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Influence Principal's Leadership Style on Discipline Level of Madrasah Ibtidaiyah Darul Fikri

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Informasi Artikel	Abstract
Received: 29 November 2021	<i>This study aims to determine whether or not there is a significant influence between the leadership style of the madrasah principal and the level of discipline of the MI Darul Fikri teacher. The subjects of this study were all teachers of MI Darul Fikri as many as 27 teachers, sampling using a total sample of 27 respondents. In measuring the research variables, the researcher first tested the instrument, namely the validity test and the reliability test. Meanwhile, in measuring the effect of the two variables using the correlation formula and simple linear regression using SPSS 17 to find out the results of the data that has been done. Based on data processing which states that there is a significant influence between the leadership style of the madrasa principal and the level of discipline of MI Darul Fikri teachers, namely 61.3% and 38.7% the level of teacher discipline is influenced by other aspects.</i>
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Keywords: <i>Principal's Leadership Style, Discipline Level, Madrasah Ibtidaiyah.</i>	
	<p>Penelitian ini bertujuan untuk mengetahui ada atau tidak adanya pengaruh yang signifikan antara gaya kepemimpinan kepala madrasah dengan tingkat kedisiplinan guru MI Darul Fikri. Subjek penelitian ini adalah seluruh guru MI Darul Fikri sebanyak 27 guru, pengambilan sampel menggunakan sampel total yaitu 27 responden. Dalam mengukur variabel penelitian, peneliti melakukan uji instrumen terlebih dahulu, yaitu uji</p>

validitas dan uji reliabilitas. Sedangkan, dalam mengukur pengaruh kedua variabel menggunakan rumus korelasi dan regresi linier sederhana menggunakan SPSS 17 untuk mengetahui hasil data yang telah dilakukan. Berdasarkan olah data yang menyatakan adanya pengaruh yang signifikan antara gaya kepemimpinan kepala madrasah dengan tingkat kedisiplinan guru MI Darul Fikri yaitu sebesar 61,3% dan 38,7% tingkat kedisiplinan guru dipengaruhi oleh aspek lainnya.

I. INTRODUCTION

Based on RI Law No. 20 of 2003 Article 17 paragraph (2) that basic education is in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP) and Madrasah Tsanawiyah (MTs) or in the form of another equal (Departemen Pendidikan Nasional, 2003). The law implies that madrasahs are educational institutions under the auspices of the Ministry of Religion and are an integral part of the national education system that cannot be distinguished from schools as general education under the auspices of the Ministry of Education and Culture (Makinde, 2020);(Sutapa & Andriani, 2014).

In accordance with the vision and mission of the Directorate General of Islamic Education of the Ministry of Religion, namely "The realization of Raudatul Atfal (RA), Madrasah Ibtidaiyah (MI) Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) educational institutions that are Islamic, quality, populist, and independent and able to make participants students as human beings who believe and fear Allah SWT and have noble character, personality, mastering science and technology and able to actualize themselves positively in the life of society, nation and state (Pratama et al., 2021);(Zukhrufin et al., 2021).

The achievement of a madrasa's vision and mission depends on the running of the school's organizational structure which cannot be separated from the role of the madrasa head as a leader who is responsible for the continuity and improvement of the quality of education in a madrasa (Khosiah & Maryani, 2020);(Rustan Effendi et al., 2021). Successful leadership will be able to manage

the institution and bring it to the desired destination because the leader is the key to success for the organization (Kurniawa, 2018);(Supomo & Nurhayati, 2018).

According to Kreitner and Kinicki, suggests that leadership is a process of social influence, in which the leader seeks voluntary participation from subordinates in order to achieve organizational goals (Khairizah, 2015). So, leadership is an action taken by a leader in directing his subordinates in order to achieve organizational goals (Ariyanti et al., 2021).

A leader has a leadership style in moving his subordinates, namely the overall pattern and actions of a leader both visible and invisible to his subordinates which is a strategic behavior as a result of a combination of philosophies, skills, traits and attitudes that leaders often use when trying to influence the performance of their subordinates (Ikhwan, 2019).

The leadership style of a good madrasah principal can be seen in his success in conditioning all formators in accordance with their duties and authorities in an orderly, comfortable and conducive manner according to the desired goals (Ikhwan, 2016).

According to Rivai, the democratic leadership style generally assumes that the opinion of the crowd is better than his own opinion and that participation will lead to responsibility for its implementation (Paquita et al., 2021);(Saputra et al., 2021). Another assumption is that participation provides opportunities for members to develop themselves so that employees can continue to be innovative and creative (Rivai, 2004).

