The Relationship between Leadership Behavior of Principal and Organizational Culture toward Teachers Work Discipline of Public Vocational High Schools of South Tangerang

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Abstract

The relationship between leadership behavior of principal and the organizational culture with teachers work discipline of Public Vocational High School of South Tangerang. A field research is aimed to find out the relationship between behavior leadership of principal and organizational culture with teacher's work discipline of Public Vocational School of South Tangerang. The result of the research shows that: *First*, there is a positive relationship between the behavior leadership of principal with teacher's work discipline. The result of correlation analysis between two research variables is gained that the relationship between behavior leadership of principal and teacher's work discipline which is calculated by Pearson correlation is gained correlation coefficient value was 0.533. The value of determination coefficient in this analysis is gained 0.284, its means 28.4%. The variable of teacher's work discipline can be explained from behavior leadership variable. The regression line is $\hat{Y} = 75,735 + 0,670$ X1. *Second*, there is a positive relationship between organizational cultures to teacher's work discipline. The result of correlation analysis between to research variables is gained that the value of the relationship between organizational culture and teacher's work discipline is calculated by Pearson correlation, and it is gained coefficient of correlation value 0.487 as many. The coefficient of determination's value in this analysis is gained 0.238 which means 23.8 %. The variable of teacher's work discipline can be explained by the variable of organizational culture. The regression line is $\hat{Y} = 75,792 + 0,592$ X2. *Third*, there is a positive relationship between behavior leadership of principal and organizational culture simultaneously to teacher's work discipline is calculated by Pearson correlation and its gained coefficient correlation value 0.624 as many, then it is gained the determination of coefficient's value 0.390 as many, which means 39 % the variable of organizational culture. The regression line is $\hat{Y} = 47,812 + 0,522$ X1 + 0,402 X2. Based on the result of the research we may say that behavior leadership of principal (X_1), organizational culture (X_2) have the relationship with teacher's work discipline (Y). According to general criteria there is a relationship between behavior leadership of principal and organizational culture towards teacher's work discipline at Public Vocational High School of South Tangerang.

Keywords: Behavior Leadership of Principal, Organizational Culture, Teacher's Work Discipline

Abstrak

Hubungan antara perilaku kepemimpinan kepala sekolah dan budaya organisasi dengan disiplin kerja guru dari SMK Tangerang Selatan. Sebuah penelitian lapangan ini bertujuan untuk mengetahui hubungan antara kepemimpinan perilaku kepala sekolah dan budaya organisasi dengan disiplin kerja guru dari SMK Tangerang Selatan. Hasil penelitian menunjukkan bahwa: *Pertama*, terdapat hubungan positif antara perilaku kepemimpinan kepala sekolah dengan disiplin kerja guru. Hasil analisis korelasi antara dua variabel penelitian diperoleh bahwa hubungan antara kepemimpinan perilaku kepala sekolah dan disiplin kerja guru yang dihitung dengan korelasi Pearson diperoleh nilai koefisien korelasi adalah 0,533. Nilai koefisien determinasi dalam analisis ini diperoleh 0,284, yang berarti 28,4%. Variabel disiplin kerja guru dapat dijelaskan dari variabel perilaku kepemimpinan.

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Garis regresi Ŷ = 75.735 + 0.670 X1. *Kedua*, ada hubungan positif antara budaya organisasi dengan disiplin kerja guru. Hasil analisis korelasi antara variabel penelitian diperoleh bahwa nilai hubungan antara budaya organisasi dan disiplin kerja guru dihitung dengan korelasi Pearson, dan itu diperoleh koefisien nilai korelasi sebanyak 0,487. Koefisien determinasi dalam analisis ini diperoleh 0,238 yang berarti 23,8%. Variabel disiplin kerja guru dapat dijelaskan oleh variabel budaya organisasi. Garis regresi Ŷ = 75.792 + 0.592 X2. *Ketiga*, ada hubungan positif antara perilaku kepemimpinan kepala sekolah dan budaya organisasi secara bersamaan dengan disiplin kerja guru dihitung dengan korelasi Pearson dan nilai koefisien korelasi yang diperoleh sebanyak 0,624, maka diperoleh penentuan nilai koefisien ini sebanyak 0.390, yang berarti 39% variabel budaya organisasi. Garis regresi Ŷ = 47.812 + 0.522 X1 + 0.402 X2. Berdasarkan hasil penelitian kita dapat dikatakan bahwa prinsip perilaku kepemimpinan (X1), budaya organisasi (X2) memiliki hubungan dengan disiplin kerja guru (Y). Menurut kriteria umum ada hubungan antara kepemimpinan perilaku kepala sekolah dan budaya organisasi terhadap disiplin kerja guru di SMK Tangerang Selatan.

