

Improving School Principal Performance Through Strengthening Self-Concept, Work Motivation, and Discipline

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Abstract

The role of the school principal significantly impacts improving the quality of schools as formal educational institutions in Indonesia. It serves as a foundation for building the nation. Therefore, examining the factors that influence the performance of school principals is essential in maintaining the hope of creating a developed country. This study uses a quantitative approach with a sample of principals from public elementary schools in the Jagakarsa District, Jakarta. Data were collected through surveys measuring various variables that affect the performance of school principals. The results of the study show that self-concept has a significant influence on the discipline of school principals. Motivation also has a considerable influence on the discipline of school principals. Discipline itself has a positive impact on the performance of school principals. However, the results of this study also indicate that self-concept and motivation do not significantly influence the performance of school principals.

ISSN: 1533 - 9211

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KEYWORDS:

school principal leadership;
school principal performance,
education

Received: 06 May 2024

Accepted: 22 May 2024

Published: 30 May 2024

TO CITE THIS ARTICLE:

Sriyono, H., & Nurhayati. (2024). Improving school principal performance through strengthening self-concept, work motivation, and discipline. *Seybold Report Journal*, 19(05), 134-151. DOI: [10.5110/77.1416](https://doi.org/10.5110/77.1416)

INTRODUCTION

As a formal education, Schools are organized by the government or the private sector. Their activities nature is as dynamic as ever, as they are demanded by rapid development of social culture, in line with the development of science, technology, and culture (Budiyo, 2023) . With the existence of schools, society hopes that their sons and daughters can be educated to become capable and virtuous individuals. For this success, schools need competent teachers under the leadership of a capable and wise principal. This is because schools are the creators of the nation's next generation, and teachers and principals are crucial factors in educating students. The duties and responsibilities of the principal as the school leader include organizing educational activities, fostering teaching programs, developing teachers, nurturing students, and fostering cooperation between schools and the community (Faiz, 2022).

Therefore, school principals must be able to perform their duties and responsibilities following their position as principals, and their work results are expected to be as optimal as possible according to their performance.

The decline in the quality of education in Indonesia is hinted by realities reflected by graphs and recent statistics. According to the United Nations Development Program (UNDP) report in 2000, Indonesia's Human Development Index (HDI) ranked 109th, significantly lagging behind other countries such as Tunisia at 101st, South Africa at 103rd, and even more so compared to neighboring countries like the Philippines at 77th, Malaysia at 61st, Brunei Darussalam at 32nd, and Singapore at 24th. The consequence of this issue is the low competitiveness of Indonesia's human resources. This is evident from the results of a 2000 study by the International Institute of Management Development (IIMP), which ranked 48 countries. Indonesia was ranked 47th, while other countries such as Thailand were ranked 34th, the Philippines 32nd, Malaysia 27th, and Singapore 2nd.

Throughout the 1990s, the field of education advanced rapidly, particularly in information technology. Consequently, the dissemination of scientific knowledge in various fields has become much faster. To address this, all education-related aspects were required to keep up with information technology developments relevant to their respective fields. However, in practice, only a tiny portion express enough concern to these advancements in knowledge and information technology.

This is concerning, as the indifferent attitude of most Indonesian society leads to the deterioration of education in Indonesia. If this situation continues unchecked, it can be assured that national education goals in Indonesia will be impeded. H. Soedijarto (2000:61), as quoted in states Hermanto (2020) that: "National education is a strategic means for national development."

