

THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP STYLE AND JOB SATISFACTION ON TEACHERS' WORK DISCIPLINE

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Abstract: The development of educational institutions is highly dependent on the capacity and productivity of educators within those institutions. With professional human resource management arrangements, it is hoped that educators and education personnel can work well. The school's human resources include the principal, teachers, students, staff, and the community. This study aims to measure the correlation between the principal's leadership style and job satisfaction with teacher work discipline, a study conducted at four private junior high schools in Bogor Regency. The research method uses descriptive and verification analysis with an explanatory survey of 80 teachers from the four schools. The research results show that the total correlation between leadership style, job satisfaction, and teacher work discipline is 0.230 or about 23.0%. Leadership style has a greater influence on subordinate work discipline than job satisfaction, both directly and indirectly. Therefore, it is important to make efforts to improve leadership styles in order to increase teacher work discipline and to improve job satisfaction in order to increase teacher work discipline.

Keywords: *Leadership, Work Decision, Work Discipline, Human Resources*

Abstrak: Perkembangan lembaga pendidikan sangat bergantung pada kapasitas dan produktivitas pendidik di dalam lembaga tersebut. Dengan pengaturan manajemen sumber daya manusia yang profesional, diharapkan pendidik dan tenaga kependidikan dapat bekerja dengan baik. Sumber daya manusia sekolah meliputi kepala sekolah, guru, siswa, staf, dan masyarakat. Penelitian ini bertujuan untuk mengukur korelasi antara gaya kepemimpinan kepala sekolah dan kepuasan kerja dengan disiplin kerja guru, sebuah penelitian yang dilakukan di empat SMP swasta di Kabupaten Bogor. Metode penelitian menggunakan analisis deskriptif dan verifikasi dengan survei penjelasan terhadap 80 guru dari empat sekolah. Hasil penelitian menunjukkan bahwa korelasi total antara gaya kepemimpinan, kepuasan kerja, dan disiplin kerja guru adalah 0,230 atau sekitar 23,0%. Gaya kepemimpinan memiliki pengaruh yang lebih besar terhadap disiplin kerja bawahan dibandingkan kepuasan kerja, baik secara langsung maupun tidak langsung. Oleh karena itu, penting untuk melakukan upaya peningkatan gaya kepemimpinan guna meningkatkan disiplin kerja guru dan meningkatkan kepuasan kerja guna meningkatkan disiplin kerja guru.

Kata kunci: Kepemimpinan, Keputusan Kerja, Disiplin Kerja, Sumber Daya Manusia

INTRODUCTION

Macro education is a phenomenon of learning, economic phenomena, socio-cultural phenomenon that have to do with the educational process that includes the transfer of knowledge, transfer of competency, and transfer of value (Angrist et al., 2025). The success or failure of the efforts to improve the quality of education and quality of the school is largely determined by the realization or lack of good interaction and cooperation of the human resource and non-human resource elements that exist in the school (Muliati et

al., 2022). The human resources section in school includes the head of school, teachers, students, employees, and the community (parents/pupils). The various elements of human resources interact and cooperate to the educational goals that have been set. The success of an educational institution in achieving its objectives is determined by several factors, namely student factors, teaching staff, administrative staff, curriculum, teachings methods, resources and supplies available (Erlita et al., 2024).

The development of educational institutions depends heavily on the capacity and productivity of the educators in the educational institution. With a professional Human Resources Management (HRM) setting, it is expected that educators and educators can work well, which in the end can perform well anyway. Therefore, it is not an exaggeration when there is an assumption that human beings are the dominant factor in determining the success of the purpose of an organization (Laeliyah et al., 2022). However, in the implementation of the teaching learning process, it turns out that the success of education and teaching has not reached the desired goal. Implementation and environmental factors directly related to the educational process will determine the level of success of the education process. These factors include the leadership of the head of the school and the satisfaction of the teachers. Both of these factors will make a real contribution to the quality of education and teaching process in the school (Sudrajat, 2023)

(Santana & Pérez-Rico, 2023) states that the working environment covers various factors such as organizational climate, work pressure, and job satisfaction. Job satisfaction and work pressure depend on one's perception of the workplace's organizational climate. In order for the goals and quality of teaching learning activities to be improved, it is necessary to create an organizational climate that is conducive to teachers so that they can teach well. Improving the organizational climate is one of the most effective ways to increase job satisfaction. Contribution to job satisfaction can influence employee commitment (Utama et al., 2021).

