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The Relationship between Situational Leadership and School Culture on Elementary School Teachers' Work Discipline

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Abstrak

Kesadaran guru tentang disiplin kerja masih tergolong kurang baik di sekolah. Penelitian ini bertujuan untuk mengetahui hubungan antara kepemimpinan situasional dan budaya sekolah dengan disiplin kerja guru di SDIT Al-Hijrah 2 Deli Serdang. Penelitian ini menggunakan pendekatan kuantitatif. Data dikumpulkan dengan kuesioner yang melibatkan 42 responden, kemudian dianalisis dengan analisis statistik korelasi ganda, dengan berbantuan program SPSS versi 17.0. Hasil penelitian dan analisis data statistik menunjukkan bahwa, secara parsial variabel kepemimpinan situasional berpengaruh sebesar 0,582 yang berarti bahwa adanya hubungan yang sedang dari variabel kepemimpinan situasional terhadap disiplin kerja guru, yaitu sebesar 58,2 %. Selanjutnya variabel budaya sekolah berpengaruh sebesar 0,771 yang berarti bahwa sebesar 77,1 % hubungan yang kuat dari variabel budaya sekolah terhadap disiplin kerja guru. Secara simultan, hubungan yang diberikan oleh variabel kepala sekolah dan budaya sekolah terhadap disiplin kerja guru adalah sebesar 0,610% yaitu sebesar 61 % sedangkan 39% (100%-61%) lagi dipengaruhi oleh variabel lain. Atas dasar ini, dapat disimpulkan bahwa kepemimpinan situasional dan budaya sekolah mempunyai hubungan yang kuat terhadap disiplin kerja guru jenjang sekolah dasar.

Kata Kunci: Budaya Sekolah, Disiplin Kerja, Kepemimpinan Situasional.

Abstract

Teachers' awareness of work discipline is still relatively poor in schools. This study aims to determine the relationship between situational leadership and school culture with the work discipline of teachers at SDIT Al-Hijrah 2 Deli Serdang. This study uses a quantitative approach. Data were collected using a questionnaire involving 42 respondents, then analyzed by statistical analysis of multiple correlations, with the help of SPSS version 17.0. The results of the research and analysis of statistical data show that, partially, the situational leadership variable has an effect of 0.582, which means that there is a moderate relationship between the situational leadership variable and teacher work discipline, namely 58.2%. Furthermore, the school culture variable has an effect of 0.771, which means that 77.1% has a strong relationship between the school culture variable and the teacher's work discipline. Simultaneously, the relationship given by the school principal and school culture variables to teacher work discipline is 0.610%, which is 61%, while 39% (100% -61%) is again influenced by other variables. On this basis, it can be concluded that situational leadership and school culture have a strong relationship with the work discipline of elementary school-level teachers.

Keywords: School culture, Teacher work discipline, Situational leadership.

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INTRODUCTION

A School is an organization that carries out formal educational activities. The role of the school is also very strategic and determines the quality of the generation that will play a role in the future. An educational process will not be successful if there is no application of discipline to teachers and the school community. School is an educational institution that should be a miniature of society in fostering teacher discipline against agreed and established rules (Rahmanto, 2019).

This is in line with the opinion of Wursanto (2009: 89) who argues that discipline is a condition that causes or gives encouragement to act and carry out all activities under established norms or rules. This relates to one's awareness and willingness to comply with all applicable rules and norms. In carrying out their duties, teachers need to have work discipline in upholding their teachers' values. Because the teacher's disciplined attitude will give color to much better educational outcomes (Amu, 2021).

According to Ambarita (2015: 149), three things affect the work discipline of employees/teachers, namely: (1) Employees/teachers need to be encouraged, so they have a sense of belonging to the organization/school because logically a person will not do negative things that become his; (2) employees/teachers need to be explained the various conditions that must be obeyed and the standards that must be met; (3) employees/teachers are encouraged to determine their ways of self-discipline within the framework of provisions that apply generally to all members of the organization/school.