In Indonesian Law No. 20 of 2003, Chapter II, Article 3, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation. It aims to develop students' potential to become faithful and pious to God Almighty, possess noble character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The statements above is the reflection of the essence of how we should build education in Indonesia on because they represent the aspirations of the nation. In addressing the education issues in Indonesia, efforts have been made by both the government and the private sector to improve the quality of education in schools. The government has worked on enhancing the quality of education through changes in the education system, improving the quality of human resources through training and enhancing the quality of teachers, improving infrastructure, enhancing school management, providing teaching aids, and fostering good work discipline. To make quality education and teaching in schools a reality, it requires the presence of quality and professional school principals. The progress or setbacks in education at schools depend on the competence of school principals in leading teachers. The professional capabilities expected from an elementary school principal, who also acts as a teacher, according to Soedijarto (1993:88) as cited in Munawir et al. (2022) include: (1) Mastering the subject matter; (2) Managing the teaching and learning program; (3) Managing the classroom; (4) Using media or resources; (5) Mastering educational

foundations; (6) Managing teaching-learning interactions; (7) Assessing achievements for teaching purposes; (8) Understanding the functions and programs of guidance and counseling services; (9) Understanding and managing school administration; and (10) Understanding and interpreting research results for teaching purposes.

From this paradigm and the comments on education, inspiration can be drawn for every professional and high-performing school principal to possess the abilities stipulated above and a strong self-concept in their duties. Therefore, every school principal is required to be competent in fulfilling their duties as school managers. The good performance of a school principal is undoubtedly influenced by their self-concept and motivation, which is in line with the goals they aim to achieve. The motivation inherent in a school principal comes from within, known as intrinsic motivation, and from external factors, known as extrinsic motivation.

In exercising leadership, school principals directly or indirectly influence teachers' tasks. A school principal who is capable and has a strong self-concept will be able to establish good work discipline, be firm, fair, attentive, and encourage their subordinates to work effectively, ultimately leading to optimal outcomes (Angga & Iskandar, 2022; Jamrizal, 2022; Riski et al., 2021).

Good performance for a school principal can be interpreted as the drive and enthusiasm to work better. This drive and work enthusiasm are influenced by motivation, high interest, and needs, thus making the school principal more enthusiastic about working and capable of accepting challenges. In the field, there are still many school principals whose aim is merely to obtain a position without truly embodying leadership. The leadership of school principals has not been entirely accepted by their subordinates, and there are still many teachers who need guidance. Based on the existing background issues, the author aims to prove the abovementioned points empirically. Therefore, the author analyzes the variables that influence the performance of elementary school principals and the extent of their impact.

LITERATURE REVIEW

Performance

Performance is defined as the ability of employees or the minimum required capability possessed by employees or workers in carrying out the tasks entrusted to them (Arta et al., 2023). Meanwhile, Setyo Widodo & Yandi (2022) state that work quality or performance is the quality of achievements attained by workers or employees from work development, experience, education, and training. From this series of explanations regarding the meaning of work, performance can be understood as the alignment between job requirements and employees' capabilities, which are acquired from various sources.

Performance is closely related to the sense of appreciation employees feel for the work they provide to the company. Good performance results in optimal work outcomes, supported by the competencies and qualities possessed by the workers. Rosmaini & Tanjung (2019) reveal that competency is the seed of abilities individuals have and can be nurtured through learning and training and by diligently engaging in work and facing challenges. Employee competency is not built overnight but is a long process followed by a deep sense of curiosity.

Therefore, based on these opinions, performance can be viewed from various perspectives, namely the willingness to carry out work tasks and the ability of the workers to perform tasks. From this perspective, the factors influencing employee performance are work spirit and motivation, as well as the workers' or employees' competency and proficiency.

Work spirit and motivation arise from the desire to meet life's needs, which are divided into five needs according to Maslow (2003:244) as cited in (Abdurrahman, 2020): physical, safety, social, esteem, and self-actualization. Maslow states that people move from physiological to safety, social, esteem, and self-actualization needs.