The principal of the madrasa must always be able to create an atmosphere of balance and harmony between teachers, staff and the community (Alwi et al., 2021). Provide guidance, coordinate activities, carry out control and supervision and provide guidance so that each member or subordinate gets a reasonable task in the burden and results of joint efforts (Usman, 2006). The leadership style used by the madrasa principal will affect the process of creating comfort and order in the process of creating learning, especially on teacher discipline (Apriliani & Ariyanto, 2018).

According to Rusyan, discipline is an attitude of respect, respect, obedience and obedience to the applicable regulations, both written and unwritten regulations and being able to carry out them and receive sanctions if they violate the duties and authorities given to them (Yuniarty et al., 2018). So, discipline can be interpreted as a form of behavior of a person, either an employee or a teacher, who has good time discipline, does all the work well and obeys all applicable regulations or norms. Therefore, in managing a school organization, a madrasa principal can apply a certain style or behavioral norm in leading and influencing others according to his environment, characteristics and culture of the school itself (Nugraheni & Rahmayanti, 2016).

Based on the statement above, it is clear that the head of the madrasa is a role model and is an example of exemplary, one of which is the attitude in discipline. If the head of the madrasa has high discipline, the teachers will also follow to be highly disciplined (Melati et al., 2021).

Madrasah Ibtidaiyah Darul Fikri is under the auspices of Pondok Pesantren where a madrasa head does not have full authority in making institutional policies, everything must be with the permission and knowledge of the leadership. Moreover, there is still a point of view that the teacher who comes from outside the Darul Fikri Islamic Boarding School is a newcomer.

II. METHOD

This study uses a quantitative approach that has a simple influence, namely to determine the effect of two variables (independent variable on the dependent variable), where the independent variable is the leadership style of the madrasa principal and the dependent variable is teacher discipline. The research subjects were all teachers at MI Darul Fikri Bringin Kauman Ponorogo, totaling 27 teachers. In this study, data collection was carried out using a questionnaire, which used in this study was a questionnaire on the leadership style of the madrasa principal and the level of teacher discipline. The questionnaire contains the identity of the subject consisting of the name of the research subject. In this study, to predict the value of the influence of one independent variable on the dependent variable using regression test using SPSS 17. This study only has one independent

variable, so the researcher uses simple regression analysis. In determining the hypothesis significance test, the researcher used the t-test. This research was conducted in Darul Fikri Bringin Kauman Ponorogo. This research was conducted for six months, from January to June 2021. The research design with a quantitative approach gave advantages to the speed of data collection. This is used by researchers so that they can focus on implementing it in an efficient time (Ikhwan, 2021).

III. FINDING AND DISCUSSION

Based on the findings obtained by the researcher, the data is then analyzed or tested with prerequisite tests. Prerequisite tests are used to process data so that the rules do not deviate from the predetermined rules. This normality test is used on parametric rules where the data is assumed to be normal. (3) The normality test is carried out to assess the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. This is useful for determining whether the data that has been collected is normally distributed. The normality test used in this study is the One Sample Kolmogorov-Smirnov method using the IBM SPSS Statistics version 22.0 application for Windows 8.

The basic decision making on the one sample kologorov-Smirnov normality test is as follows:

- H₀ : Data is normally distributed
- H_a : Data is not normally distributed

H₀ is rejected if the value of Asymp Sig. < 0.05. The description of the results of the normality test of the residuals that the researchers did is as follows:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.55524324
Most Extreme Differences	Absolute	.140

	Positive	.140
	Negative	-.101
<hr/>		
Kolmogorov-Smirnov Z		.726
Asymp. Sig. (2-tailed)		.667
<hr/>		
a. Test distribution is Normal.		

The results in table 1 show that the results of the normality test using the one sample Kolmogorov-Smirnov method obtained the Asymp value. Sig(2-tailed) is $0.667 > 0.05$, then H_0 is accepted and H_a is rejected. Based on this, it can be concluded that the residual data are normally distributed, so that the data meets the assumption of normality.

Furthermore, the Linearity Test is a test used to see the linearity relationship of the processed data. This test is useful to determine whether the independent variable has a linear relationship with the dependent variable. This study refers to the significance value (Deviation for Linearity) in performing linearity tests. The following are guidelines for linearity test decision making:

H_0 : There is a linear relationship between variable X and variable Y, and H_a : There is no linear relationship between variable X and variable Y.