Mulyasa (2007: 80) that schools make rules that must be obeyed, especially by school residents, teachers, students, employees, and -school principals which include rules for entering and leaving school, attendance at school and in class, and the ongoing learning process, so that with increased discipline it is hoped that it can increase the effectiveness of study hours according to the set time and improve a more conducive learning climate in achieving better student learning outcomes.

The lack of school attention to enforcing regulations is a source of fragility. Because of that, it's time for school managers to prioritize upholding a culture of discipline among teachers, to achieve optimal results. Without discipline, school functions will be sterile and students' potential will be buried, and many students will even get into trouble. With discipline, everything that has been programmed by the school will be easily achieved. But in fact, only a few schools have succeeded in implementing discipline. We can see this through the environmental portraits of teachers who are still late for school, there are still teachers who come to class late, and so on (Girsang, 2020; Kusumaningtyas, 2018).

Regarding the problems above, solutions can be taken based on referrals from expert opinions that focus on improving teacher work discipline as stated by Martoyo (2000: 87) that several factors that can support the development of work discipline, namely: motivation, leadership, welfare, education and training, and enforcement of discipline through punishment. In line with that, according to Mulyasa in Susanto (2016: 104), the importance of disciplinary development for teachers is intended to: (a) respect for authority (respect for authority); (b) cooperative effort (efforts to instill cooperation); (c) the need for organization (the need to organize); d) respect for other (respect for other people).

Culture becomes a guideline for the behavior of leaders and all components in the school. In this case, the culture referred to here is how the description of the daily behavior of education services, both from the leadership of the school principal and staff and all teachers so that it can create/generate a strong sense of belonging to the school which has an impact on a strong commitment to creating school advantage. Discipline is very closely related to creating a conducive school culture through the creation of discipline that has been regulated according to norms. This can be done by leaders by creating school conditions and situations that can make all school personnel including teachers obey and obey consciously in following the rules that exist in schools. The fundamental goal of leadership is to produce beneficial change. Therefore leadership works through people and culture (Putra, 2021; Amin, 2016).

Integrated Islamic Elementary School (SD IT) Al-Hijrah 2 Deli Serdang is an educational institution that is general but develops high Islamic religious education values in learning at school, this educational institution continues to strive to be able to make the schools it manages to obtain the predicate of a superior school with various programs that have been designed and implemented in school activities. As a da'wah institution engaged in education, SD IT emphasizes Islamic values in the curriculum, teaching, learning activities, and daily school culture. Every good school will strengthen the values and norms that apply to shape behavior at work. Education not only makes humans smart but more importantly cultured humans.

School culture has a very significant influence on members of the school organization because it can be a guide and direction in acting, thus making individual behavior in accordance with organizational behavior for achieving organizational goals (Sirait, 2021: 139). Culture becomes a guideline for the behavior of leaders and all components in schools. In this case, the culture referred to here is how the description of the daily behavior of education services, both from the leadership of the school principal and staff and all teachers so that it can create/generate a strong sense of belonging to the school which has an impact on a strong commitment to creating school advantage (Susanto & Syafrina, 2018; Roudoh, 2020).

Discipline is very closely related to creating a conducive school culture through the creation of discipline that has been regulated according to norms. This can be done by leaders by creating school conditions and situations that can make all school personnel including teachers obey and obey consciously in following the rules in school. The fundamental goal of leadership is to produce beneficial change. Therefore leadership works through people and culture.

The principal as a central figure must realize that the formation of habits, attitudes, and behavior in teacher work discipline is greatly influenced by the principal's leadership style. According to Hersey & Blanchard in Wibowo (2014: 275), the leadership style used depends on the level of readiness of the followers. Readiness is the ability and willingness of followers to take responsibility for directing their behavior. Thus the principal must be flexible in dealing with several differences, in both the maturity and ability of the teacher.