In this context, a deep understanding of the points of human development in enhancing their performance, including reliability in carrying out their tasks, is required. Physiological factors are basic

needs such as hunger, thirst, shelter, and other physical necessities. Safety is defined as the need for security and protection from physical and emotional harm. Social needs refer to the need for affection, a sense of belonging, acceptance, and friendship. Esteem needs are self-respect (self-esteem, autonomy, achievement) and external respect (status, recognition). Finally, self-actualization can be interpreted as the drive to become something aligned with one's ambitions, including growth, achieving potential, and self-fulfillment. When one need is satisfied, the following need becomes dominant. Physiological and safety needs are considered lower-level needs that are met externally, while social, esteem, and self-actualization needs are higher-level needs that are fulfilled internally.

Work motivation is crucial for good performance. Without high motivation, enthusiasm, and passion for work, an individual cannot perform optimally. Stephen P. Robbins (2003:213), as cited by Marjaya & Pasaribu (2019), states that motivation is a culmination of determination/intensity, ability to consist in directions, and persistence of an individual's efforts in achieving goals. Edwin Locke (2003:227), in Bahri (2019), also states that the intention to work towards goals is the primary source of work motivation.

Competence and proficiency, often synonymous with capability, refer to an individual's ability to handle various tasks and solve problems to achieve goals. A competent person inspires and instills confidence in their colleagues, who see them as reliable individuals through their words, actions, and expertise. Competence and proficiency do not come instantly; they are acquired through diligent effort and a continuous learning process. As K.H. Toto Tasmara (2006:56) cited in Sutanjar&Saryono (2019) states that being a competent leader results from a long career journey. A leader's competence reflects their professionalism.

A competent individual is someone who continuously learns to maintain the quality of their abilities. To complement one's competence and proficiency, there are important elements related, namely credibility (trustworthiness), self-confidence, consistency (steadfastness), and creativity (having new ideas). Credibility relates to everything that can be trusted. An individual's abilities and skills are always monitored, assessed, and observed by others or their peers. Like a stage performer under the spotlight, every individual's action is closely watched. Even small mistakes can affect the audience's judgment. Therefore, others will place trust in an honest, responsible individual who can work well with others. According to Rahayuningsih & Muhtar (2022), people first listen to someone's words and then observe their actions. A person with a good self-image will attract trust and impress their peers. Trust must be maintained through honesty and good competence.

Self-confidence is the courage and decisiveness to make difficult decisions and face challenges, even if it means accepting risks. Confidence breeds decisive actions without hesitation and satisfaction with the choices made, even when facing significant risks, derision, or dismissal. Adawiyah (2020) states that a superior shows where subordinates stand and direct changes in behavior, attitudes, abilities, or work knowledge. Everyone, especially school principals, must have the courage to face challenges. This is one of the characteristics of a credible person, with solid integrity and unwavering resilience. With this courage, principals and teachers can face various challenges in the field of education, which will drive the advancement of education in Indonesia.

Meanwhile, consistency is the ability of an individual to adhere to principles, align words with actions, persistently maintain good principles despite risks, and never give up. Consistency arises from strong self-confidence, integrity, and the ability to manage stress creatively. A consistent person walks a straight path throughout their life. A school principal who is consistent will lead the school with professionalism, shaping students who are of high quality, morally grounded in Pancasila, and of noble character. Arifah & Saputra (2023) state that institutionalized moral authority is the ability of an institution to consistently foster high-quality and trusting relationships with various stakeholders, while maintaining a focus on efficiency, speed, flexibility, and friendliness.

Creativity is the tendency to produce something entirely new or novel combinations by utilizing the surrounding environment. A creative individual is proactive and spontaneous in responding to the work environment, full of enthusiasm, and open-minded. Awareness of various things enhances

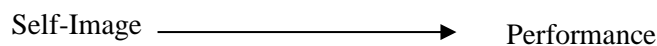
adaptability to new ideas and challenges. With this creativity, one can continually grow and make innovative contributions in their workplace.

Heldanita (2018) states that creativity is the ability to generate new and valuable ideas. Applying this definition to the performance of elementary school principals, it is evident that many principals lead with creativity. They demonstrate perseverance and diligence in performing their duties tirelessly, reflecting determination and creativity to advance education for their nation. However, some principals still work monotonously, lack enthusiasm, and show little creativity. This phenomenon needs to be studied to understand its causes.

