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The Influence of Principal Leadership, Rewards and Punishment from Principals on Teacher Discipline in Elementary Schools

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ABSTRACT

This research is a quantitative research with the Expost Facto method which aims to analyze and describe the influence of Principal Leadership, Rewards and Punishment from Principals on Teacher Discipline either partially or simultaneously. Data were collected using an instrument in the form of a closed questionnaire which was distributed to 93 respondents consisting of public elementary school teachers in the Dumai city after being tested for validity and reliability first. The results of the study show that partially Principal Leadership has a significant and positive effect on Teacher Discipline by 24.25% and it was the most dominant factor in influencing teacher discipline in this study. Reward from the Principal has a significant and positive effect on Teacher Discipline by 4.41%. Whilst, punishment from the Principal has a significant and positive effect on Teacher Discipline by 20.46%. Meanwhile, simultaneously the Principal's Leadership, Reward from Principal, and Punishment from Principal have a significant and positive effect on Teacher Discipline by 49.1%, while the remaining 50.9% is influenced by other variables outside of this study. This indicates that the principal's leadership, reward and punishments from the principal do have an influence toward teacher discipline.

1. Introduction

Discipline can briefly be interpreted as obedience (compliance) to regulations (order and so on). According to Gitome (2013) discipline is needed because it makes humans regular and systematic in their work. It enables one to achieve goals in life, to respond to positive challenges and to guard against negative influences. According to Murithi (2010) discipline is an important prerequisite for success, whether at school or anywhere. According to Siagian (2018) in an organization, discipline is closely related to management because it can encourage

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each member to meet the demands of various provisions. Discipline can improve and assist members of an organization in shaping attitudes, behavior and knowledge so that each member has an awareness of working, and is able to cooperate with other members in order to improve their work performance. In accordance with the definition of discipline put forward by Handoko in Maulina (2021), discipline is a management activity in order to implement organizational standards.

This illustrates that discipline is very important for teachers in carrying out their duties because it will have an impact on their performance as teachers, which in turn will have a positive influence on achieving the vision, and organizational mission, of school quality. Efforts to maintain teacher discipline in carrying out tasks at school require good cooperation from various parties. Apart from being bound by the rules or regulations that apply in the organization, there are still many factors that can affect teacher discipline. Discipline in the organizational environment has actually been attempted by enacting a set of rules that are binding on every teacher so that they can carry out their responsibilities in accordance with the rules and regulations that have been determined.

As found from the results of observations of teacher attendance at Monday's apples in the range of January-March 2020, it shows that teacher discipline towards regulations is still not good because the level of teacher attendance in attending Monday's apples is only 55.47% or it can be said that only some teachers have discipline. to school rules. From the results of observations on the availability of learning tools in the range of the 2020-2021 school year, it shows that teacher discipline in responsibilities is still low at 45.10%, or it can be said that there are still few teachers who are disciplined in their responsibilities. Meanwhile, the results of observations on teacher attendance data at SD Negeri 001 Bintan and SD Negeri 003 Sukajadi from January to March 2020 which were collected from picket teachers showed that there were still undisciplined or often late teachers but writing down the arrival time for their absence did not match reality.

The emergence of undisciplined behavior by teachers can reflect that the control exercised by the principal as a leader is still lacking or the teacher's negative perception of the principal's leadership. On the other hand, teacher discipline behavior that appears in some teachers reflects that the control exercised by the principal as a leader is good or there is a positive perception of the teacher towards the principal's leadership. In fostering and enforcing discipline, the government has also made efforts with the issuance of Government Regulation No. 53 of 2010 concerning the discipline of civil servants. In addition, the assessment of the discipline aspect is one of the important elements of work behavior that is assessed in the Annual Work Performance Assessment. According to Sutrisno in Nurherdiansyah (2019) discipline can be influenced by factors: (1) received compensation; (2) exemplary leader; (3) binding rules; (4) Dare to act; (5) Supervision/supervision; (6) leadership attention; and (7) Good habits. In the aspect of discipline, according to Mulyasa (2015) the principal has a

role as a motivator in enforcing discipline, namely as a driver or driver that causes motivation to arise in others.

