keterampilan manajerial kepala sekolah terhadap disiplin kerja guru, (2) pengaruh budaya organisasi terhadap disiplin kerja guru, dan (3) pengaruh keterampilan manajerial kepala sekolah dan budaya organisasi secara bersama-sama terhadap kerja disiplin guru di SMK Negeri Way Kanan Provinsi Lampung. Pendekatan kuantitatif digunakan dalam penelitian ini untuk mengukur tiga variabel, yaitu keterampilan manajemen kepala sekolah (X 1), budaya organisasi (X 2), dan disiplin kerja guru (Y). Populasi dalam penelitian ini adalah 374 guru di SMKN Way Kanan dengan 93 guru sebagai sampel penelitian yang ditentukan dengan menggunakan rumus Slovin. Instrumen yang digunakan adalah angket yang sebelumnya telah diuji validitas dan reliabilitasnya. Analisis data menggunakan Analisis Regresi. Berdasarkan analisis diperoleh hasil sebagai berikut: 1) Pengaruh manajerial kepala sekolah menjelaskan 73,3% disiplin kerja guru dan sisanya 26,3% adalah pengaruh lain, 2) Budaya organisasi memberikan kontribusi 80,5% terhadap disiplin kerja guru dan 19,5% lainnya adalah pengaruh lain. , dan 3) Keterampilan manajerial kepala sekolah dan budaya organisasi secara bersama-sama memberikan kontribusi 84,7% terhadap disiplin kerja guru dan sisanya sebesar 15,3% merupakan pengaruh lain. Kesimpulannya adalah disiplin kerja guru SMKN di kabupaten Way Kanan akan meningkat apabila diterapkan keterampilan manajerial kepala sekolah yang baik dan budaya organisasi yang kondusif.

**Kata Kunci:** *Keterampilan Manajerial Kepala Sekolah, Budaya Organisasi, Disiplin Kerja Guru.*

#### Abstract

The low work discipline of teachers is influenced by the managerial effectiveness of the principal which is not maximally applied and the organizational culture that is less conducive, warranting a need for a better managerial ability of school principals and a more conducive organizational culture. This study aims to determine (1) the effect of the principal managerial skills on teacher work discipline, (2) the influence of organizational culture on teacher work discipline, and (3) the effects of principal managerial skills and organizational culture together on the work discipline of teachers in Way Kanan District Vocational High Schools, Lampung Province. A quantitative approach was used in this study to measure three variables, namely the management skills of the school principal (X 1), organizational culture (X 2), and teacher work discipline (Y). The population of this study was 374 teachers in SMKN Way Kanan district with 93 teachers as the research sample determined using the Slovin formula. The instrument used was a questionnaire that had been previously tested for validity and reliability. Data were analyzed using Regression Analysis. Based on the analysis, the following results were obtained: 1) Principal managerial influence explained 73.3% of teacher

work discipline and the remaining 26.3% was other influences, 2) Organizational culture contributed 80.5% to teacher work discipline and another 19.5% was other influences, and 3) Principal managerial skills and organizational culture together contributed 84.7% to teacher work discipline and the remaining 15.3% was other influences. The conclusion is that the work discipline of SMKN teachers in the Way Kanan district will increase when good managerial skills of school principals and conducive organizational culture are applied.

**Keywords:** *Principal Managerial Skills, Organizational Culture, Teacher Work Discipline.*

## INTRODUCTION

The discipline performance of teachers becomes one of the bases for determining the quality of education. The implementation of the teaching and learning process lies with the teacher and thus, teacher work discipline is indispensable in schools. Briefly, teacher work discipline can be seen from the process or timing of implementation and discipline regarding the content or quality of work.

The school manager, who is often referred to as the leader, has the responsibility to manage both physical and non-physical matters for the success of school performance. The leadership of the principal must be able to influence all school employees to be willing to work hard to improve performance voluntarily and with enthusiasm in achieving the vision, mission, and goals of the school (Farid, 2020: 203).

Managerial competence usually focuses on observations on the aspects of school management and administration that function as a support, for the implementation of learning (Rubiyah, 2016: 205). The managerial skills of school principals can be shown in the management or managerial implementation that is applied every day. Such skills can be identified from the behavior of the principals in managing the school, which consists of planning, organizing, implementing, and supervising. These four elements are important to be applied along with the principals' behavior, especially when managing all sorts of resources in the school.

As for organizational culture, it can be seen from several visible aspects, including habits in completing work, relationships between superiors and subordinates, relationships between teachers and teachers, habits in fulfilling administration, implementation of work systems and managements habits from planning to evaluation, and so on.

Based on the background description, the research questions is as follows:

- a. Is there a managerial influence of the principal on the work discipline of the Way Kanan District Vocational High School teachers?
- b. Is there an influence of school organizational culture on the work discipline of the Way Kanan District Vocational High School teachers?
- c. Is there a managerial influence of the principal and organizational culture on the work discipline of the Way Kanan District Vocational High School teachers?