Relevant research conducted by Sa'diyah & Setiadi (2021) proves that situational leadership and school culture have a significant relationship with the level of teacher discipline. Another research was conducted by Sari (2022) who explained that in addition to school culture and situational leadership, discipline and the level of awareness are important things for teachers to discipline themselves and also students. Furthermore, this is supported by relevant research that teachers' discipline is closely intertwined with the culture created in the school environment (Al Hadromi, 2017). The difference (gap analysis) between this study and previous research is in the aspects of the research background and the variables studied are situational leadership and school culture.

According to Hersey & Blanchard in Wibowo (2014: 275), the leadership style used depends on the level of readiness of the followers. Readiness is the ability and willingness of followers to take responsibility for directing their behavior. Thus the principal must be flexible in dealing with several differences, both the maturity and ability of the teacher. Situational leadership and school culture are the dominant determining factors for the discipline of teacher work in schools. Acceptance of disciplinary values can develop if it is supported by a conducive environmental situation, namely a situation characterized by consistent treatment from its leaders. A good leadership style will be seen in the running of the organization in an orderly, comfortable, and conducive manner and in line with the goals to be achieved. Through the actions of the principal, disciplinary behavior can become part of daily activities and decisions for every personnel in the school organization. Through this research, it is hoped that an alternative effort to awaken teachers' awareness will be obtained to improve work discipline in schools.

METHOD

This study uses a quantitative approach with the correlation method. Arikunto (2009: 247) states that correlation research is research that is intended to determine whether there is a relationship between two or several variables. So, correlative research is intended to determine whether there is a relationship between the two variables or several variables, research with correlative studies will be able to predict the relationship between the independent and dependent variables, namely the relationship of situational leadership (X1) with teacher work discipline (Y) School culture (X2) with teacher work discipline (Y), and situational leadership relationships (X1) and school culture (X2) together with teacher work discipline (Y). This research was conducted at SD IT AlHijrah 2 Deli Serdang for five months from February to June 2022.

The population of the study was all teachers at SD IT AlHijrah totaling 70 teachers and the sample of the research was some teachers at SD IT Al-Hijrah 2 Deli Serdang using the slovin formula totaling 42 teachers. Researchers chose the Percut Sei Tuan District as a research location based on considerations of ease of data collection, limited time, cost, and manpower. The research instrument was arranged based on the research variable grid, namely situational leadership, school culture, and teacher work discipline. Alternative answers to the items can be measured with an adjusted Likert scale and given alternative answers with the following weighting: score 4 = Always; score 3 = Often; score 2 = Rarely; and score 1 = Never.

To find out the validity and reliability of the research instrument, a research instrument was tested on 28 data sources who were not members of the selected sample but had the same traits and characteristics as the respondents in the research sample. The results of data processing trials of research instruments show that the instrument has fulfilled the elements of validity and reliability. In this study, the data were analyzed descriptively and inferentially. Inferential analysis (hypothesis testing) with regression and correlation, both simple and multiple. Activities in data analysis include (1) grouping data based on variables, (2) tabulating data based on the answers of all respondents in the questionnaire, (3) presenting data for each variable studied, and (4) testing the hypotheses that have been proposed.

RESULTS AND DISCUSSION

Data on situational leadership variables were obtained by distributing questionnaires to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 1. Frequency Distribution of Situational Leadership Scores (X1)

Class	Class Intervals	F. Absolute	F. Relative
1	54-57	6	14,286%
2	58-61	8	19,047%
3	62-65	6	14, 286%
4	66-69	10	23,809%
5	70-73	6	14,286%
6	74-77	6	14,286%
Total		42	100%

Based on the table above, the spread of the total score for the situational leadership variable, namely as many as 6 respondents, or 14.286% stated that situational leadership was included in the very good category with variations in the total score from 70 to 73. As many as 10 respondents or 23.809% stated that situational leadership was included in the category good with variations in the total score from 66 to 69. Furthermore, as many as 6 respondents, or 14.286% stated that situational leadership was included in the fairly good category with variations in the total score from 62 to 65.