In addition to the leadership of the principal, Punishment (punishment) is also very important and very necessary in taking action against perpetrators of disciplinary violations. According to Mangkunegara in Dihan, F. N. (2021) punishment is intended as a threat to correct perpetrators of violations, maintain applicable rules, and provide lessons to perpetrators of violations. Likewise, according to Mulyasa (2018) which states that in improving performance, punishment aims to foster discipline and to train leader effectiveness. This is in line with the results of previous research conducted by Hartawan (2017) which concluded that punishment has a significant effect on employee work discipline by 55.6%.

In addition to the principal's leadership and punishment, the third factor, namely rewards such as rewards for work, is very important for teacher discipline. According to Supriyono in Chairul (2020) principals can make efforts that can maintain the discipline of teachers, one of which is by applying the provision of rewards or awards, and emphasized by Ivancevich in Rohwiyati (2019) who revealed that the purpose of rewards is to maintain the workforce so that they continue to work. come to work. Taking into account the phenomena found in State Elementary Schools throughout the Dumai Kota sub-district and supported by expert theory and relevant research results, the authors feel interested in conducting further and comprehensive research that aims to analyze and describe the influence of Principal Leadership, Rewards from Principals. Schools, and Punishment from the Principal of the Discipline of Public Elementary School Teachers in the Dumai City District, Dumai City.

2. Methodology

This research used Ex Post Fact quantitative approach with survey method. According to Riduwan (2015) Ex post facto research is a study conducted to examine events that have occurred and then look back to find out the factors that can cause these events. The research location was a public elementary school in Dumai City with a population of 120 people, then the sample was selected using the Proportional Random Sampling technique so that the total sample of respondents was 93 people. The research data collection was carried out after the validity and reliability tests were carried out first. Furthermore, the data from respondents' answers were analyzed using categorization for variable findings, as well as Multiple Linear Analysis technique with SPSS version 24 to test requirements, test hypotheses, test the coefficient of determination, and linear regression equations. Then the presentation of the data is presented descriptively by including the processed data into the table.

3. Results and Discussion

Description of Respondent Data

Respondents in this study consisted of elementary school teachers from five public elementary schools in Dumai Kota sub-district totaling 93 people, and grouped by gender and employment status. Based on gender, the number of male respondents was 11 people or 11.83%. While the number of female respondents was 82 people or 88.17%. Thus, the respondents in this study were dominated by female teachers. Meanwhile, based on the type of employment status, the number of respondents with civil servant status is 67 people or 72.04%. While the number of respondents with non-civil servant status is 26 people or 31.18%. Thus, the respondents in this study were dominated by teachers with civil servant status.

Description of Teacher Discipline Data (Y)

After analyzing the data on the results of the Teacher Discipline Questionnaire (questionnaire) consisting of 4 indicators and 27 valid and reliable statements, the data obtained are as in Table 1.

Table 1. Results of the Analysis of Teacher Discipline Variable Indicators

No	Indicator	Total Item	Max Score	Mean	Percentage	Category
1	Discipline against time	5	5	4,26	85,2 %	Very High
2	Discipline towards responsibility	10		4,32	86,4 %	Very High
3	Discipline against rules	10		4,31	86,2 %	Very High
4	Ability to accept sanctions	2		4,34	86,8 %	Very High
Total		27	5	4,31	86,2 %	Very High

