



**THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON TEACHERS
DISCIPLINE AND PRODUCTIVITY IN POLICE LANGUAGE SCHOOL**

Siti Roniyah¹, Heru Santosa¹, Francis Tantri¹

Universitas Negeri Jakarta¹

sitironiyah@gmail.com

Article Info

Article History:

Received: July 6, 2019

Revised: July 28, 2019

Published: August 31, 2019

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.3383107

Abstract:

This study aims to determine the effect of principals' instructional leadership on the productivity of educators, the influence of discipline on the productivity of educators, and the influence of principals' instructional leadership on the discipline of educators. This research is a quantitative study with a survey method. Data analysis using path analysis. The population and sample in this study were all teaching staff in the Police Language School. Data was obtained by giving questionnaires on instructional leadership, discipline, and productivity to 50 educators in the Police Language School. From the processed data obtained three results of research, namely: there is a positive direct influence between principals' instructional leadership on the productivity of educators, there is a positive direct influence between discipline on the productivity of educators, and the final results there is a positive direct influence of principals' instructional leadership on teacher discipline.

Keyword: productivity, instructional leadership, discipline

INTRODUCTION

The Indonesian National Police of Education and Training Institution (Lemdiklat Polri) is a supporting institution for implementing basic education and the development of education of police, in charge in planning, developing and implementing education functions of formation and development based on the type of Indonesian National Police education which includes professional, managerial, academic and vocational education and managing the education component in the INP Education and Training Institution. Police Language School is in charge in organizing foreign language education in the Indonesian National Police, including Indonesian language course for Foreign Police Officers in preparing themselves before attending education at the National Police Leadership School. Entering the 21st century the

world of education in Indonesia has become competitive. Police Language School is the gateway to become a world police force; this is due to increasingly complex and increasing rates of transnational crimes. With this background, members need to be able to speak foreign languages in handling cases as reliable investigators. That is why; the school should be able to improve Indonesia's human resources so that we can compete with human resources in other countries.

Leadership is one of the important dimensions of school productivity. The results showed that leadership plays an important role and the absence of leadership can have a negative impact on the organization, according to Handoyo (2010: 2) asserted that leadership crises will cause many people to suffer due to the many costs incurred due to lack of leader policy on conditions that occur in an institution so that it will inhibit productivity and discipline of the teaching staff.

In addition to leadership and productivity in this case, the discipline includes variables that greatly influence in this study. Discipline as a preposition is usually understood as (Thomas Gordon, 1996: 2) behavior and order in accordance with rules and regulations, or behavior obtained from training such as "discipline in class" or "discipline of a good basketball team". While the work discipline is a constructive process of development for employees who have an interest because work discipline is shown not by the person. Discipline is also a process of training so that employees can develop self-control and to be more effective at work.

Discipline has not been stated effective if the appearance of discipline is only based on fear. Discipline in the true sense is the result of the interaction of norms that must be obeyed. These norms are nothing but concerned with legalistic measures but those are related to ethics and manners. According to Hasibuan (2003: 193) the meaning of discipline is: "The circumstances and willingness of a person to obey all applicable rules and social norms".

According Sedarmayanti (2011: 204) said that productivity as a level of efficiency in producing goods / services: "Productivity expresses how to use resources well in producing goods. Productivity has a very important meaning in increasing national welfare universally".

According to Sinungan (2003: 11) the notion of Productivity is a measure of productive efficiency. A comparison between output and entry or *output: input*. Input is often limited by labor input, while output is measured in physical unity of form and value.

In an effort to increase productivity there are several ways, According to Wayne (1995: 15) "Improving productivity is not working harder, it is working smarter. Today's world demands that we do less with fewer people, less money, less time, less space and fewer resources in general". Increasing productivity means getting more than what is put into the organization's system means increasing production does not necessarily mean adding resources, such as time, money, materials, or people, but by empowering what is in the organization. Not only work harder, but work carefully and smartly to increase productivity.