As many as 8 respondents or 19.047% stated that situational leadership was included in the unfavorable category with variations in the total score from 58 to 61. Meanwhile, 6 respondents, or 14.286% stated that the principal's leadership was not good with variations in the total score from 54 to 57. Thus, of the entire distribution of situational leadership variable data, the highest was 14.286% including the good category with a variety of scores from 74 to 77.

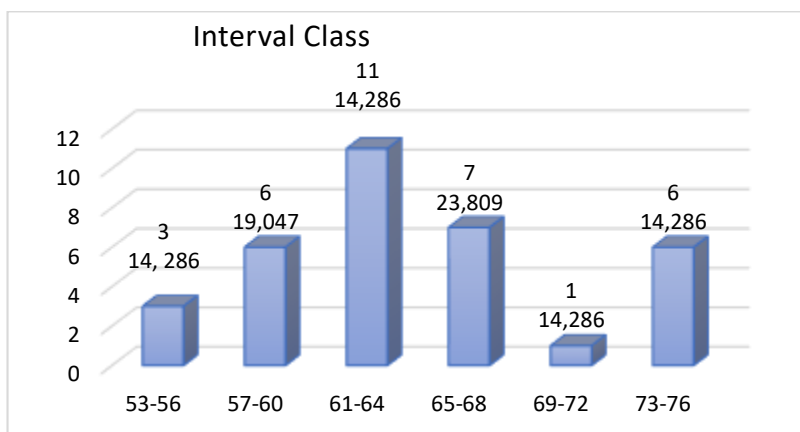


Chart 1. Variables and Interval Classes

Data regarding school culture variables were obtained by distributing questionnaires to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 2. Frequency Distribution of School Culture Scores (X2)

Class	Interval Class	F. Absolute	F. Relative
1	56-59	3	7,143%
2	60-63	7	16,667%
3	64-67	10	23,809%
4	68-71	7	16,667%
5	72-75	8	19,047%
6	76-80	7	16,667%
Total		42	100%

Based on table (2) above, the distribution of total scores for school culture variables, namely as many as 8 respondents or 19.047% stated that school culture was in the very good category with variations in total scores from 72 to 75. As many as 7 respondents or 16.667% stated that the culture of the school is included in the good category with variations in the number of scores from 68 to 71.

Furthermore, as many as 10 respondents, or 23.809% stated that school culture was in the fairly good category with variations in the total score from 64 to 67. As many as 7 respondents or 16.667% stated that school culture was in the category of unfavorable with variations in the total score from 58 to 61. Meanwhile, 3 respondents, or 7.143% stated that the school culture was not good, the variation in the total score was from 56 to 59. Thus, from the entire data distribution, the highest school culture variable, 16.667%, was included in the good category with a score variation from 76 to 80.

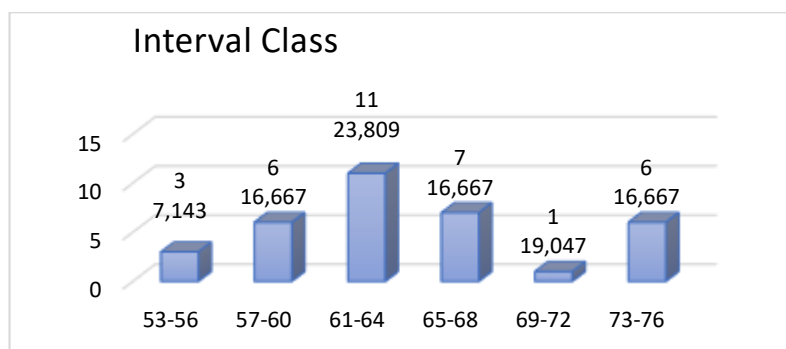


Chart 2. Variables and Interval Classes

Data regarding the variable of teacher work discipline was obtained by distributing a questionnaire to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 3. Frequency Distribution of Teacher Work Discipline Scores (Y)