From the data in the table above, it can be described the responses of respondents to the Discipline of Elementary School Teachers in the Dumai district of the city which as a whole obtained a mean value of 4.31 (86.15%) and was categorized as Very High. While the variable indicator of Teacher Discipline which is still low and needs to be improved is Discipline against time. Meanwhile, data on other findings obtained from the answers to the Teacher Discipline questionnaire are comparisons of Teacher Discipline which are categorized based on the acquisition of the mean value of each school where the school that gets the highest mean and percentage score of 4.50 (90%) is SD Negeri 011 Dumai City. This means that out of 5 public elementary schools in Dumai Kota sub-district, Teacher Discipline at SD Negeri 011 Dumai Kota is the highest when compared to other elementary schools. The next finding is the comparison of Teacher Discipline data based on their employment status, namely between PNS and Non-PNS teachers where PNS Teacher Discipline has a mean and percentage value of 4.30 (86 %), while Non-PNS Teacher Discipline has a mean and percentage value of 4.33 (86, 6%) which can be interpreted that from the aspect of staffing status there is a difference between the Discipline of PNS Teachers and Non-PNS teachers in Public Elementary Schools in Dumai City where the Discipline of Non-PNS Teachers is slightly higher than the discipline of PNS teachers.

Description of Principal Leadership Data (X1)

After analyzing the data on the results of the Principal Leadership Questionnaire, which consists of 4 indicators and 29 valid and reliable statements, the following data (Table 2) are obtained:

Table 2. Results of the Analysis of the Principal's Leadership Variable Indicators

No	Indicator	Total Item	Max Score	Mean	Percentage	Category
1	Demonstrate exemplary Attitudes and Behaviors	6	5	4,27	85,4 %	Very High
2	The ability to guide, move, influence, and direct teachers to certain goals	10		4,35	87 %	Very High
3	Decision-making	5		4,32	86,4 %	Very High
4	Awards	8		4,38	87,6 %	Very High
Total		29	5	4,33	86,6 %	Very High

From the data in the table above, it can be described the responses of respondents to the leadership of the principals of public elementary schools in the Dumai district of the city which as a whole obtained a mean value of 4.33 (86.6%) and was categorized as Very High. Meanwhile, the indicator of the principal's leadership variable which is still low and needs to be improved is showing exemplary attitudes and behavior. Meanwhile, data on other findings obtained from the answers to the principal's leadership questionnaire are comparative data based on the mean value between the leadership of male principals and female principals, which shows that schools with male principals have a mean value and a percentage of 4, 36 (87.2 %), while schools that have female principals get the mean and percentage values of 4.30 (86%) so that it can be interpreted that based on teachers' perceptions, there are differences in the leadership of principals in public elementary schools throughout the district of Dumai Kota. The leadership of male principals is considered better when compared to the leadership of female principals. The next finding is the comparison of Principal Leadership data which is categorized based on the acquisition of the mean value of each school which describes the condition of the Principal's Leadership in each school, where the school that gets the highest mean and percentage score of 4.51 (90.2%) is SD Negeri 011 Dumai The city where this means that based on the teacher's perception, out of 5 public elementary schools in the Dumai City district, the Principal Leadership at SD Negeri 011 Dumai Kota is the highest when compared to other elementary schools.

Description of Reward Data from the Principal (X2)

After analyzing the data on the results of the answers to the Rewards Questionnaire (questionnaire) from the Principal which consists of 1 indicator and 13 valid and reliable statement items which are translated into 5 types of rewards, the following data (Table 3) is obtained:

Table 3. Results of the Analysis of the Reward Variable Indicators from the Principal

No	Indicator	Total Item	Max Score	Mean	Percentage	Category
1	Intrinsic Rewards Incentives	1	5	4,53	90,6 %	Very High
2	Bonus Extrinsic Reward	3		3,94	78,8 %	High
3	Intrinsic Reward Formal reward from the leader	3		3,85	77 %	High
4	Intrinsic Reward Praise	3		4,15	83 %	Very High
5	Career Promotion Intrinsic Reward	3		4,08	81,6 %	Very High
Total		13	5	4,11	82,2 %	Very High

From the data in the table above, it can be described the responses of respondents to the Reward from the Principal of Public Elementary Schools in the Dumai district of the city which as a whole obtained a mean value of 4.11 (82.2%) and was categorized as Very High. While the indicator of Reward from the Principal which is still low and needs to be improved is the formal awarding of the leadership. Data on other findings obtained are the types of rewards from school principals that have been received by teachers in the 2020-2021 school year including praise, incentives in the form of holiday allowances, bonuses in the form of uniforms, promotions to several teachers, some of which are recommended to teach in the desired class. , participated in the selection of outstanding teachers and the selection of prospective principals, as well as several rewards in the form of formal awards.