Kata Kunci: Prinsip Perilaku Kepemimpinan, Budaya Organisasi, Disiplin Kerja Guru

Introduction

Human resources have an important role for improving the welfare of mankind. The quality of human resources is a major potential to make ends meet. One of the main factors that determine the quality of human resources is education. Indonesia has laws on education in the Law on National Education System No. 20 of 2003 Article 3 of the Functions and Objectives of National Education. Demonstrated superior human resources of attitudes and behavior where and at any time, in different positions and degree.

Vocational high school is a school that prepares graduates to be ready to work. Vocational high school has a curriculum that focuse on the skills and ability of their students to use the industry work standard. Industry qualifications can only be met if the secondary vocational schools have human resources with national standards, attention to the needs of the labor market and compete with other countries. Competences of the students can only be achieved if the teachers as educators must have experience and ability to transfer knowledge to their students.

The educational success in school is largely determined by the successfull of principals in managing the school academic staff. The school principal as supreme leader effect and determine the progress of schools by having the ability of administration, high commitment, and flexibility in the implementation of tasks. Good school leadership should be able to improve the performance of teachers through capacity-building program teachers. In an effort to improve the quality of education in schools, the principals should have a good personality, excellent manners and skills to lead an educational institution.

The school principal as organization leaders demanded to compensate for thinking and reflecting new paradigms in the globalization process in order to communicate these policies. The policies that made the principal must comply with the direction and goals of the organization. Then the principal must also communicate the new policy to all components of the school in order to get a common understanding and a sense of belonging, which will increase the commitment among teachers in realizing the vision and goals of the organization.

One of the causes of the success of a leader is the leadership behavior. At the leaders were well behaved, perceptions about the role or presence in the organization is a

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leader as coordinator of the various elements and components of the organization, so that it moves with the totality. Approach to leadership in carrying out the functions as head of the school is holistic and integrative approach.

Teachers as education operation is an important component of which has a central position in the learning process, to the quality of education in a school is largely determined by the competency of teachers in performing their duties. Teachers as functional have operational authority for organizing messages and learning for their students as well as professionals who have the authority to carry out their profession, without the presence of the teachers, the school organizational goals unattainable. Teachers are implementing education must continue to be fostered in order to have high performance behaviors taught and developed her teaching behavior continuously so that they are able to create optimal learning conditions and fun for students in order to achieve good quality of student learning. In this case the teacher does not merely as a teacher who initiated the transfer of knowledge, but also as an educator is to transfer values in life as well as mentors who provide guidance to students in learning.

Discipline is very important for the growth of the organization, used primarily to motivate employees to be able to discipline himself in carrying out a good job in work individually or in groups. Discipline is used to educate employees to obey and delight to the rules, procedures, and policies that exist, so as to produce a good performance. Many factors affect the labor discipline teachers, those one, motivation, classroom supervision, school organizational culture, etc. all of which can have a direct impact on the performance of teachers in achieving goals.

Organizational culture of the school should be able to describe the atmosphere and working relationships among teachers, between teachers and principals, between teachers and other education personnel as well as inter-agency in the environment is a manifestation of a condutive working environment. The situation is needed for teachers and principals to carry out his work more effectively. Organizational culture in the school can be described through mutual support (supportive), the level of friendship (collegial), the level of intimacy (intimate) and cooperation (cooperative). Conditions that occur on the four dimensions of organizational culture of the school have the potential to improve the performance of teachers.