Leadership is an object and subject that is interesting and not boring to learn, research, write, discuss, and reflect both lay people, academics, and practitioners because of the dynamic aspects contained in it. Instructional leadership according to Hoy and Miskel (2013: 308) are as follows: "Instructional leadership is the principal monitoring of student progress, providing constructive feedback, maintaining high academic standards, and performing active observation of teachers. Shared leadership complements the instructional trust by involving teachers and parents in such decisions as influencing texts, influencing instruction, allocating school resources and adhering to developed school improvement plans. "

Instructional leadership is monitoring of principals on students development, providing constructive feedback, maintaining high academic standards, and making active observations of the teachers.

According to the Ministry of National Education, Instructional leadership is leadership that focuses and emphasizes on a learning which includes the curriculum, teaching and learning process, assessment, teacher assessment and development, excellent service in learning, and development of learning communities in schools.

Furthermore Fred C. Lunenburg and Beverly J. Irby (2006: 18) described that "The instructional leadership correlates recognize that an effective school must have an effective leader. Each school operates like an independent company, with principals as visionary CEOs". Instructional leadership links the recognition that an effective school must have an effective leader. Each School operates as an independent company, with the principal acting as the highest leader of a company that has a visionary nature.

According to Docking (1997: 45) said "Discipline is associated with ideals and principled behavior, as in" and "disciple" and discipline thinking ". If translated means discipline is associated with principled ideals and behavior, as in the 'and' discipline of thinking.

According to Karen (2007: 323) "Discipline is training expected to produce a desired behavior-controlled behavior:" discipline is closely related to morale. Morale is a state of mind, employee employee attitude. Discipline, in contrast, is a state of affairs, or how employees act ". Discipline is closely related to morals. Spirit is the state of mind, the attitude of an employee. Discipline, on the other hand, is the situation, or how employees act. if done by increasing good behavior received or punishment for unacceptable behavior.

Laurie (2000: 197) also explained that "Discipline is essential for the efficient operation of the organization. Discipline is in essence between the mark and respect for agreements between the organization and its members. The manager must decide on the most appropriate form of sanction in case of offenses against discipline. If defined discipline is very important for the operation of an efficient organization. Discipline is basically an outward sign or respect for agreement between the organization and its members. Managers must decide on the most appropriate form of sanction if there is a violation of the discipline.

Senge (2000: 32) states that "Discipline became an adherence to rules set by the teacher rather than self-discipline. Discipline becomes compliance with the rules set by the teacher and not self-discipline. The quality of individual teachers is very important so that enough is said about how they should be chosen. From the information above

In particular, this study aims to find out the followings:

- 1) Obtaining an overview of an influence between instructional leadership on the productivity of educators in Police Language School;
- 2) Obtaining an overview of an influence of discipline on the productivity of teaching staff at Police Language School;
- 3) Obtaining an overview of an influence of instructional leadership on the discipline of teaching staff in National Police Language School.

RESEARCH METHOD

This study uses a quantitative approach with associative causal types with survey methods. Data analysis uses path analysis. The population in this study was educators at Police Language School, which contains 50 people.

The place of research was conducted at Police Language School and centered on the Gadik (teaching staff) unit of the National Police Education Language School, Jalan Cipinang Baru Raya number 25 East Jakarta.

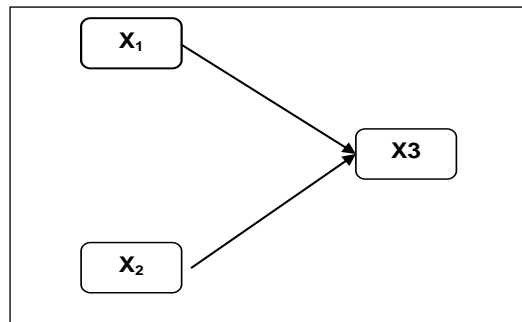


Figure Path Analysis Model

Note:

X1 = Instructional Leadership

X2 = Discipline

X3 = productivity of educators

→ = Direct Influence

FINDINGS AND DISCUSSION

In this section the description of the data includes data from three variables, namely instructional leadership, discipline and productivity. The data was obtained from the results of the questionnaire filling out by 50 respondents.