Description of Punishment Data from the Principal (X3)

After analyzing the data on the results of the answers to the Punishment questionnaire (questionnaire) from the Principal which consisted of 2 indicators and 11 valid and reliable statement items which were translated into 4 types of preventive punishments and 3 types of repressive punishments, the following data (Table 4) were obtained:

Table 4. Results of the Analysis of the Punishment Variable Indicators from the Principal

No	Indicator	Total Item	Max Score	Mean	Percentage	Category
1	Preventive Punishment	6	5	4,31	86,2 %	Very High
2	Repressive Punishment	5		4,36	87,2 %	Very High
Total		11	5	4,34	86,7 %	Very High

From the data in the table above, it can be described the responses of respondents to Punishment from the Principals of Public Elementary Schools in the Dumai district of the city which overall obtained a mean value of 4.34 (86.7%) and was categorized as Very High. While the indicators of Punishment from the Principal

which are still low and need to be improved are Repressive Punishments which consist of notifications, reprimands and warnings, as well as the implementation of punishments. While data on other findings obtained are types of punishment from school principals that have been received by teachers in the span of the 2020-2021 school year including preventive punishment in preventing undisciplined behavior including orders and prohibitions. Besides that, repressive punishments to take action against perpetrators of undisciplined violations include verbal warnings, light disciplinary penalties, to penalties in the form of cutting additional income benefits and professional allowances.

Research Variable Normality Test

The data on the results of the normality test between the variables of Principal Leadership and Teacher Discipline are presented in the Table 5.

Table 5. Normality Test Results of Research Variables

Research Variable	Asymp. Sig. (2-tailed)
Principal Leadership	0,240
Reward from the Principal	0,185
Punishment from the Principal	0,248
Teacher Discipline	0,113

Based on the data in the table above and guided by the significance level used, namely 5% or 0.05 with the provision that the data is normally distributed if the value of sig. > 0.05. Then the acquisition of the Asymp value. Sig. (2-tailed) the variables of the Principal's Leadership, Rewards from the Principal, Punishment from the Principal, and the Teacher Discipline variable are all normally distributed because they have a Sig value. > 0.05.

Linearity Test of Research Variables

The data from the linearity test between the variables of Principal Leadership and Teacher Discipline are presented in the Table 6.

Table 6. Linearity Test Results of Research Variables

Variabel Independent	Variabel Dependent	Sig.
Principal Leadership	Teacher Discipline	0,629
Reward from the Principal	Teacher Discipline	0,235
Punishment from the Principal	Teacher Discipline	0,307

Based on the data in the table above and guided by the significance level used, namely 5% or 0.05 with the results of the sig value. The three variables > from 0.05 indicate that there is a linear relationship between Principal Leadership on Teacher Discipline, Rewards from Principals on Teacher Discipline, and Punishment from Principals on Teacher Discipline

Multicollinearity Test

Multicollinearity test of independent variables produces output in the form of Tolerance and Variance Inflating Factor tables as in Table 7.

Table 7. Multicollinearity Test Results for Variable X

Variabel Independent	Tolerance	VIF
Principal Leadership × Principal's Reward	0,971	1,030
Principal Leadership × Punishment from the Principal	0,269	3,713
Reward from the Principal × Punishment from the Principal	0,949	1,054

Based on the data in the table above, the results of Collinearity Statistics show that the tolerance value of the Principal's Leadership and Rewards variable from the Principal obtained is $0.971 > 0.10$. Likewise, if seen from the results of the Variance Inflating Factor (VIF) value of $1.030 < 10.00$, which means that there are no multicollinear symptoms. While the results of the Collinearity Statistics show that the tolerance value of the Principal's Leadership and Punishment variable from the Principal obtained is $0.269 > 0.10$. Likewise, if seen from the results of the Variance Inflating Factor (VIF) value of $3.713 < 10.00$, which means that there are no multicollinear symptoms. Likewise, the results of Collinearity Statistics show that the tolerance value of the Reward variable from the Principal and Punishment from the Principal obtained is $0.949 > 0.10$. Likewise, when viewed from the results of the Variance Inflating Factor (VIF) $1.054 < 10.00$, which means that there are no multicollinear symptoms.