Table 2. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kedisiplinan	Between	(Combined)	1807.667	17	106.333	3.611	.028
* Gaya	Groups	Linearity	1270.288	1	1270.288	43.142	.000
Kepemimpina		Deviation from					
n		Linearity	537.379	16	33.586	1.141	.436
Within Groups			265.000	9	29.444		
Total			2072.667	26			

Based on the results of the linearity test in table 2, the value of Sig. Deviation from linearity is $0.436 > 0.05$, so H_0 is accepted and H_a is rejected. From these results, it can be concluded that the relationship between the leadership style of the madrasah principal and teacher discipline at MI Darul Fikri is linear.

The data above is then tested for hypotheses in two stages, namely correlation test and simple regression test. The correlation test was carried out before the simple regression test. This study uses the person product moment

correlation test which aims to determine the level of strength of the relationship between variable X and variable Y, here expressed by the correlation coefficient (r). H_0 : There is no relationship between the leadership style of the madrasah principal and teacher discipline at MI Darul Fikri Bingin Kauman Ponorogo. H_a : There is a relationship between the leadership style of the madrasah principal and teacher discipline at MI Darul Fikri Bingin Kauman Ponorogo.

The benchmarks used for decision making Pearson product moment correlation test are: If the significance value is < 0.05 then it is correlated or H_a is accepted. If the significance value is > 0.05 then it is not correlated or H_a is rejected. The following are the results of the correlation test of the two variables, namely the X variable and also the Y variable, which have been described by the researcher in the form of the table below:

Tabel 3. Hasil Uji Korelasi Variabel X dan Variabel Y

Correlations			
		Gaya Kepemimpinan	Kedisiplinan
Gaya Kepemimpinan	Pearson Correlation	1	.783**
	Sig. (2-tailed)		.000
	N	27	27
Kedisiplinan	Pearson Correlation	.783**	1
	Sig. (2-tailed)	.000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Berdasarkan tabel 3, dapat diketahui bahwa nilai Sig. (2-tailed) dari kedua variabel adalah $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Berdasarkan hal tersebut dapat disimpulkan bahwa adanya hubungan antara variabel gaya kepemimpinan kepala madrasah dengan kedisiplinan guru di MI Darul Fikri Bingin Kauman Ponorogo.

How big is the level of closeness of the relationship between the two variables, variable x leadership style of madrasah principals and variable y teacher discipline, it can be seen from the Pearson correlation value or correlation coefficient (r). If r is close to 1 or -1 then the relationship will be higher (strong or close). But if on the other hand r is close to 0 then the relationship is getting

lower. The table below is presented as a reference regarding the level of relationship between these variables (Aulia et al., 2020):

Table 4. Correlation Interpretation Criteria

Koefisien Korelasi	Kriteria Penafsiran
0,8 – 1	Very high
0,6 – 0,799	High
0,4 – 0,599	Enough
0,2 – 0,399	Low
0 – 0,199	Very low

Based on table 4, the correlation coefficient value of 0.783 means that the leadership style variable of the madrasa principal has a high relationship with the teacher discipline variable at MI Darul Fikri Bingin Kauman Ponorogo.

In this study to test whether or not there is a significant effect between variable X (leadership leadership style) on variable Y (teacher discipline) using a simple linear regression analysis test using SPSS 17 for Windows 8. The guidelines used for the results of the simple regression test are:

H_0 : The leadership style of the madrasah principal has no significant effect on teacher discipline at MI Darul Fikri Bringin. H_a : The leadership style of the madrasa principal has a significant effect on teacher discipline at MI Darul Fikri Bringin. If the significance value < 0.05 then H_a is accepted. If the significance value > 0.05 then H_0 is accepted.

can use the formula if the value of t arithmetic $>$ t table then H_a is accepted, which means that the leadership style of the madrasa principal has a significant influence on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. On the other hand, if the value of t count $<$ t table, then H_0 is accepted, which means that the leadership style of the madrasa principal does not have a significant influence on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo.

The following are the results of processing simple linear regression test data obtained by the coefficient of determination in the regression model, namely:

Table 5. Coefficient of Determination of Leadership Style on Discipline

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 ^a	.613	.597	5.665
a. Predictors: (Constant), Gaya Kepemimpinan				
b. Dependent Variable: Kedisiplinan				

The following are the processed results of a simple linear regression test regarding the t statistical test obtained:

Table 6. Simple Linear Regression Test Output

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-18.892	15.352		-1.231	.230
	Gaya Kepemimpinan	.966	.153	.783	6.291	.000

a. Dependent Variable: Kedisiplinan

From the data found above, conclusions can be drawn, *first*, the value of sig $0.00 < 0.05$ then H_a is accepted, in other words the leadership style of the head of the madrasa has a significant effect on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. *Second*, the value of t arithmetic is $6.291 > t_{table} = 1.708$ then H_a is accepted, in other words the leadership style of the head of the madrasa has a significant effect on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. *Third*, the value of R square (R^2) in table 4.23 is obtained at 0.613, which means that 61.3% of the leadership style variable of the madrasa principal affects teacher discipline at MI Darul Fikri Bringin, while 38.7% of teacher discipline variables is influenced by other factors.