Validity and Reliability Tests Result

From the results of the test the reliability of the instrument productivity score was 0.82. This means that the instrument is reliable, including the results of testing the reliability score of the Instructional leadership style instrument of 0.87. This means a real instrument. After testing the Discipline reliability score was 0.85. This means that from the variable instrument is reliable because based on Crobach's Alpha score each variable is higher than 0.6.

Result of Significance Test and Regression Linearity Test

The overall results of the regression significance and linearity tests are summarized in the following table:

Table 1. Significance Test Results and Regression Linearity Test

No	Tested Variable	Significance		Linearity	
		F _{count}	F _{tabel} ($\alpha=0,01$)	F _{count}	F _{tabel} ($\alpha=0,05$)
1	X ₃ of X ₁	43,767	7,194	0,674	2,012
2	X ₃ of X ₂	16,777	7,194	0,544	2,357
3	X ₂ of X ₁	29,018	7,194	1,941	2,012

Testing of Hypotheses

The hypothesis testing of the study was carried out by path analysis techniques. The purpose of path analysis is to investigate the effect of exogenous variables on endogenous variables. The results of the analysis and previous calculations can be summarized as follows.

Table 2. Simple correlation coefficient matrix between variables

Matrix	Correlation Coeficien		
	X ₁	X ₂	X ₃
X ₁	1	0,614	0,691
X ₂	0,614	1	0,509
X ₃	0,691	0,509	1

Based on table 1 it can be seen that the correlation between instructional leadership and discipline is 0.614. The correlation between instructional leadership and productivity is 0.691. Correlation between discipline and productivity is 0.509.

First hypothesis

Instructional leadership has a positive direct effect on productivity.

$$H_0: \beta_{32} \leq 0$$

$$H_a: \beta_{32} > 0$$

H_0 is rejected if $t_{count} > t_{tabel}$

Based on the results of the calculation of path analysis the direct influence of instructional leadership on productivity, the path coefficient value is 0.607 and t_{count} is 5.576. The T_{tabel} value for $\alpha = 0.01$ is 2.678. Because the value of t_{count} is more than t_{tabel} so H_0 is rejected and H_a is accepted, thus instructional leadership has a positive direct effect on acceptable productivity.

The results of the analysis of the first hypothesis provide findings that instructional leadership has a positive direct effect on productivity. So it can be concluded that increasing instructional leadership results in increased productivity.

Table 3. Effect Path Coefficient X1 to X3

Direct Influence	Coefficient path	t_{count}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
X ₁ for X ₃	0,607	5,576**	2,009	2,678

**) the path coefficient is very significant ($5.576 > 2.678$ at $\alpha = 0.01$)

3.5 Second Hypothesis

Discipline has a positive direct effect on productivity

$$H_0 : \beta_{32} \leq 0$$

$$H_a : \beta_{32} > 0$$

H_0 is rejected if $t_{count} > t_{tabel}$

Based on the calculation of path analysis, the direct influence of discipline on productivity, the path coefficient value is 0.457 and t_{count} is 4.195. The value of table for $\alpha = 0.01$ is 2.678. Because the value of t_{count} is greater than the value of t_{tabel} , H_0 is rejected and H_a is accepted, with discipline that has a direct positive effect on productivity is acceptable.

The results of the second hypothesis analysis provide findings that the discipline has a direct positive effect on productivity. Thus it can be concluded that increased discipline results in increased productivity.

Table 4. Effect Path Coefficient X2 towards X3

Direct Influence	Coefficient path	t _{count}	t _{tabel}	
			α = 0,05	α = 0,01
X2 to X ₃	0,457	4,195**	2,009	2,678

** path coefficient is very significant (4,195 > 2,678 at α = 0.01)

Third Hypothesis

Instructional leadership has a positive direct effect on discipline.

$$H_0 : \beta_{32} \leq 0$$

$$H_a : \beta_{32} > 0$$

H₀ is rejected if t_{count} > t_{tabel}

Based on the results of the calculation of path analysis the direct influence of instructional leadership on discipline, the path coefficient value is 0.614 and t_{count} is 5.389. The value of table for α = 0.01 is 2.678. Because the value of t_{count} is more than the value of t_{tabel}, H₀ is rejected and H_a is accepted, thus instructional leadership has a positive direct effect on acceptable discipline.