## METHOD

This study used a survey research design. According to Suharsimi Arikunto (2016: 236), survey research is a research conducted on a population, but the data studied are obtained from a sample of that population through quantitative approaches, so that the relative events, distribution, and relationships between variables are found.

### **Population and Sample**

The population in this study was teachers in BC K State Way Kanan. Based on existing data, the number of teachers in BC K State Way Kanan amounted to 374. For data collection, the sample was drawn from the population using the proportional random sampling technique and the final total number was 93 teachers.

### **Method of collecting data**

Data were collected in this study through test techniques. The test technique involved the use of data collection instruments in the form of questionnaires or closed questionnaires. The questionnaire was given to the research sample to obtain information and data.

### **Data analysis technique**

Testing prerequisite analysis in this study consisted of data normality test and homogeneity test of data variance. This analysis prerequisite test was used to determine whether the data obtained from the field has

normal data distribution and has the same variance. The prerequisite test for the normality analysis used the *Kolmogorov-Smirnov* (KS) test, while the homogeneity test for the variance of the data used *the Fisher test*. Having fulfilled the prerequisite tests, the step was followed by hypothesis testing using SPSS software version 16.

**RESULT AND DISCUSSION**

The results of the prerequisite analysis using the SPSS program indicated that the data obtained from the field came from a normally distributed population. Moreover, based on the results of the variance homogeneity test, it was found that the data had the same variance. After the prerequisite testing was met, the hypothesis testing was then carried out with the following results.

**Research Hypothesis Testing**

- 1. The hypothesis on the influence of Principal Managerial Skills (X 1) on Teacher WorkDiscipline (Y)
  - a. Normality test  
The test results are in the One-Sample Kolmogorov-Smirnov Test tableAsymp. Sig (2-tailed) = 0.051  
Test Criteria:  $\alpha > 0.05$  ( $\alpha = 0.051$  data is normally distributed)
  - b. Homogeneity Test  
*Test of Homogeneity of Principal Managerial Variances*  
Sig = 0.000     Test criteria  $\alpha < 0.05$  ( $\alpha = 0.000$  has the same variance)
  - c. Linearity Test  
ANOVA Table Results  
Test criteria  $\alpha \leq 0.05$  ( $\alpha = 0,000$ )  
Based on the table above, it can be seen that the linearity for managerial school principalson teacher, work discipline is at a significant level of  $0.000 < 0.05$  linear regression.
  - d. Hypothesis Test  
The formulation of the hypothesis is as follows:  
Ho: no influence of managerial skills of principals on teacher work discipline  
Ha: there is an influence of the principal's managerial skills on teacher workdiscipline.  
Linear regression results table coefficients constant 34.397 and coefficient 0.731  
The linear regression equation concerning the equation  $\hat{Y} = a + b_1 X_1$  :  
$$\hat{Y} = 34,397 + 0,731.X_1$$

The principal managerial skills (X 1 ) has a positive sign (0.731). In other words, this shows that the principal managerial skills variable is in line with the teacher's work discipline, or if the managerial variable increases by one, the teacher's work discipline also increases by 0.731 one unit.

From the summary of results in table, the model's R square is 0.733, which means that Principal managerial skills variable affects teacher work discipline by 73.3% and the remaining 26.7% is determined by other causes outside the simple regression model.

Thus, the first hypothesis in this study which reads "There is a positive influence of principal managerial skills on the work discipline of the Way Kanan District Vocational High School teachers" can be verified.

- 2. The hypothesis on the influence Organizational Culture (X 2 ) on Teacher WorkDiscipline (Y)
  - a. Normality test  
Results of the SPSS One-Sample Kolmogorov-Smirnov TestAsymp. Sig. (2-tailed) = 0.053  
Criteria test  $\alpha > 0.05$  ( $\alpha = 0.053$  normally distributed data)
  - b. Homogeneous Test  
*Test of Homogeneity of Variances Organizational Culture* sig = 0.000Test criteria  $\alpha < 0.05$  ( $\alpha = 0.000$  has the same variance)

c. Linearity Test

ANOVA Table Results (sig = 0,000) Test criteria  $\alpha \leq 0.05$  ( $\alpha = 0,000$ )

Based on the table above, it can be seen that the linearity for managerial skills of school principals to teacher work discipline is at a significant level of  $0.000 < 0.05$ , hence, indicates a linear regression.

d. Hypothesis testing

The formulation of the hypothesis is as follows:

H<sub>0</sub>: no influence of the organizational culture of schools on teacher work discipline.

H<sub>a</sub>: there is an influence of the culture of the school organization on teacher work discipline.