Some of the factors that make job satisfaction so important are noted and thought out especially by the leaders of organizations or companies. (Allen et al., 2023) stated that employees who are satisfied with their work have a desire to continue working for their organization. Satisfied employees will also prefer to show behavior that goes beyond their job descriptions and this will help reduce work stress. Some of the factors that can influence individual job satisfaction are, among other things, the fraud factor itself,

the wage system, the promotion of verbal submissions, the working environment conditions, the decentralization of power, supervisors, colleagues, or the company's wisdom. (Warlizasusi & Susilawati, 2020) stated in his research that the better performance, the higher the level of job satisfaction.

Job satisfaction is something that every employee or member of an organization must possess. Because with job satisfaction, an employee will be more motivated to participate in every activity aimed at achieving the organization's or company's goals (Yan et al., 2022). Job satisfaction is the feeling of happiness and contentment experienced by someone in performing their job. Several factors that influence a person's job satisfaction are psychological, social, physical, and financial factors (Mostafa & Jaafar, 2024). Several factors can influence job satisfaction. There is a significant impact of the work environment on job satisfaction. Because, without providing better facilities, the organization cannot function well, and since the work environment is a major issue of concern for employees, to achieve better job satisfaction, the work environment needs to be focused (Taheri et al., 2020).

In addition to the job satisfaction factor, the leadership factor is no less important in the creation and formation of the performance of teachers. Leadership is the leadership of the head of the school as the direct superior of the teacher (Duraku & Hoxha, 2021). A leader who adopts an authoritarian style of leadership tends to be reacted negatively by his subordinates by showing low levels of performance and productivity. In a more positive approach, leadership styles are divided into three: directive, supportive, and participatory (Cheng & Osman, 2023). These three, balanced-up styles of leadership will drive the creation of high performance or productivity of work among teachers.

Leadership is the use of influence. All relationships can involve leaders, and the importance of the communication process (Julidawati et al., 2022). The clarity and accuracy of communication influence the behavior and performance of followers, and leadership focuses on the goals achieved. An effective leader must connect

with the goals of individuals, groups, and the organization (Satriadi et al., 2024). A leader needs to understand their own character first, as this process can critically influence the sharpness of the leader's or follower's identity. For example, individuals who see alignment between themselves and the leadership behaviors they exhibit may be more likely to experience high levels of leadership efficacy and motivation to lead. They may also be more inclined to claim a leader identity in relational contexts and actively try to shape an effective leadership group prototype at the collective level (Lord et al., 2020).

Discipline of the staff in an organization is a function of the HRM, because with a condition full of discipline, the staff can be expected to be a tough foundation milestone in an organisation to a goal. With the presence of a staff disciplined work, where they abide by all the rules in the organization, such condition will provide positive support to the achievement of the goals of the organization that are generally controlled by human beings with a variety of disciplines, skills and responsibilities. (Fauzi et al., 2022) confirmed in a study that work discipline has a significant influence on employee performance.

Work discipline is an attitude or behavior that carries out various activities for a company or organization in accordance with the applicable regulations and executes them with full awareness (Tamunomiebi & Emeh, 2023). Several factors that influence work discipline include the amount of compensation given, the presence or absence of leadership role models within the company, the presence or absence of clear rules that can be used as guidelines, the leader's courage in taking action, the presence or absence of supervisory oversight, the presence or absence of attention to employees, and the establishment of habits that support the enforcement of discipline (Mostafa & Jaafar, 2024). The work discipline indicators used in this study are adherence to norms and regulations, completing tasks according to provisions, awareness and sincerity in implementing applicable regulations, and a sense of responsibility.

Work discipline is needed to produce a good performance; with discipline, employees will try to do the work as much as possible, and the resulting performance will be better. Discipline must be enforced in an organization or company because without good employee discipline, and it is difficult for companies to realize their goals (Ugoani & Ibeenwo, 2024). The key to the company's success in achieving its goals is discipline. A discipline is a form of awareness or willingness of a person to obey all organizational or company regulations and applicable social norms (Sitopu et al., 2021).

The First Secondary School is one of the many educational institutions in Indonesia. The focus of the research is on the four First Secondary Schools: Semplak Space First High School, Wiyata Mandala Kemang First High school, Wijata Kharisma Kemang first High School, and Djojorejo first High school in Bogor district. To compete, then teachers are sought for professionals, one of whose forms is teachers with good performance. Based on the observations of the researchers, some of the teachers from the four schools did not attend the school on time, and based on a recapitulation of the presentation of the teacher presence on the employment data in the office of the Space First Secondary School Enterprise (example of four First Secondaries School to be investigated) obtained a percentage of average teachers presence of 92% and complaints from students who were frequently abandoned by teachers during effective hours, on the grounds of doing tasks outside of the school or personal tasks.