The results of the analysis of the third hypothesis provide findings that instructional leadership has a direct positive effect on discipline. So it can be concluded that increasing instructional leadership results in increased productivity.

DISCUSSION OF RESEARCH RESULTS

Based on the references review that has been discussed and previous empirical studies, the following research results are an attempt to synthesize the study of theory with empirical findings. The detailed discussion of the results of the analysis and testing of the research hypothesis is described as follows:

1) *The effect of Instructional Leadership on Productivity.*

Based on the results of testing the first hypothesis it can be concluded that there is a positive direct effect of instructional leadership on productivity with a coefficient of 0.691 and a path coefficient of 0.607. This means that instructional leadership has a positive direct effect on productivity.

The results of this study are in line with the results of research conducted by Eddi et al. (2015: 2) which stated that "Instructional leadership is an act of influence on the headmaster, move, and develop a work environment that is productive and useful for teachers, "The result of Eddi's research shows a positive direct effect between instructional leadership on teacher productivity where the involvement of principal will create a better atmosphere with teachers who are useful and productive so that the learning process runs well.

Firmaningsih (2015: 2) argued that "principal's instructional leadership is guided and guided by clear formulation of instructional objectives and good collaboration among principals, teachers, students and all stakeholders" instructional leadership is a theory

that is suitable for educators, students and policy holders in achieving organizational goals which include productivity.

This is supported by the opinion of Oladipo (2013: 2) who argued that “The study observed, among others, the possible lack of effective leadership inside the Nigerian economy and therefore re-iterates the requirement to establish same to boost worker morale, coordinate the nation’s assets and improve productivity. The possibility of effective leadership lack in the Nigerian economy and that happens again by repeating the requirements of how to increase the morale of workers increases productivity, coordinates the nation's assets.

2) *The Effect of Discipline on Productivity.*

From the results of testing the second hypothesis it can be concluded that there is a direct positive effect of discipline on productivity with a coefficient is 0.509 and a path coefficient is 0.457. This means that discipline has a positive direct effect on productivity.

This is supported by the results of the Arsyad study (2014: 2) which stated that “working discipline significantly influences employee's working performance simultaneously and partially”. Empirical evidences support that employee discipline has a significant positive relationship with employee productivity. In particular, the higher employee’s discipline will be the higher the employee’s productivity

Patrick further concluded, “Employees in their quest to get job satisfaction should be encouraged to show discipline that traverses the entire length and breadth of the given organization. These are expected to earn for companies the needed level of productivity”. Patrick concluded that to get maximum results in job satisfaction must be encouraged by showing discipline in all fields determined by the organization. This discipline is expected to produce the required level of productivity.

3) *The Effects of Instructional Leadership on Discipline*

From the results of testing the third hypothesis, it can be concluded that there is a positive direct effect of instructional leadership on the discipline with a coefficient is 0.614 and the path coefficient is 0.614. This means that instructional leadership has a positive direct effect.

The findings are in line with the results of Krugger's research (2003: 2) which also suggested the same thing “Both principals support the teachers by protecting them from pressures that may influence their instructional activities. They handle difficult discipline problems, to ensure an appropriate standard of discipline in the school and take the responsibility to protect teachers from external pressures as a result of system or department innovations in order to sustain settings in which teachers feel safe to teach”. Instructional leadership is related to discipline. This discipline can come from educators or leaders. In relation to instructional a leader will represent his role dealing with problems that arise due to community pressure or the school system. Leaders give encouragement to educators so that educators can innovate in class with the right discipline.

Kruger also argued (2003: 2) “the policy documents that were studied included general aims for the school as well as explanations of instructional aspects such as; subject policies, subject meetings, subject files, differentiation, assessment and discipline”. He stated that the data used to make policies in achieving the goals of school organization

in accordance with aspects of instructional leadership are; main policies, subject matter in meetings, important documents, differences, assessments and discipline.