Thus the behavior leadership of the principal and organizational culture of the school is seen as an internal quality determines the quality of cooperation between teachers and heads of schools and between teachers and other education personnel in creating a work environment that is conducive to the implementation of school education can be implemented effectively and efficiently the impact the school productivity.

Research Methodology

Research conducted at five Public Vocational High School of South Tangerang. The research was conducted for 11 (eleven) months, starting from January 2015 until November 2015. The target population in this study was 276 public officer teachers at five Public Vocational High School of South Tangerang. The population derived from five

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Public Vocational High School of South Tangerang. The research sample was 163 teachers.

The instrument is used as a data collection study is a questionnaire of 43-point declaration to teacher's work discipline variable, 41-point declaration to the variable behavior of the leadership of school principals and 32-point declaration to organizational culture variables. From the questionnaire had a reliability (using Alpha Croanbach) 0912 for teacher's work disciplines variable, 0.902 for the variable behavior of the leadership of the principal, and 0862 for organizational culture variables. Data were analyzed using ANOVA analysis test, one way by using SPSS-PC 21.0 for windows. Hypothesis testing is done at the level of significance of 0.05.

Finding Research and Discussion
In this test performed statistical analysis suggests that the relationship between these three variables and the contribution of the two independent variables on the dependent variable. For the regression and correlation analysis was used to search for the model and the strength of the relationship between independent variables with the dependent variable. To find the contribution of independent variables on the dependent variable.

Testing Hypotheses the Relationship between Behavior Leadership of Principal (X1) with the Teachers Work Discipline (Y)
Based on the calculation simple linear regression analysis obtained by value constants and coefficients a = 75.735 b = 0.670. Thus it can be formulated in simple linear regression equation behavior leadership of principal relationship with teacher's work discipline in Public Vocational High School of South Tangerang with the equation $Y = 75.735 + 0.670 X1$. Before the equation used to draw conclusions first tested the linearity and significance tests of regression models.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.735	7.644		9.908	.000
	Behavior leadership	.670	.084	.533	8.001	.000

a. Dependent Variable: Discipline

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5059.505	1	5059.505	64.008	.000[b]
	Residual	12726.139	161	79.044		
	Total	17785.644	162			

a. Dependent Variable: Discipline
b. Predictors: (Constant), Behavior leadership

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Based on the analysis above, the significance test regression models based on test linearity regression equation obtained F count (b / a) of 64 008 and a p-value = 0.000 <0.05, it can be concluded that H 0 is rejected, so it can be stated that the regression model Y over X 1 is very significant.

The results of these tests makes the regression equation represented by Y = 75.735 + 0.670 X_1 can be used to infer the relationship between the behavior leadership of principal and teacher's work discipline.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.533[a]	.284	.280	8.891	.284	64.008	1	161	.000

a. Predictors: (Constant), behavior leadership

Furthermore, based on the regression equation can be described rise in school leadership behavior score followed by a rise sought to teacher's work discipline. Qualitatively behavior leadership of principal contributes to teacher work discipline of 0.670 units in the positive direction with a constant 75.735.

Hypothesis that "there is a positive relationship between school leadership behaviors with teacher's work discipline", the relationship is calculated using SPSS. From the calculations, the correlation coefficient between X_1 by Y (r_{xy}) of 0.533 and F_{count}= 64.008, so that a large coefficient of determination (R^2) are 0.284 because r_{y1} consulted with table interpretation of the correlation coefficient value may be that the level of relations between the two variables is strong enough. It can be concluded that there is a significant positive relationship between behavior leadership of principal and Work Discipline Master.

The above test results showed a directly proportional relationship between the two variables, meaning the better behavioral leadership of principal work discipline, the better the teacher. Of the coefficient of determination (R 2) of 0.284 or 28.4% variance occurs in the trend of increasing or decreasing teacher's work discipline can be explained by variables behavior leadership of principal through the equation Y = 75.735 + 0.670 X 1.