This will obviously affect the learning process in the classroom, which is ultimately disturbed by the teaching learning process at school. The result would have an impact on the level of discipline of the student, whether on the entry hours or on the rate of violations of school order that are frequently committed. The performance or performance of teachers of the First Secondary School is not independent of the leadership style of the Head of the School and the motivation of the teachers in the work. Therefore, understanding how

leadership styles and motivational factors coalesce within an educational setting is crucial for cultivating an environment that optimizes pedagogical outcomes and overall institutional effectiveness. This explanation aligns with (Soriano & Banayo, 2024) in research, which found very high levels of transactional and transformational leadership among school principals, positively correlated with teacher motivation, attitudes, and performance. Specifically, transactional leadership behaviors such as contingent rewards and active management significantly influenced these factors, along with transformational leadership dimensions including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

(Masriani et al., 2022) explained that the right leadership style will influence the commitment of the organization in the school environment. (Dian et al., 2022) also affirmed that a head of school as a leader, must be able to empower the full potential of its members (educators), so that they can collaborate to solve the problems faced, able to motivate and stimulate intellectually and give full confidence until loyalty, productivity, and creativity emerges beyond expectation. In order to solve the problems that have arisen in the four First Secondary Schools, there needs to be a more in-depth

study of the relationship between leadership style and job satisfaction with the discipline of the teachers. Although other studies have addressed the relationship between leadership, discipline, and performance, this research compares the strength of the correlation between leadership style and job satisfaction on teacher work discipline. Therefore, the research question is: What is the correlation between the principal's leadership style and job satisfaction on teacher work discipline?

METHODOLOGY

The type of research used in this research is the method of descriptive and verification analysis. Descriptive determination is used to describe how leadership style and job satisfaction relate to work discipline. To answer the descriptive of each variable of this study, use the following assessment criteria:

$$\frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

The Actual Score is the answer of the entire respondent or questionnaire that has been submitted. The ideal score is the highest score or weight, or all respondents are assumed to choose the answer with the higher score.

Table 1
Answer Score Categories

Intensity Level Interval	Criteria
20% - < 36%	Very low
36% - < 52%	Low.
52% - < 68%	Enough
68% - < 84%	Good
84% - < 100%	Very Good

To see the rate of correlation rotation used the benchmark on table 2 as follows:

Table 2
Grade of Correlation

Level	Correlation
0 – 0.20	Very Low
0.21 – 0.40	Low
0.41 – 0.60	Enough
0.61 – 0.80	High enough.
0.81 – 1	High correlation

Based on the type of research, the research method used is the Explanatory Survey, which is a survey used to explain the causal relationship between two variables through the testing of hypotheses, the survey is carried out by taking samples from one population and using the questionnaire as a data collection tool (Gendron et al., 2024). The survey in this study was conducted on 80 teachers from the four First Secondary Schools mentioned

earlier, where each school selected 20 teachers as samples for this study. In conducting research, it is necessary to create a design aimed at ensuring that the data and information obtained is complete and accurate. In addition, in carrying out research it is essential to plan and plan research, so that the research carried out can run well and systematically according to what is expected, then can be described the research design of this research, namely:

Table 3
Research Design

Research Purpose	Research Design			
	Research Type	Method	Analysis Unit	Time Horizon
T-1	Descriptive	Descriptive and survey	Teacher	Cross Sctional
T-2	Descriptive	Descriptive and survey	Teacher	Cross Sctional
T-3	Descriptive	Descriptive and survey	Teachers and head of school	Cross Sctional
T-4,5,6	Descriptive & Verifying	Descriptive and survey	Teachers and head of school	Cross Sctional

Table 4
Operational Variables

Variables	Indicator	Scale Likert (1-5)
X1: Leadership Style	1. Leaders often consult with staff	1. Very disagree
	2. Equal treatment of staff	2. Disagree
	3. Informal association	3. Less agree
	4. Helping staff	4. Agree
	5. Praising and appreciating	5. Very agree
	6. Paying personal attention	
	7. Preferring detailed procedures	
	8. Appreciating staff obeying rules	
	9. Major decisions in the hands of the superiors	
	10. Priority interests	
	11. Level of confidence	
	12. Self-monitoring ability	
	13. Prioritizing tasks	
	14. Work completed on time	

Variables	Indicator	Scale Likert (1-5)
	15. Updating knowledge	
X2: Job Satisfaction	1. Satisfaction with the salary 2. Satisface with the promotion 3. Satisfy with the co-worker 4. Satisfied with the provider 5. Satisfying with the job itself	1. Very disagree 2. Disagree 3. Less agree 4. Agree 5. Very agree
Y: Teacher discipline	1. Work compliance 2. Work process compliance 3. Work results compliance 4. Absence 5. Time accuracy 6. Supreme compliance 7. Rules compliance	1. Very disagree 2. Disagree 3. Less agree 4. Agree 5. Very agree

The strength of the method lies in the use of Descriptive Analysis to describe the condition of variables and Explanatory Surveys to test the causal relationships between variables thru questionnaires on a

measurable sample (80 teachers). However, its limitation is that the correlational survey method only explains relationships and does not prove definitive causality.