Class	Interval Class	F. Absolute	F. Relative
1	53-56	3	7,143%
2	57-60	6	14,286%
3	61-64	11	26,190%
4	65-68	7	16,667%
5	69-72	1	2,380%
6	73-76	6	14,286%
7	77-80	8	19,048%
Total		42	100%

Based on the table above, the distribution of total scores for the teacher work discipline variable, namely as many as 6 respondents or 14.286% stated that teacher work discipline was included in the very good category with variations in the total score from 73 to 76. As many as 1 respondents or 2.380% stated that work discipline teachers are included in the good category with variations in the number of scores from 69 to 72.

Furthermore, as many as 7 respondents, or 16.667% stated that teacher work discipline was in the fairly good category with variations in the total score from 65 to 68. As many as 11 respondents or 26.190% stated that teacher work discipline was in the category of unfavorable with variations in total scores from 61 to 64. While 6 respondents or 14.286% stated that the teacher's work discipline was not good, the variation in the total score was from 57 to 60. Thus, from the entire data distribution, the highest teacher work discipline variable was 19.048%, including the good category with a score variation from 77 to 80.

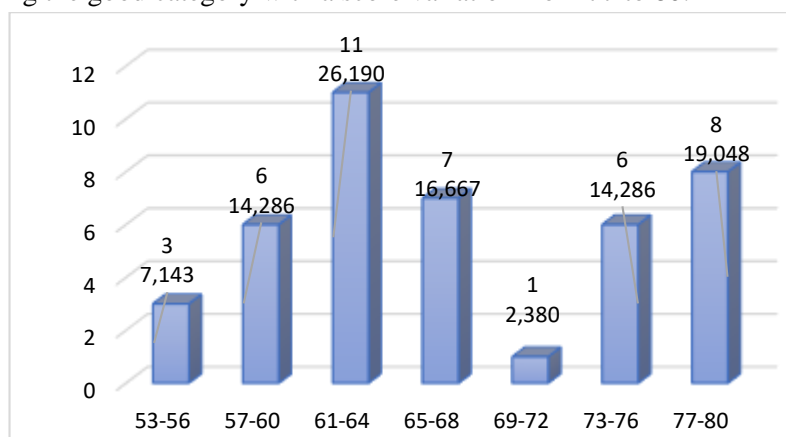


Chart 3. Variables and Interval Classes

Discussion

The results of testing the hypothesis based on the output of the SPSS 17.0 program are obtained as follows:

Table 4. Correlation between X1 and Y variables

		Correlations	
		Leadership_X1	Discipline_Y
Leadership_X1	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	42	42
Discipline_Y	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	42	42

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

Based on table (4) correlation test, there is a significant correlation between situational leadership and teacher work discipline of 0.582, which means that the relationship between the independent variable and the dependent variable is 58.2%. So, there is a moderate relationship between situational leadership and teacher work discipline.

Furthermore, this value is consulted with the product moment r-table value at a significance level of 5% with N = 42, then the product moment r-table value is 0.304. This fact shows that the product moment r-count value is greater than the product moment r-table value or $0.582 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted.

Thus it can be concluded that the research hypothesis that there is a positive and significant relationship between situational leadership and teacher work discipline at $\alpha = 0.05$ has been verified. So the conclusion obtained in this study is that there is a relationship between situational leadership and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang which is classified as in the moderate category. This is in accordance with the product moment interpretation guidelines (Sugiyono, 2014: 184).

Based on table (4) correlation test, there is a significant correlation between situational leadership and teacher work discipline of 0.582, which means that the relationship between the independent variable and the dependent variable is 58.2%. So, there is a moderate relationship between situational leadership and teacher work discipline.