Based on these theoretically and empirically descriptions, it can be stated that instructional leadership has a positive direct effect on discipline.

CONCLUSION

- 1) Instructional leadership has a positive direct effect on the productivity of educators. This means that the better instructional leadership of principal can improve the productivity of educators in Police Language School.
- 2) Discipline has a positive direct effect on productivity. This shows that an increase in a discipline of teaching staff can lead to increased productivity of educators in Police Language School.
- 3) Instructional leadership has a positive direct effect on discipline. This means that the better leadership of the principal can improve the discipline of educators in Police Language School.

REFERENCES

- Arsyad, Amad. (2014) The Importance of working discipline to improve employee's working productivity of motor vessel manufacturing company in Makasar Shipyard. *Business management & strategy*. Vol. 5. <http://dx.doi.org/10.5296/bms.v5i2.7194>.
- Cascio, Wayne F. (1995). *Managing Human Resources Productivity, Quality of Work Life, Profits*. New York : McGraw-Hill, Inc.,.
- Docking,.W. (1997). *A control and Discipline in Schools* second edition. USA: Paul Chapman Publishing, ltd.
- Firmaningsih, Yunita, Kolu. (2015). *The Role of the Principal's Instructional Leadership at Schools in Indonesia* " *Master's Thesis December, Departemen of Education Institute of Education Leadership University of Jyvaskyla*,.
- G, Kruger, A. (2003) *Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools*. *South African Journal of Education*,.
- Gordon, Thomas. (1996). *Mengajar anak berdisiplin diri* terjemahan dari *Teaching children self-discipline*. Jakarta: PT Gramedia Pustaka Utama,.
- Handoyo, Seger. (2010). *Pengukuran Servant Leadership Sebagai Alternative Kepemimpinan Di Institusi Pendidikan Tinggi Pada Masa Perubahan Organisasi* Penerbit Makara. *Sosial Humaniora* Vol.14 No.2.
- Hess, Karen Matison, Christine Hess Orthmann. (2007). *Discipline And Problem Behaviors Management And Supervision In Law Enforcement*, Sixth edition. USA: Delmar Cengage Learning.
- Hoy, Wayne K., Cecil G. Miskel. (2013). *Educational Administration* 9 edition. New York: Mcgraw-Hill.
- Lunerburg, Fred C. & Beverly J. Irby. (2006) *The principalship*. Belmont: Wadsworth, Cengage Learning,.
- Malayu, Hasibuan, S. P. (2003). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara,

- Mullins. (2000). Laurie J. *Management and organisation behavior, seventh edition*. USA:Prentice Hall.
- Patrick. (2015). Workplace Discipline: A Catalyst for Organizational Productivity in Nigeria. *International Journal of Innovative Research and Advanced Studies (IJIRAS) Vol. 2, issue 3, March, ISSN: 2394-4404*.
- Sakiru, Oladipo Kolapo, Jamilah Othman, Aliyu yero, Mohammed Abdullahi, dan Narges Kia.(2013). Relationship between leadership and employee productivity in an organization., *Journal of Business and Management (IOSR-JBM) Vol. 9, Issue 4*.
- Sedarmayanti. (2011). *Tata Kerja dan Produktivitas Kerja*. Bandung: CV. Mandar Maju, 204.
- Senge, Peter. (2000). *A Fifth Discipline Resource: School That Learn; Fieldbook for Educators. Parents, and Everyone Who Cares About Education*. USA :Nicholas Brealey Publishing.
- Sinungan, Muchdarsyah (2003). *Produktivitas Apa dan Bagaimana*. Jakarta: Bumi Aksara,.
- Supriadi, Eddi, Hj. Abdul Raheem Bin Mohamad Yusof (2015). Relationship between Instructional Leadership of Headmaster and work Discipline and Work Motivation and Academic Achievement in Primary School at Special Areas of Central Jakarta. *Canadian Center of Science and Education Journal of Education and Learning: Vol. 4, No. 3,*.