RESULTS

All of the data gathered from the respondent, analysis using quantitative descriptive which the result describing in detail as follows:

Table 5
Respondents on Leadership Style Variables (x₁)

Statement	Very agree (5)	Agree (4)	Less agree (3)	Disagree (2)	Very disagree (1)	Amount	Total Score	Ideal Score
1	39	36	2	3	0	80	351	400
	39.0%	36.0%	2.0%	3.0%	0.0%	100.0%	87.8%	
2	30	37	5	7	1	80	328	400
	30.0%	37.0%	5.0%	7.0%	1.0%	100.0%	82.0%	
3	24	37	11	8	0	80	317	400
	24.0%	37.0%	11.0%	8.0%	0.0%	100.0%	79.3%	
4	13	39	18	10	0	80	295	400
	13.0%	39.0%	18.0%	10.0%	0.0%	100.0%	73.8%	
5	28	40	5	7	0	80	329	400
	28.0%	40.0%	5.0%	7.0%	0.0%	100.0%	82.3%	
6	10	27	22	17	4	80	262	400
	10.0%	27.0%	22.0%	17.0%	4.0%	100.0%	65.5%	
7	10	60	9	0	1	80	318	400
	10.0%	60.0%	9.0%	0.0%	1.0%	100.0%	79.5%	
8	31	45	3	0	1	80	345	400
	31.0%	45.0%	3.0%	0.0%	1.0%	100.0%	86.3%	
9	21	30	20	8	1	80	302	400
	21.0%	30.0%	20.0%	8.0%	1.0%	100.0%	75.5%	
10	49	30	0	0	1	80	366	400

Statement	Very agree (5)	Agree (4)	Less agree (3)	Disagree (2)	Very disagree (1)	Amount	Total Score	Ideal Score
	49.0%	30.0%	0.0%	0.0%	1.0%	100.0%	91.5%	
11	49	31	0	0	0	80	369	400
	49.0%	31.0%	0.0%	0.0%	0.0%	100.0%	92.3%	
12	41	37	0	2	0	80	357	400
	41.0%	37.0%	0.0%	2.0%	0.0%	100.0%	89.3%	
13	36	32	9	3	0	80	341	400
	36.0%	32.0%	9.0%	3.0%	0.0%	100.0%	85.3%	
14	33	45	2	0	0	80	351	400
	33.0%	45.0%	2.0%	0.0%	0.0%	100.0%	87.8%	
15	27	43	9	1	0	80	336	400
	27.0%	43.0%	9.0%	1.0%	0.0%	100.0%	84.0%	
Total Score							4967	
Score Percentage							82.8%	

Table 5 describes the respondents regarding the Leadership Style variable. Based on the processing results presented in the table above, it can be seen that the total score for the Leadership Style variables is 4967. The total score is inserted into a continuum line, the measurement of which is determined as follows:

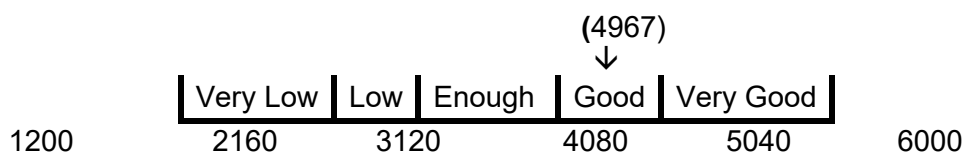
1. Maximum Index value = $5 \times 15 \times 80 =$

6000

2. Minimum index value = $1 \times 15 \times 80 = 1200$

3. Distance interval = [maximum value - minimum value] : 5
 $= (6000 - 1200) : 5 = 960$

4. Score percentage = [(total score: maximum value)] x 100%
 $= (4967 : 6000) \times 100 \% = 82.8\%$



Ideally, the expected score for respondents answering questions number 1 to 15 is 6000. From the calculations in the table, the

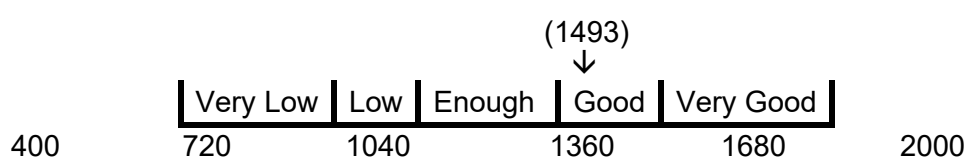
value obtained is 4967 or 82.8% of the ideal score of 6000. Thus the Leadership Style variable is in the good category.