Testing Hypotheses the Relationship between Organizational Culture (X_2) Teachers Work Discipline (Y)

Based on the calculation simple linear regression analysis obtained by value constants and coefficients a = 75.792 b = 0.592. Thus it can be formulated in simple linear regression equation behavior leadership of principal relationship with teacher's work discipline of Public Vocational High School of South Tangerang with the equation *Y = 75.792 + 0.592 X_2*. Before the equation used to draw conclusions first tested the linearity and significance tests of regression models.

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.792	8.619		8.793	.000
	Culture	.592	.084	.487	7.084	.000

a. Dependent Variable: Discipline

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4226.529	1	4226.529	50.186	.000[b]
	Residual	13559.115	161	84.218		
	Total	17785.644	162			

a. Dependent Variable: Discipline
b. Predictors: (Constant), Culture

Based on the analysis above, the significance test regression models based on test linearity regression equation obtained F count (b / a) of 50.186 and a p-value = 0.000 <0.05, then we can conclude that H_0 is rejected, so it can be stated that the regression model Y over X_2 is very significant.

The results of these tests makes the regression equation represented by *Y = 75.792 + 0.592 X_2* can be used to infer the relationship between organizational culture with teacher's work discipline.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.487[a]	.238	.233	9.177	.238	50.186	1	161	.000

a. Predictors: (Constant), Culture

Furthermore, based on the regression equation can be described organizational culture scores rise followed by a rise sought to discipline teachers' work. Qualitatively the behavior leadership of the principal contributes to teacher's work discipline of 0.592 units in the positive direction with constant 75.792.

Hypothesis that "there is a positive relationship between organizational cultures with teacher's work discipline ", the relationship is calculated using SPSS. From the calculations, the correlation coefficient between X_2 and Y (r_{xy}) of 0487 and the F_{count} = 50.186, so that a large coefficient of determination (R^2) of 0.238 because r_y^2 consulted with table interpretation of the correlation coefficient value may be that the level of relations

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between the two variables is strong enough. It can be concluded that there is a significant positive relationship between organizational cultures with Work Discipline Master.

The above test results showed a directly proportional relationship between the two variables, this means improving behavior leadership of the principal will improve teacher's work discipline. Of the coefficient of determination (R^2) of 0.238 or 23.8% variance occurs in the trend of increasing or decreasing teacher's work discipline can be explained by variables Organizational Culture through the equation $Y = 75.792 + 0.592\ X_1$.

Testing Hypotheses the Relationship between Behavior Leadership of Principal (X_1) and Culture School (X_2) Simultaneously with Teacher's Work Discipline (Y)

Based on the results of multiple linear regression analysis obtained by value constants of a=46.151 and coefficient b_1=0.521, and b_2=0.419. Thus it can be formulated equation of multiple linear regression relationship Behavior leadership of the principal (X_1) and Cultural Organization (X_2) with the teacher's work discipline (Y) of Public Vocational High School of South Tangerang with the equation $Y = 46.151 + 0.521\ X_1 + 0.419\ X_2$, Before the equation used to draw conclusions first tested the significance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.151	9.049		5.100	.000
	Behavior leadership	.521	.083	.415	6.313	.000
	Culture	.419	.080	.345	5.252	.000

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6930.546	2	3465.273	51.077	.000[b]
	Residual	10855.098	160	67.844		
	Total	17785.644	162			

a. Dependent Variable: Discipline
b. Predictors: (Constant), Culture, Behavior leadership

Based on the linearity test regression line obtained F_{count} = 51.077 and p-value = 0.000 <0.05. This means that H 0 is rejected so that it can be concluded that there is a significant relationship between behavior leadership of principal and Organizational Culture together with the teacher's work discipline.