Regression Test Results X<sub>2</sub> to Y indicate that the constant value for the organizational culture variable is 10.831, while the result of the coefficient of school organizational culture is 0.975. Thus, a linear regression equation can be made by referring to the equation  $\hat{Y} = a + b_2 X_2$ ,  $\hat{Y} = 10,831 + 0,975.X_2$ . The school organizational culture (X<sub>2</sub>) has a positive sign (0.975). Thus, the school organizational culture is in line with the work discipline of teachers, which in other words, indicates that the variable school organizational culture has a positive influence on teacher work discipline.

In the summary model table, the value of R square is 0.805, which means that the variable of school organizational culture has an effect on teacher work discipline by 80.5%, and the remaining 19.5% is determined by other causes outside the simple regression model. Therefore, the second hypothesis in this study which reads "There is a positive influence of school organizational culture on the work discipline of the Way Kanan District Vocational High School teachers" can be verified.

3. The hypothesis on the influence of Principal Managerial Skills (X<sub>1</sub> and Organizational Culture (X<sub>2</sub>) on Teacher Work Discipline (Y)

a. Normality test

Based on the output of *One - Sample Kolmogorov - Smirnov Test*, the value of Sig (significant) X<sub>1</sub> obtained is  $0.051 > 0.05$ , X<sub>2</sub> is  $0.053 > 0.05$ , and Y is  $0.267 > 0.05$ . Thus all data were normally distributed.

b. Homogeneity Test

The sig value of the principal managerial skills (X<sub>1</sub>) with teacher work discipline (Y) is smaller than the  $\alpha$  level used, namely  $0.000 < 0.05$ . Likewise, in organizational culture (X<sub>2</sub>) with teacher work discipline (Y) is smaller than the  $\alpha$  level used, namely  $0.000 < 0.05$ . Thus, it can be concluded that based on the scores, all the variables, namely the managerial skills of school principal (X<sub>1</sub>), organizational culture (X<sub>2</sub>) and teacher work discipline (Y) have the same variance.

c. Linearity Test

The summary of the linearity test results can be seen in Table 24, in which it can be seen that the *linearity* for the principal's managerial skills to the teacher's work discipline is at a *significant* level of  $0.000 < 0.05$ , and thus, a linear regression. Likewise, in Table 28, the *linearity* of organizational culture on teacher work discipline is at a *significant* level of  $0.000 < 0.05$  which also indicates a linear regression.

d. Hypothesis testing

The formulation of the hypothesis is as follows:

H<sub>0</sub>: no influence of managerial skills of principals and the culture of the school organization together on teacher work discipline.

H<sub>a</sub>: there is a jointly influence of managerial skills of the principal and culture school organization jointly on teacher work discipline.

The results of the regression test X<sub>1</sub> and X<sub>2</sub> against Y

Coefficients: Constant 9,538, coefficient X<sub>1</sub> 0,310, coefficient X<sub>2</sub> 0.649 Linear regression equation concerning the equation

$$\hat{Y} = a + b_1 X_1 + b_2 X_2 \text{ as follows } \hat{Y} = 9,538 + 0,310.X_1 + 0,649.X_2$$

The interpretation of the above equation is the regression coefficient. The principal managerial variable

(X1 ) has a positive value (0.310) and the organizational culture variable(X2 ) has a positive sign (0.649). Thus, the principal managerial skills and organizational culture are in line with the work discipline of teachers, which in other words, indicates that the principal managerial skills and organizational culture have a positive contribution to teacher work discipline.

Results of the Analysis of Regression Test X 1 and X 2 on YR square = 0.847.

The R square is 0.847, which means that the principal managerial skills and organizational culture have an effect on teacher work discipline together by 84.7% and the remaining 15.3% is determined by other causes outside the simple regression model. Thus, the third hypothesis in this study which reads "There is a positive influence of principal managerial skills and organizational culture on the work discipline of the Way Kanan District Vocational High School teachers" can be verified. From the discussion above, for making fundamental changes to produce human resources, the roles of educational institutions should be revitalized to be able to play an optimal role in achieving academic excellence for education, for industrial relevance, for the contribution for new knowledge, and for empowerment (M Ihsan Dacholfany, 2017: 2).

## CONCLUSION

Based on the results of the analysis and the findings obtained, it can be concluded that teacher work discipline can be increased by having school principals with good managerial skills and an organizational culture that is conducive. The above conclusions are based on the analysis of the results as follows:

1. The principal managerial skills contributed to the work discipline of teachers by 73.3%, while the remaining 26.7% was influenced by other factors, based on the analysis of the regression model.
2. Organizational culture contributes to the work discipline of teachers by 80.5% and another 19.5% was determined by other factors, based on the analysis of the regression model.
3. Principal managerial skills and organizational culture together contributed to teacher discipline by 84.7% and another 15.3% was determined by other factors.

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