Table 6
Respondents on the Job Satisfaction Variable (X₂)

Statement	Very agree (5)	Agree (4)	Less agree (3)	Disagree (2)	Very disagree (1)	Amount	Total Score	Ideal Score
1	4	37	21	14	4	80	263	400
	4.0%	37.0%	21.0%	14.0%	4.0%	100.0%	65.8%	
2	9	41	23	7	0	80	292	400
	9.0%	41.0%	23.0%	7.0%	0.0%	100.0%	73.0%	
3	13	56	11	0	0	80	322	400
	13.0%	56.0%	11.0%	0.0%	0.0%	100.0%	80.5%	
4	6	60	12	2	0	80	310	400
	6.0%	60.0%	12.0%	2.0%	0.0%	100.0%	77.5%	
5	12	47	16	5	0	80	306	400
	12.0%	47.0%	16.0%	5.0%	0.0%	100.0%	76.5%	
Total Score							1493	
Score Percentage							74.7%	

Table 6 describes the respondents on the Job Satisfaction variable. Based on the processing results presented in the table above, it can be seen that the total score for the job satisfying variable is 1493. The number of scores is entered into a continuum line, the measurement of which is determined in the following way:

1. Maximum Index value = $5 \times 5 \times 80 = 2000$
2. Minimum index value = $1 \times 5 \times 80 = 400$
3. Distance interval = [maximum value - minimum value] : 5
= $(2000 - 400) : 5 = 320$
4. Score percentage = [(total score) : maximum value] x 100%
= $(1493 : 2000) \times 100\% = 74.7\%$



Ideally, the expected score for respondents answering questions number 1 to 5 is 2000. From the calculations in the table, the value obtained is 1493 or 74.7% of the ideal score is 2000. Thus the job satisfaction variable is in the good category.

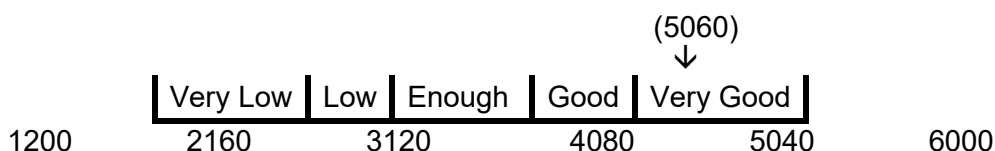
Table 7
Respondents on Teacher Discipline Variables (Y)

Statement	Very agree (5)	Agree (4)	Less agree (3)	Disagree (2)	Very disagree (1)	Amount	Total Score	Ideal Score
1	34	43	1	0	2	80	347	400
	34.0%	43.0%	1.0%	0.0%	2.0%	100.0%	86.8%	
2	30	45	3	0	2	80	341	400
	30.0%	45.0%	3.0%	0.0%	2.0%	100.0%	85.3%	

Statement	Very agree (5)	Agree (4)	Less agree (3)	Disagree (2)	Very disagree (1)	Amount	Total Score	Ideal Score
3	35	32	11	0	2	80	338	400
	35.0%	32.0%	11.0%	0.0%	2.0%	100.0%	84.5%	
4	41	37	0	0	2	80	355	400
	41.0%	37.0%	0.0%	0.0%	2.0%	100.0%	88.8%	
5	42	34	2	0	2	80	354	400
	42.0%	34.0%	2.0%	0.0%	2.0%	100.0%	88.5%	
6	28	38	14	0	0	80	334	400
	28.0%	38.0%	14.0%	0.0%	0.0%	100.0%	83.5%	
7	28	36	14	2	0	80	330	400
	28.0%	36.0%	14.0%	2.0%	0.0%	100.0%	82.5%	
8	45	31	4	0	0	80	361	400
	45.0%	31.0%	4.0%	0.0%	0.0%	100.0%	90.3%	
9	34	40	2	4	0	80	344	400
	34.0%	40.0%	2.0%	4.0%	0.0%	100.0%	86.0%	
10	38	37	1	4	0	80	349	400
	38.0%	37.0%	1.0%	4.0%	0.0%	100.0%	87.3%	
11	29	41	6	4	0	80	335	400
	29.0%	41.0%	6.0%	4.0%	0.0%	100.0%	83.8%	
12	11	17	20	17	15	80	232	400
	11.0%	17.0%	20.0%	17.0%	15.0%	100.0%	58.0%	
13	34	43	3	0	0	80	351	400
	34.0%	43.0%	3.0%	0.0%	0.0%	100.0%	87.8%	
14	18	60	2	0	0	80	336	400
	18.0%	60.0%	2.0%	0.0%	0.0%	100.0%	84.0%	
15	37	41	0	2	0	80	353	400
	37.0%	41.0%	0.0%	2.0%	0.0%	100.0%	88.3%	
Total Score							5060	
Score Percentage							84.3%	