H. Soedijarto (2006:4), as cited in Lestari & Kurnia (2023) states that the professional ability of principals or teachers includes the ability to plan learning programs, manage the learning process, assess learning processes and outcomes, diagnose learning difficulties students face, and continuously improve learning programs systematically and professionally.

Based on the theories presented, it can be concluded that school principals' performance is the display of work by their abilities while performing their roles, which can be measured through their enthusiasm, motivation, and activities.

The self-concept also influences performance. According to the path-goal theory proposed by Robert House (2005:353), a leader's directive behavior (their self-concept) provides specific guidelines regarding their performance.



Meanwhile, Mitchell (2005) stated that motivation plays a role in influencing employee behavior so that employees can achieve performance. This statement can be illustrated in the following diagram



Self-Image

Humans are inseparable from their environment, and as social beings, they need friends to communicate, interact, and exchange ideas within their work. For example, while on duty in their environment, a school principal begins to understand themselves and others, especially their subordinates. This interaction builds good relationships between superiors and subordinates, enabling them to achieve desired goals.

When people are about to present themselves to others, they must understand themselves and, when interacting with others, need to know information about those people. They try to understand others before speaking and exchanging ideas if this information is unavailable. This depiction is known as self-concept. According to Anis Matta (2009:20) in Atmojo & Purbaningrum (2021) Self-concept is a comprehensive, strong, clear, and deep personal awareness of one's vision and mission in life, life choices, principles, and values that shape them, and a map of one's potential and competencies.

At school, the principal's duties include managing all aspects of work, from administration, office management, personnel, and finances to training. With high confidence in their ability to organize and complete tasks, they will perform their duties diligently and thoroughly, reflecting a strong self-concept. Tjipto Susana (2006:19) states that a person with a positive self-concept will have high self-esteem

(Saputro & Sugiarti, 2021).

Self-concept includes self-esteem, self-confidence, ability, personality, and self-identity. Self-esteem encompasses competence, strength, ability, moral values, and personal virtues. Self-image includes health, interpersonal quality, activities, and dislikes, while self-identity encompasses social status, occupation, and societal roles. An individual's self-concept can develop and change due to environmental influences. Susana et al. (2006:32) state that self-concept is the individual's view and attitude toward themselves, encompassing physical dimensions, individual characteristics, and self-motivation (Sari et al., 2020).

According to Beck, William, and Rawlin (1992:2) as cited by Budi Anna Keliat, self-concept is the way an individual views themselves as a whole: physically, emotionally, intellectually, socially, and spiritually. Steven A. Beebe and Susan J. Beebe (1999:37) state that self-concept plays a role in interpersonal communication and is influenced by needs, values, beliefs, and attitudes. So, a person must communicate with others to see themselves. Susana (1999:37) also states that a person with a positive self-concept will have high self-esteem. Amaryllis Puspasari (2007:1) adds that self-concept is the result of self-recognition, from the assessment of physical appearance to the recognition of non-physical aspects such as intelligence and behavior. (Luas et al., 2023).

Based on the above analysis, self-concept is the comprehensive capacity within an individual, encompassing personality, workability, willingness, diligence, adherence to regulations, and life goals. When applied to a school principal, this self-concept will be evident in their ability and dedication to completing tasks well and with full responsibility.

Motivation

According to Carl Heyell in Encyclopedia Management (2006:165) as cited by Bahri (2019) Motivation refers to an individual's level of readiness to pursue a specific goal and involves determining the nature and location of the forces that drive this level of readiness. This means that motivation refers to an individual's readiness to achieve planned goals and to implement this condition with determination to realize personal readiness in achieving those goals.

Another opinion from WH. Haynes and J.L Massie (2006:165) states that "Motivation is something within the individual which incites him to action," which means that motivation is an internal drive within a person that pushes them to take action or work (Rahayu et al., 2021). According to Marihot AMH Manulang (2006:166), motivation is something that creates a drive or work spirit, or work motivation is a driving force for work spirit (Sojanah & Kencana, 2021).