In the coefficient table, evident and t test for each coefficient X_1 and X_2, are t1 = 6,313 and p-value = 0.000> 0.05 and t_2 = 5.252 and p-value = 0.000> 0.05. This means that H_0 is rejected. So that both the regression equation coefficients are significant or cannot be ignored.

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Based on these test results, the regression equation is expressed by $Y = 46.151 + 0.521 + 0.419 \ X_1X_2$ can be used to infer the behavior leadership of the principal relations and organizational culture with work discipline teacher of Public Vocational High School of South Tangerang. The calculation of the regression equation above shows that the rise together from the behavior leadership of principal score and score Cultural Organization sought to be followed by increasing scores the teacher's work discipline. Quantitatively if the two independent variables are linked together on the dependent variable, the behavior leadership of the principal contribute by 0.521 units and Culture Organization of 0.419 units of the teacher's work discipline in a positive direction with the constants 46.151.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.624[a]	.390	.382	8.237	.390	51.077	2	160	.000

a. Predictors: (Constant), Culture, Behavior leadership

Significance test multiple correlation coefficient obtained from Table Model Summary above. Seen that the multiple correlation coefficient $(R_{y12}) = 0624$ and F_{count} $(F_{change}) = 51.077$, and the p-value $= 0.000 > 0.05$. This means that H_0 is rejected. Thus the multiple correlation coefficient between X_1 and X_2 simultaneously with Y is meaningful or significant. While the coefficient of determination of the above table are also visible, $R^2 = 0.390$, which implies that 39% of variation values to variables by Work Discipline Master (Y) can be explained by the behavior leadership of the principal (X_1) and Cultural Organization (X_2) simultaneously.

The results of data analysis to test the first hypothesis that there is a positive relationship of the behavior leadership of principal with teacher's work discipline Public Vocational High School of South Tangerang. The analysis was conducted to determine the direction of the relationship of behavior leadership of principal variables (X1) with teacher's work discipline (Y).

Results of Pearson Correlation analysis of both variables of the study showed that the relationship between behavior leadership of principal and teacher's work discipline variables indicated by the correlation coefficient of both variables at 0.533. The coefficient of determination obtained in this analysis worth 0.284. The coefficient of determination 0.248 means that 28.4% of teacher's work discipline variable change can be explained by the variable behavior leadership of principal. This shows that the relationship between the two variables is very strong.

Results of anova and linear regression calculations to get that behavior regression of school leadership for 0670, which means that each additional behavior leadership of the principal value by 1 unit will increase the value of teacher's work discipline of 75.735 units. While standardized coeficients of 0.533 showed a correlation, which means the relationship between the behavior leadership of the principal variable and teacher work

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discipline variables is very strong. Based on this analysis we can conclude that the behavior leadership of the principal variable is positively related to teachers' work discipline variables. So it can be said that any effort to increase the value of the behavior leadership of the principal will also improve the teacher's work discipline, and conversely any decrease in the value of the behavior leadership of the principal would also reduce the teacher's work discipline. It can be said that the implementation of behavior leadership of principal that right can help to improve the teacher's work discipline.

The results of data analysis to test the hypothesis that there is a positive relationship between the organizational culture and teacher's work discipline of Public Vocational High School of South Tangerang. Relations between the two variables analyzed further to determine the direction of the relationship between the variables of organizational culture ($X2$) with variable teacher's work discipline (Y).

Pearson Correlation analysis results in both variables of the study found that the relationship with the organizational culture variables variables of teacher's work discipline demonstrated by the correlation coefficient between these variables is equal to 0487. The coefficient of determination variables the organizational culture with teacher's work discipline variables in this analysis obtained by 0.238. The findings were similar means that 23.8% of teacher's work discipline variables can be explained by cultural variables school organization. This shows that the relationship between the two variables is very strong.

Results of ANOVA and linear regression calculations showed that the regression coefficient of the organizational culture for 0.592 show that each additional organizational culture value by 1 unit will increase the value of 75.792 teacher's work discipline. While standardized coeficients of 0.487 showed significant correlation relationship between the organizational culture variables and variable teacher's work discipline to be very strong.