Table 7 describes the respondents on the teacher's work discipline variable. Based on the results of the processing presented in the above table, it can be seen that the total score for the teacher ' s work disciplinary variable is 5060. The total score is entered into a continuum line, the measurement of which is determined in the following way:

1. Maximum Index value = $5 \times 15 \times 80 = 6000$
2. Minimum index value = $1 \times 15 \times 80 = 1200$
3. Distance interval = $[\text{maximum value} - \text{minimum value}] : 5$
 $= (6000 - 1200) : 5 = 960$
4. Score percentage = $[(\text{total score}) : \text{maximum value}] \times 100\%$
 $= (5060 : 6000) \times 100\% = 84.3\%$



Ideally, the expected score for respondents to questions number 1 to 15 is 6000. From the calculations in the table, the value obtained is 5060 or 84.3% of the ideal score of 6000. Thus the variable Teacher's work discipline is in the very good category. In the method of path analysis, to find causal correlation or influence variable-variable research, first calculated the matrix of correlations of variables-style leadership and job satisfaction to the discipline of teacher work.

Table 8
Inter-Variable Correlation Matrix

Variable	X1	X2	Y
X1	1	0.300	0.432
X2	0.300	1	0.329
Y	0.432	0.329	1

Table 9
Variable Intersection Correlation Matrix

Variable	X1	X2
X1	1	0.300
X2	0.300	1

Based on the correlation matrix above, the invers matrix can be calculated:

Table 10
Inverse Correlation Matrix

Variabel	X1	X2
X1	1.099	-0.329
X2	-0.329	1.099

Based on the results of the calculation of the correlation matrix and the inverse matrix can be obtained path coefficients, overall

correlations of variables X1 and X2 as well as other variable path coefficients outside variables x1 and x2 (koefisien residu).

$$P_{yxj} = R^{-1}R_{yxj}$$

$$\begin{bmatrix} \rho_{yx1} \\ \rho_{yx2} \end{bmatrix} = \begin{bmatrix} r_{x1x1} & r_{x1x2} \\ & r_{x2x2} \end{bmatrix}^{-1} \begin{bmatrix} r_{yx1} \\ r_{yx2} \end{bmatrix}$$

$$\begin{bmatrix} \rho_{yx1} \\ \rho_{yx2} \end{bmatrix} = \begin{bmatrix} 1 & 0.276 \\ 0.276 & 1 \end{bmatrix}^{-1} \begin{bmatrix} 0.800 \\ 0.571 \end{bmatrix}$$

Thus obtained the value of the line coefficient

$$\begin{bmatrix} \rho_{yx1} \\ \rho_{yx2} \end{bmatrix} = \begin{bmatrix} 0.695 \\ 0.379 \end{bmatrix}$$

Determination Coefficient Calculation

$$R^2_{y(x_1, x_2)}$$

$$R^2_{y(x_1, x_2)} = \begin{bmatrix} \rho_{yx1} & \rho_{yx2} \end{bmatrix} \begin{bmatrix} r_{yx1} \\ r_{yx2} \end{bmatrix}$$

$$R^2_{y(x_1, x_2)} = \begin{bmatrix} 0.695 & 0.379 \end{bmatrix} \begin{bmatrix} 0.800 \\ 0.571 \end{bmatrix}$$

$$R^2_{y(x_1, x_2)} = 0.773$$

The influence of other variables not included in the model (PYε). Calculation PYε:

$$P_{Y\epsilon} = 1 - R^2_{y(x_1, x_2)}$$

$$P_{Y\epsilon} = 1 - 0.230 = 0.770$$

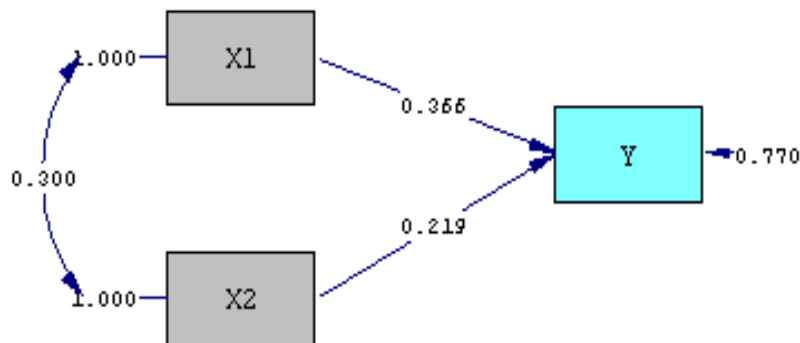
Table 11
 Size of the track coefficient

Variable	Track coefficient	Correlation Simultaneously	Residual Correlation
Leadership Style (X ₁)	P _{yx1} = 0.366	0.230	0.770
Job Satisfaction (X ₂)	P _{yx2} = 0.219		