Furthermore, this value is consulted with the product moment r-table value at a significance level of 5% with N = 42, then the product moment r-table value is 0.304. This fact shows that the product moment r-count value is greater than the product moment r-table value or $0.582 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted.

Thus it can be concluded that the research hypothesis is that there is a positive and significant relationship between situational leadership and teacher work discipline at $\alpha = 0.05$. Put forward by Tannenbaum R & Schimidt in Wahyudi (2015: 129) a good leadership style must consider three strengths, namely: strength in the leader, strength in subordinates, and strength in the situation. Check the truth. So the conclusion obtained in this study is that there is a relationship between situational leadership and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang which is classified as in the moderate category. This is in accordance with the product moment interpretation guidelines

The findings above also indicate that the success of an organization or educational institution is highly dependent on the ability of school leaders to anticipate changes in the internal and external environment as seen in their leadership style. The challenge for an educational leader in a school is how school leaders become drivers or pioneers of changes that occur in the institutions they lead.

The results of this study are in accordance with those put forward by experts on leadership, as stated by Rivai (2006: 2), leadership is a process of influencing in determining the organization, motivating the behavior of followers to achieve goals, influencing to improve the group and its culture. Badeni (2013: 126) states that leadership is the ability, process, and art of influencing people and groups of people to have the will to achieve organizational goals. The principal has a heavy responsibility as a leader in his school with regard to managing human resources, namely the teacher he leads. This means that if the principal's leadership is able to know the leadership style in a good situation, then the teacher's work discipline will also increase.

Table 5. Correlation of Variable X2 with Y

Correlations			
		Culture_X2	Discipline_Y
Culture_X2	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	42	42
Discipline_Y	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	42	42

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

Based on the correlation test table, there is a significant correlation between school culture and teacher work discipline of 0.771, which means that the relationship between the independent variable and the dependent variable is 77.1%. So there is a strong relationship between school culture and teacher work discipline.

Furthermore, this value is consulted with the product moment r-table value at a significance level of 5% with N = 42, then the product moment r-table value is 0.304. This fact shows that the product moment r-count value is greater than the product moment r-table value or $0.771 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

Thus it can be concluded that the research hypothesis that there is a positive and significant relationship between school culture and teacher work discipline at $\alpha = 0.05$ has been verified. So the conclusion obtained in this study is that there is a relationship between school culture and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang which belongs to the strong category. This is in accordance with the product moment interpretation guidelines (Sugiyono, 2014: 184).

As stated by Yahaya (2003: 28) says that school culture is very closely related to school discipline. If the school culture is good, good discipline will achieve zero defects in all educational activities, namely, there are no problems in the teaching and learning process, there are no problems, there are no disciplinary deviations, and there are no problems at school.

School culture can be in the form of the school vision, mission and goals, rituals and ceremonies, history and stories, humans and their relationships, architecture, symbols, and artifacts (Kurnia & Qomaruzzaman, 2012: 25). In other words, it can be concluded that if the school culture is built well, then the discipline of the teachers in that school will also be good. On the other hand, if the school culture is poorly built, the discipline of the teachers in that school will also be bad.

The form of school culture appears as a unique and interesting phenomenon because the views, attitudes, and behaviors that live and develop in schools reflect deep and distinctive beliefs and beliefs for school members which can function as a spirit to build the character of their students. In schools, discipline means the involvement of the rules that apply in schools which are part of an ongoing process of teaching or educational activities. Discipline does not necessarily grow suddenly or occur instantly, but through a long process that is always accompanied by outside intervention and is formed through a gradual process.

Table 6. Correlation of variables X1 and X2 with Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781	.610	.590	5.201
a. Predictors: (Constant), Culture_X2, Leadership_X1				
b. Dependent Variable: Discipline_Y				

The Summary model shows the percentage of the relationship between the independent variable or predictor variable to the dependent variable. In the table, the magnitude of the coefficient of determination is 0.610 which means that the relationship of the independent variable to the dependent variable is 61%, while 39% (100% -61%) is influenced by other variables. thus it is clear that there is a strong relationship between situational leadership and school culture together with the work discipline of teachers at SD IT Alhijrah 2 Deli Serdang.