Based on the previous description it can be concluded that there is a positive relationship between the organizational culture and teacher's work discipline of Public Vocational High School of South Tangerang. The positive relationship means that any effort to increase the value of the organizational culture means schools will increase teacher's work discipline, and reverse any decline in organizational culture variables will also reduce teacher's work discipline. The results of the analysis can be interpreted that the increase in organizational culture can help principals to improve teacher's work discipline.

The results of data analysis to test the third hypothesis that there is a positive relationship behavior leadership of principal and the organizational culture simultaneously with teacher's work discipline of Public Vocational High School of South Tangerang. Relations between the two variables analyzed further to determine the direction of the relationship of behavior leadership of principal variables (X_1) and the organizational culture variables (X_2) simultaneously with teacher's work discipline variables (Y).

Correlation Pearson analysis of the relationship between the variables of behavior leadership of principal and teacher's work discipline variables have a correlation

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coefficient of 0.533 worth. While the magnitude of the relationship between the organizational culture variables and teacher's work discipline variables, when calculated with Pearson correlation, obtained correlation coefficient of 0,487. This shows a very close relationship (approaching 1) between the behavior leadership of principal variable with the teacher's work discipline variable, and the organizational culture variable with the teacher's work discipline variable. Directions positive relationship indicates that the greater the value of the variable behavior of the school leadership teacher's work discipline variables will increase. And conversely, the smaller the value of the variable behavior of the leadership of the principal, the teachers' work discipline variables decreases. Similarly, the direction is a positive relationship indicates that the greater the value of the organizational culture variable, the teacher's work discipline variable will increase. Conversely, decreasing the value of the behavior leadership of principal , it will lower the teacher's work discipline variable.

Correlation coefficient the behavior leadership of principal and the organizational culture simultaneously with the teacher's work discipline is 0.624, so the determination coefficient values was obtained 0.390. The coefficient of determination indicates that 39% of teacher's work discipline variable variables can be explained from the behavior leadership of the principal variable and organizational culture variable. It is indicate that the relationship between these variables is very strong.

Results of ANOVA and linear regression calculations showed that the regression coefficient the behavior leadership of principal variable for 0.521 show that each additional the behavior leadership of principal value by 1 unit will increase the value of 46.151 teacher's work discipline variable. The regression coefficient organizational culture of 0.419 shows that each additional the organizational culture value by 1 unit will increase the value of 46 151 teacher's work discipline variable. Hypothesis test (t test) the significance of the constants and the dependent variable (teacher's work discipline variable) were seen in the numbers of significance (Sig.) is far below 0.05. It can be said that these two significant regression coefficients, or the behavior leadership of the principal and the organizational culture with significant teacher's work discipline variable.

Based on the discussion that has been described, it can be concluded that there is a positive relationship between the behavior leadership of principal variable and the organizational culture variable simultaneously with the teacher's work discipline. Relations the behavior leadership of principal variable and the organizational culture discipline simultaneously with teacher's work discipline is also very strong, so it can be said that any effort to increase the value of the behavior leadership of principal and the organizational culture simultaneously will also improve teacher's work discipline, and conversely any decrease in the behavior leadership of principal variable and the organizational culture variable will also decrease teacher's work discipline.

Conclusion

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Based on the results of testing such hypotheses have been raised over a number of conclusions from the results of research of Public Vocational High School of South Tangerang.

First, there is a positive relationship between the behavior leadership of principal variable and teacher's work discipline. This means that if the behavior leadership of principal is getting better, it will create teacher's work discipline is increasing.

Second, there is a positive relationship between the organizational culture variable with teacher's work discipline variable. Shows that the better the culture of the organization, the better the teacher's work discipline.

Third, there is a positive relationship between the behavior leadership of principal and the organizational culture simultaneously with the teacher's work discipline. It is confirmed that as the main components of a school, school leadership, especially leadership behavior of principals and organizational culture has a major role on the level of teacher's work discipline.

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