By looking at the table above, we get the following path equation:

$$Y = 0.366 X_1 + 0.219 X_2 + \epsilon_1$$

The path diagram for the above model is as follows:



Picture 1. Diagram

From the above equation it can be understood that every increase in leadership by one unit, then will increase the discipline of the teacher's work (because of the positive value) by 0.366 units, each increase in the satisfaction of the job by one Unit, then would increase the teachers' work discipline by 0.219 units. The value of the leadership variable path coefficient is greater than the work satisfaction variable, which means that leadership style is more determining (a greater correlation) to the teacher's work discipline than to the employment satisfaction of both directly and indirectly.

From the table, the total relationship of leadership styles and job satisfaction to the teachers' work disciplines is 0.230 or around 23.0%, whereas the influence of other factors on the master's job discipline is shown by a value of 0.770 or around 77.0%. In other words, the teacher's work discipline variable can be explained by 23.0% by the variable of the leader's style and satisfaction.

DISCUSSION

Discussions about research findings that relate to when the research hypothesis. Free variable with correlational research that studies the correlation of free variables with bound. The variable concerned is a variable consisting of leadership style and job satisfaction while the bound is a work discipline variable. Based on the results of the research that has been carried out on the description above, then in this study has been able to prove both partially and collectively that the style of leadership and

job satisfaction significantly against the discipline of the work of teachers in four schools in Bogor district, so the hypothesis put forward in this research can be accepted empirically. The correlation between these two free variables and the bound variables suggests that the discipline of the teacher's work can be achieved if there is a good leadership style from the superior to his subordinate. Besides, it is also supported by the satisfaction of the work that the institution can show to the teacher so that there is a good work discipline in the environment.

Meanwhile, when viewed from the respondent's response distribution to the leadership style variable, it shows that of the fifteen indicators used to measure these variables, all are already in the good category. This means that in general, respondents in this study have already understood the style of leadership that should be performed by a superior to his subordinate. It is becoming increasingly important for teachers to continue to their goal of disciplining. It also means that the teacher is an example that is inherently inherent in the figure of his pupil.

The openness indicator on the leadership style variable means that the person who has the right to lead must be open and honest in delivering orders, and the order delivered is something that is reasonable to be known by both parties involved. This can be seen from the leadership style applied in the four schools in the Bogor district. The head of the school is a person with full responsibility who is always

open to receiving complaints from officials especially in terms of work so that the head of school will appreciate more teachers who are willing to speak honestly and work according to the rules than teachers that are always closed and it turns out that there are many problems so the head will not provide support when the real problem is known. This leadership style indicator has three statements and respondents' answers are generally in line with expectations. Though there are still some officers whose answers disagree, disagreed and disagrees very much with the three statements on this openness indicator, it means that they are still less open in doing business both between teachers and teachers with their superiors.

This is demonstrated by the respondents who mostly respond to the second indicator of the dream style, namely the attention of the leadership to the results of the work, which is meant as an attempt of a person to know the results and direct feedback from the leader to the work of the teacher in the school environment. The facts in the field show that the attention to the teacher's work is good, with the example of complimenting and appreciating the teacher's work, observing the teacher personally, because ideally with the presence of attention, then the leader can be said to care about his subordinates. Although he still found some respondents who responded disagreed, disagreed, and strongly disagrees with the statements made. A sense of leadership attention is a leadership style that needs to be in, because although a teacher is an ordinary human being who wants to appreciate everything he does, the process of recognition does not always take the form of a reward or reward, but can be orally, as a sincere confession of the leader to his subordinates.

From the description of the correlation of leadership style and job satisfaction to the discipline of the teacher's work, then there are some things the author finds and the author summarizes in implications. There are some implications of this research that can be presented; first, an effort to improve the style of the leadership in

order to enhance the teachers' work discipline, and both an attempt to increase the satisfaction of the work in order of improving the disciplinary work of teachers.

1. Improving the leadership style in order to improve the discipline of the teacher's work.

There is a significant correlation between the leadership style of the head of the school and the discipline of the teacher's work, then the head's leadership is further enhanced to provide an example and an example for his teachers to create the disciplinary work of teachers.