Partial Hypothesis Test (t Test)

The t-test carried out with the help of the SPSS for windows version 24.0 application using Linear Regression Analyze produces the following data in Table 8.

Table 8. t-test Results for Each Independent Variable on The Dependent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.181	12.655		1.753	.083
KS Kepemimpinan Leadership	.417	.165	.368	2.525	.013
Reward from KS	.240	.120	.156	2.003	.048
Punishment from KS	.609	.290	.310	2.102	.038

By using the significance value (α) = 0.05, the number of samples (n) = 93, the number of independent variables (k) = 3, and the t-table value obtained = 1.990, based on the data in the table above, it can be concluded that the hypothesis is accepted, which means Principal Leadership (X1), Principal Reward (X2), and

Principal Punishment (X3) partially have a significant effect on Teacher Discipline (Y) because the results of the sig. the three variables < from 0.05 and the tcount value of the three variables > ttable 1.990. The magnitude of the partial effect of each independent variable on the dependent variable is presented in the Table 9.

Table 9. Effective Contribution (Partial Effect) Independent Variables

Variabel	Beta x Koefisien Korelasi	SE
Principal Leadership (X1)	0,368 x 0,659 x 100	24,25 %
Reward from the Principal (X2)	0,156 x 0,283 x 100	4,41 %
Punishment from the Principal (X3)	0,310 x 0,660 x 100	20,46 %
Total = R Square Simultan		49,1 %

From the data in the table above, it can be concluded that the principal's leadership has a partial effect on teacher discipline by 24.25% and is the dominant factor influencing teacher discipline. Reward from the Principal has a partial effect on Teacher Discipline by 4.41%, while Punishment from the Principal has a partial effect on Teacher Discipline by 20.46%

Simultaneous Hypothesis Testing (F Test)

The results of the F test with multiple linear regression analysis using SPSS for windows version 24.0 produce the data in the Table 10.

Table 10. F Test Results for Each Independent Variable on The Dependent Variable

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2700.135	3	900.045	28.669	.000 ^a
	Residual	2794.145	89	31.395		
	Total	5494.280	92			

By using the significance level (α) = 0.05, the number of samples (n) = 93, the number of independent variables (k) = 3, and the Ftable value obtained = 0.369 then based on the data in the F-test table above, it can be concluded that the hypothesis accepted, which means that the Principal's Leadership (X1), Principal's Reward (X2), and Principal's Punishment (X3) simultaneously (together) have a significant effect on Teacher Discipline (Y) because it is known that the sig. 0.000 < 0.05 and Fcount 28.669 > Ftable 0.369.

Coefficient of Determination (R Square)

The Coefficient of Determination analysis was carried out with the help of the SPSS for windows application version 24.0 using Linear Regression Analyze and a significance level of 5% or 0.05 to determine the percentage of the Principal Leadership variable (X1), Reward from the Principal (X2), and Punishment from the Principal (X3) in influencing the Teacher Discipline variable (Y) based on the R Square value which can be seen in the Table 11.

Table 11. Results of R Square of Independent Variables on the Dependent Variable

Variabel Independent	Variabel Dependent	R Square
Principal Leadership (X1) Reward from the Principal (X2) Punishment from the Principal (X3)	Teacher Discipline (Y)	0,491

Based on table 4.20 above, the acquisition of the R Square value for the three X variables is 0.491, which means that the Principal's Leadership (X1), Principal's Reward (X2), and Principal's Punishment (X3) have a significant effect on Teacher Discipline (Y).) which is 49.1%. While the remaining 50.9% is influenced by other factors outside the variables studied.