Good school principal leadership must be able to seek to improve teacher work discipline through capacity-building programs for educational staff. The school principal is responsible for organizing other educational activities, and empowering and maintaining existing facilities and infrastructure assets (Mulyasa, 2004: 25). School culture also depends a lot on the leadership of the school principal. The principal has the power to shape the culture of his own school.

The existence of school culture in schools is the lifeblood of all activities carried out by school residents, starting from teachers, employees, students, and parents. This conclusion is in accordance with the opinion of Singodimedjo in Sutrisno (2010: 89-92) that the factors that influence employee work discipline are compensation, exemplary leadership in the organization, rules that are used as guidelines, leadership courage in taking action, leadership supervision.

The culture or organizational culture of each school must be different, organizational culture can influence the behavior of members of the school or organization. A strong organizational culture will affect the formation of the behavior of its members, which will then make the culture in an organization. The organizational culture that is created is also inseparable from the influence of a leader, namely the school principal, because a school principal has a very large role in influencing his subordinates through organizational culture.

According to Made (2010: 162) apart from that culture is also very influential in the formation of an effective school. School as a form of organization has its own culture that forms the pattern of a complete and distinctive system. The distinctiveness of school culture cannot be separated from the vision and ongoing educational process which demands the existence of school elements or components as areas of organizational work. These elements interact with each other and have a relationship with one another, and sometimes a culture can be used continuously, also sometimes it must be repaired and also sometimes it must be discarded to be replaced with a new culture.

School culture is always built by individual thoughts in it. The individual thoughts that have the greatest portion of influence are the thoughts of the leader (Muhaimin, 2011: 52; Pitria, 2022). The principal with the various powers he has certainly has the opportunity to contribute more of his individual thoughts in the mind of the organization compared to other individuals so that he has the opportunity to instill a greater number of good values into the school culture.

Referring to the research findings above, it is understood that situational leadership and school culture greatly influence teacher work discipline. This is because research by Wicaksono (2018) found that teachers can change their level of performance and discipline when changing leaders. This certainly indicates that the leadership with its performance implementation strategy has a major impact on teachers. In addition, research Purwoko (2018) presents a different matter, in which a change in leadership does not have a significant impact on teachers, but rather on the climate or culture of learning in schools. So, whoever the leader is still carrying

out according to the SOP and school culture. Therefore, Rahman (2020) emphasized that the teacher's work discipline must be based on the teacher's level of awareness of the importance of being a role model for students.

The comparison of the research results above shows that situational leadership and school culture have the same significant influence on teacher work discipline. Likewise, it is necessary to improve teacher work discipline through a strategy for implementing situational leadership and school culture at SDIT Al-Hijrah 2 Deli Serdang with the aim of providing excellent service for students in every process of their development. More than that, the teacher's work discipline will also affect the school culture as a conducive learning environment for elementary-age children.

CONCLUSION

Based on the description of the findings and discussion above, it can be interpreted that partially the situational leadership variable has an effect of 0.582, which means that there is a moderate relationship between the situational leadership variable and teacher work discipline, namely 58.2%. Furthermore, the school culture variable has an effect of 0.771, which means that 77.1% has a strong relationship between the school culture variable and the work discipline of teachers at SDIT Al-Hijrah 2 Deli Serdang. Simultaneously, the relationship given by the school principal and school culture variables to teacher work discipline is 0.610%, which is 61%, while 39% (100% -61%) is again influenced by other variables at SDIT Al-Hijrah 2 Deli Serdang. On this basis, it can be concluded that situational leadership and school culture have a strong relationship with the work discipline of elementary school-level teachers.

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