2. Job satisfaction in order to improve the discipline of the teacher's work.

There is a significant correlation between job satisfaction and improved teacher discipline, so efforts are needed to improve the teacher's work discipline. These efforts include:

- a. If a teacher understands the importance of discipline, then there will be satisfaction in the workplace, and the head of the school can easily direct teachers to discipline with ease and simplicity.
- b. The head of the school is able to give instructions about the functions and roles of teachers in improving the discipline of the teacher in the performance of their respective duties. With increased job satisfaction it will result in even better work discipline.
- c. There's two-way communication between the teacher and the head of school. So that the ideas and problems that the teacher has are known to his superiors. If it can be solved or handed over then it will be faster not to interfere with the disciplinary process of the teacher.

In an effort to enhance the leadership style in order to improve the discipline of the teacher's work, with the significant correlation between the style of leadership of the head of the school and the teachers' work discipline, then the leader's style is further enhanced to provide examples and examples for its teachers to create the disciplinary work of teachers. As explained by (García Salirrosas et al., 2025), this emphasis on leadership directly impacts

various aspects of the organization, including the effectiveness of school management, influencing aspects such as organizational culture, and ultimately, job satisfaction among employees. (Wulandari et al., 2021) also explained that effective school principal leadership is positively and significantly correlated with improved teacher discipline and performance, highlighting its important role in fostering a conducive environment for academic achievement.

In order to improve the satisfaction of teachers in order to enhance the discipline of the teachers, based on the results of the test that there is a significant correlation between the job satisfaction and the improvement of the teacher's discipline, then it is necessary to pursue efforts that can improve the disciplinary work of teacher, for example teachers should be given an understanding of what the benefits of such a discipline should be, in addition to the head of the school should be able to give instructions about the functions and role of teacher in improving the teacher discipline in the performance of their respective duties, as well as the existence of two-way communication between teacher and head of school, not only one direction, so that the ideas and problems that exist in the teacher can be known by his boss.

The results of this study are also discussed by (Idrus et al., 2022) in her research, stating that the leadership style of the head of the madrasah, which consists of instructive, consultative, participative, and delegative styles, reflects the leadership style at MTs Hikmatul Amanah Pacet. The most prominent is the consultative style, which has the most significant contribution in fostering cooperation and good relationships with subordinates in carrying out their responsibilities. This leadership style indicates that at MTs Hikmatul Amanah, there is a sense of responsibility towards what is entrusted, both main tasks and additional tasks. The main tasks include teaching, preparing teaching materials and lesson plans, conducting teaching and learning activities, administering exams, and providing student learning assessments.

These results show that every teacher always prepares lesson plans and syllabi before teaching at the beginning of

the semester. Then supervise the learning process, which consists of implementing the learning process, monitoring the learning process, evaluating the learning process, and submitting a follow-up report.

(Angwaomaodoko & Anthony, 2023) explains in their research that democratic leadership is primarily used by school principals, and teachers usually have a high level of job satisfaction. Additionally, it was found that there is a strong correlation between teacher job satisfaction and the leadership approach used by administrators and school leaders. The principal's leadership style affects the level of job satisfaction among teachers. This research is also supported by (Rosmawati et al., 2022) explains that there is an influence between the principal's leadership variable and teacher performance, and there is an influence between the work discipline variable and teacher performance. Simultaneously, both also have an influence of 52.6% on the performance of teachers at SMP Daruttaqwa Gresik and have a correlation coefficient of 0.725, which indicates a strong quality of relationship.

CONCLUSION

The total correlation of leadership style and job satisfaction to the teacher's work discipline is 0.230 or around 23.0%, whereas the other factor correlations to the Teacher's Work Discipline are shown with a value of 0.770 or around 77.0%. In other words, the variable of the teachers' work disciplines can be explained as 23.0% by the variables of the Leadership Style and Job satisfaction. Based on the findings of the above research, it can be concluded that work discipline can be improved through improved leadership style and job satisfaction individually or collectively. It means that the leadership style is more determining (giving more correlation) to the discipline of the teacher's work than the satisfaction of both directly and indirectly.

RECOMMEND

The results of this study provide recommendations for the heads of schools, namely:

1. The head of the school must promote open and honest communication. If the principal is open and honest in giving orders, teachers are more likely to be honest in conveying problems. This allows problems to be resolved quickly and does not disrupt work discipline.

2. The head of school must show attention and appreciation for the teachers' work, both verbally and non-verbally. Sincere appreciation can boost teacher motivation and make them feel valued, which can ultimately improve performance and discipline

Recommendations for further research could include adding variables beyond those in this study, to provide input on school principal leadership.

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