Linear Regression Equation

The results of calculations on multiple linear regression analysis using the SPSS for windows version 24.0 application can be seen in the Table 12

Table 12. Results of Unstandardized Coefficients of Regression Equation

Variabel Independent	Variabel Dependent	Konstanta	Unstandardized Coefficients B
Principal Leadership (X1) Reward from the Principal (X2) Punishment from the Principal (X3)	Teacher Discipline (Y)	22,181	0,417 0,240 0,609

Based on the B value in the Unstandardized Coefficients generated in the table above, the results of the regression equation $Y = 22.181 + 0.417X1 + 0.240X2 + 0.609X3 + e$ which can be interpreted as follows:

1. If the variables of Principal's Leadership, Principal's Reward, and Principal's Punishment are 0 then the Discipline of Elementary School Teachers in Dumai Kota sub-district is 22,181 units.
2. If the Principal's Leadership variable increases by 1%, the Discipline of Elementary School Teachers in the Dumai City District increases by 0.417 %.
3. If the Reward variable from the Principal increases by 1%, then the Discipline of Elementary School Teachers in the Dumai City District increases by 0.240%.
4. If the Punishment variable from the Principal increases by 1%, the Discipline of Elementary School Teachers in the Dumai City District increases by 0.609%.

Discussion of Research Results

The Effect of Principal's Leadership on Teacher Discipline

The results showed that the Principal's Leadership had a significant and positive effect on Teacher Discipline in Public Elementary Schools in the Dumai Kota sub-district and became the most dominant factor in influencing teacher

discipline. As found in SD Negeri 011 Dumai, the city that obtained the highest mean scores for principal leadership and teacher discipline. This means that high school principal leadership also has a good influence on teacher discipline in the school. This is in line with the results of Amar's research (2014) because based on this research, it shows that the leadership of the principal has a significant effect on the work discipline of SMP Negeri 18 Padang teachers. Likewise with the results of Cahyaningsih's research (2017) which concludes that there is a positive influence of principal's leadership on teacher discipline by 16.8% which proves that if the principal's leadership is improved, employee work discipline can be further increased.

The results of Jihan's research (2017) also produce conclusions that are similar to the results which show that the leadership of the principal has a positive relationship with teacher work discipline, which means, if the leadership has increased, it will be better. Besides that, Rifa'i's research (2018) concludes that there is a significant influence between the principal's leadership on the work discipline of Islamic Religious Education teachers at the 060794 Medan Area State Elementary School because the responsible and wise leadership possessed by the principal has made teachers work with good discipline and on time in doing each of their tasks so that learning effectiveness can be achieved.

The results of this study are in accordance with the theory put forward by Hasibuan (2019) which states that the leadership shown through exemplary examples for subordinates is one of the factors that can affect the level of discipline of subordinates at work. The example of the principal plays an important role in determining teacher discipline in schools because the principal as a leader will be used as a role model and role model by all teachers. Leaders must be able to set a good example, be well disciplined, honest, fair, and in accordance with deeds. With a good leadership example, the discipline of the teacher he leads will also be good.

The Effect of Rewards from the Principal on Teacher Discipline

The results showed that the Principal's Reward had a significant and positive effect on the Discipline of Elementary School Teachers in the Dumai Kota sub-district. This is in line with the results of Siahaan's (2013) research which concludes that Rewards have an effect on Work Discipline. The results of Basuki's research (2017) which concludes that the reward system has a positive and significant effect on employee performance. In addition, in Wahyuningrum's research (2020) which concluded that rewards have a significant influence on work discipline because one of the goals of working people is to get remuneration for what they have done as well as the results of Yaldi's research (2020) in his research also concluded that reward has a significant and positive effect on discipline.

The results of this study are in line with the theory put forward by Mulyasa (2015) which states that one of the principal roles of the principal is as a motivator which requires a principal to have a special strategy in enforcing discipline, motivation,

and awarding effectively. Teachers have the right to receive rewards when their work has met or even exceeded the work standards set by the regulations. By giving the slightest reward, the teacher will feel that his presence does bring progress to the institution where he works, so he will always work obediently and full of responsibility.