The results showed that the democratic leadership style of the madrasa principal had a positive and significant effect on teacher discipline at MI Darul Fikri Bringin. This is supported by the t arithmetic value of $6.291 > t_{table} = 1.708$ and the coefficient value of $\beta_1 = 0.966$ which is positive. This means that if the democratic leadership style of the madrasa principal increases or improves, teacher discipline will also increase.

The results of data processing showed that most of the teachers, as many as 17 teachers or 63% had good discipline. Discipline is an attitude of respect, respect, obedience and obedience to the applicable regulations, both written and

unwritten, and being able to carry it out and not evading receiving sanctions if he violates the duties and authorities given to him. "In the field of formal education, character education can be implanted since the child in the age of primary school to tertiary school", this means that in the field of formal education, character education can be instilled since children are in elementary school to high school (Chandra, 2016). That is, it is still related to discipline, which is a form of implementation of good character to be on time in everything that needs to be instilled from an early age so that it becomes a habit when you grow up or if you become a teacher later (Suprayitno et al., 2018). In line with the function of education itself, namely developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Erwantiningsih & Mukhlis, 2021).

The results of the study indicate that the teacher's sense of responsibility for the tasks given. Using time effectively, arriving on time (on time), good quality of work, following work procedures and instructions, attendance, neat appearance. A person's awareness to behave obediently in carrying out duties and obligations according to the rules that apply in the environment (Fadhli et al., 2020).

The results of data processing showed that most of the teachers, as many as 19 teachers or 70.4% responded that the leadership style of the madrasah principal at MI Darul Fikri Bringin Kauman Ponorogo was good. The leadership pattern of the head of the madrasa has a very important role in improving teacher discipline, the head of the madrasa is the spearhead and director of the madrasa he leads with ideas and motivation in order to achieve the vision and mission that has been set. This is inseparable from the teacher's intrapersonal factors, namely from the environment. Environmental factors have a very significant role for teacher intrapersonal factors. This shows that intrapersonal factors in the form of independence and self-concept of teachers are influenced by environmental factors in the form of foundation support, family support, support from coworkers

which are still closely related to the leadership style of the madrasa principal (Fadhli & Utami, 2018).

The leadership of a leader acts as a regulator in the process of cooperation between leaders and individuals or leaders with their groups. Every madrasa head as the highest leader in the school organization should have the ability, expertise, and skills in running the institution he leads. Both cannot be separated from the results of good human resource management including; Human resource management: the leadership of the madrasa principal who is firm and open as well as solid teamwork, honesty, cooperation between management aspects, wholehearted service quality with the values of struggle only for worship. (9)

Based on the results of the simple regression analysis test that has been described previously, it is known that the value of t count is $6.291 > t$ table = 1.708 and the value of sig. $0.000 < 0.05$ which causes H_0 to be rejected and H_a to accept, so it can be concluded that the leadership style of the madrasa principal has a positive and significant effect on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. The result of the coefficient of determination test (R^2) is 0.613 , which means that the leadership style variable of the madrasah principal affects the teacher's discipline variable by 61.3% , while 38.7% of the teacher's discipline is influenced by other factors not discussed in the discussion, for example, the leadership style of the madrasah principal. . Based on this, it can be seen that the leadership style of the madrasah principal has a considerable influence on teacher discipline, therefore it can be concluded that the madrasah principal's leadership style has a positive and significant effect on the discipline of MI Darul Fikri Bringin Kauman Ponorogo teachers.

IV. CONCLUSION

This research has been tested and analyzed using correlation and simple linear regression analysis so that it can be concluded that the influence of the madrasa principal's leadership style has a positive and significant effect on the level of teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. It is known from the correlation test and simple linear regression analysis that the value of t

count is $6.291 > t \text{ table} = 1.708$ and the value of sig. $0.000 < 0.05$ which causes H_0 to be rejected and H_a to accept, so it can be concluded that the leadership style of the madrasa principal has a positive and significant effect on teacher discipline at MI Darul Fikri Bringin Kauman Ponorogo. This shows that, the leadership style variable of the madrasah principal affects the teacher discipline variable by 61.3%, while 38.7% the teacher's discipline is influenced by other factors not discussed in the discussion, for example, the madrasa principal's leadership style.

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