The Effect of Punishment from the Principal on Teacher Discipline

The results showed that the Punishment of the Principal has a significant and positive effect on the Discipline of Elementary School Teachers in the Dumai Kota sub-district. As found in the results of this study, between rewards and punishments from the principal, punishment from the principal has a greater or dominant effect on the discipline of elementary school teachers in the Dumai district of the city than the reward from the principal. This is in line with the results of Wahyuni's research (2018) which concludes that from the results of the partial correlation test on the reward and punishment variables, the punishment variable is the most dominant variable affecting employee work discipline. Likewise with the results of Yanti's research (2021) which states that there is an effect of punishment on work discipline. The higher the Punishment, the higher the Discipline of Teacher Work at the State Elementary School, Perhentian Raja District, Kampar Regency.

The results of Bandiyono's research (2021) also conclude that there is a positive effect of giving punishment to civil servant discipline because if it is more assertive and real, the punishment applied by institutions to civil servants will increase the discipline of civil servants. In addition, Astuti's research (2021) also concludes that the magnitude of the effect of giving punishment (X2) on work discipline (Y) is 64.2% with the types of punishment given including light punishments in the form of verbal warnings, written warnings, and statements not satisfied from the management; and Moderate penalties in the form of postponement of salary increases, deductions from bonuses and incentives, and delays in promotions.

The results of this study are in line with the opinion of Supardi (2014) which reveals that the principal in his leadership has a responsibility in organizing and fostering teachers, one of which is the responsibility in driving discipline with sanctions. Giving punishment can be done as a form of reprimand, warning, and one way to educate teachers who violate discipline. Punishment is given as an "obligation" that must be carried out by teachers who violate discipline. If punishment is given to the teacher, the teacher who gets punishment will automatically lose his right to get a reward.

The Influence of Principal Leadership, Rewards from Principals, and Punishment from Principals on Teacher Discipline

The results showed that the Principal's Leadership, Rewards from the Principal, and Punishment from the Principal simultaneously had a significant and positive effect on Teacher Discipline by 49.1%. While the remaining 50.9% is influenced

by other variables outside the study. In addition to being in line with the results of previous studies described above, the results of this study are also in line with the theory of factors influencing discipline according to Hasibuan (2019) which states that several factors can affect the level of discipline at work, two of which are: (1) Leadership shown through exemplary examples for subordinates, as well as; (2) Punishment and Sanctions (punishment). As the results of this study prove that the principal's leadership affects teacher discipline, and punishment also affects teacher discipline.

In addition to the above opinion, the results of this study are also in line with the theory presented by Supriyono in Chairul (2020) which states that one of the things that leaders need to pay attention to in an effort to maintain employee discipline is to apply rewards or awards. As the results of this study prove that one of the four principal leadership indicators, there is one indicator number 4 which relates to rewards, namely giving awards. This indicator indicates that the award is the authority of the principal. In line with the results of the study, according to Mulyasa (2015) principals as managers and leaders have a major role in providing and increasing motivation. In addition to this role, as a motivator, the principal is also required to have a special strategy in motivating teachers, in enforcing discipline, and in giving awards effectively.

4. Conclusion

This study found the following conclusions: Principal's leadership has a significant and positive effect on the Discipline of State Elementary School teachers in Dumai City. This means that the better the principal's leadership, the teacher's discipline will also increase, Rewards from the Principal have a significant and positive effect on the Discipline of State Elementary School teachers in the Dumai City District. This means that the better the Reward from the Principal given to the teacher, the more Teacher Discipline will increase. Punishment from the Principal has a significant and positive effect on the Discipline of State Elementary School teachers in Dumai City. This means that if the better the Punishment of the Elementary School Principal is applied to the teacher, the Teacher Discipline will also increase. Principal's leadership, Principal's Reward, and Principal's Punishment simultaneously (together) have a significant and positive effect on the Discipline of State Elementary School teachers in Dumai City. This means that the better the Principal's Leadership, the better the Rewards, and Punishment of the Principal applied to teachers, the higher the level of Discipline for State Elementary School Teachers in the Dumai City.

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