From these various opinions, it can be concluded that work motivation plays a significant role in improving the performance of school principals. Motivation is the foundation for someone to do something to meet their needs, which ultimately results in something. If a person is motivated to work, they will strive with all their might to achieve the desired goals.

Motivation based on needs, according to Maslow's hierarchy of needs (2005:253), states that human needs emerge in a sequence of steps, starting from physiological needs, safety needs, love and belonging needs, esteem needs, and finally, self-actualization needs. Suppose Maslow's theory is applied to school principals once physiological needs are met. In that case, the need for safety emerges, followed by the need to love and be loved, the need for esteem, and finally the need for self-actualization. This illustrates the human nature of never feeling satisfied in fulfilling their needs.

Adhari (2021) suggests that motivation needs are divided into three levels: the need for achievement, affiliation, and power. First, every person has the desire to achieve something difficult, to lead, organize, or surpass others. Second, people have the desire to spend time in social activities and form important and positive interpersonal relationships. Third, people want to influence, guide, teach, or encourage others to achieve; such individuals typically enjoy working and care about discipline and self-esteem.

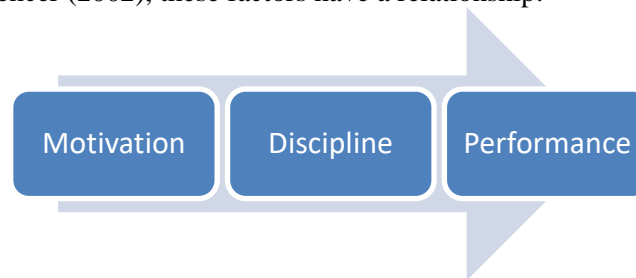
George Shinn (2003:284) argues that motivated people have initiative, an internal drive that propels them from inertia to movement, change, and action. Stephen R. Covey (1997:77) states that the highest level of human motivation is the feeling of personal contribution and seeing people as the most valuable assets (Pratiwi & Firgiyani, 2021).

These opinions indicate that a person with a high work drive will perform better. Hackman (1994:557) argues that employees with tasks demanding higher responsibility tend to be more motivated and satisfied with their positions. Additionally, Hackman states that people whose jobs involve high skill variety, task identity, and task significance will be delighted and motivated.

The characteristics of a motivated person include readiness to accept personal responsibility, readiness to accept task risks, and enjoyment in receiving feedback on tasks performed, which shows that they are responsible. According to David McClelland (2004:333), motivation is an internal drive to achieve personal accomplishments rather than rewards for success.

Based on these theories, it can be concluded that work motivation is the drive to fulfill higher needs, and a person prefers work where they have personal responsibility and good discipline.

According to Spencer (2002), these factors have a relationship.



Discipline

Discipline originates from the Latin word "disciplina," which means education, courtesy, and character development. Discipline is also defined as the process of teaching and educating. In the context of work discipline, it is the development of an appropriate attitude towards job tasks. In a school environment, the application of discipline applies to all individuals, including the principal, who acts as the enforcer of discipline in the school.

According to Henry Fayol, as cited in James AF Stoner, "Discipline is the result of good leadership at all levels of the organization, fair agreements, clear rules, and wise enforcement of penalties for those who violate" (Akay et al., 2021). James AF Stoner (1982:51) in Adinda et al. (2023) also states that discipline is usually implemented through a series of necessary steps to address or resolve problems, such as warnings, reprimands, suspensions, disciplinary transfers, demotions, or dismissals.

Discipline is considered good if individuals within an institution voluntarily follow the established rules. Conversely, discipline is considered bad if individuals feel forced and reject the existing rules. Discipline is marked by the regularity of one's behavior in adhering to the institution's rules. From the perspective of rule enforcement, discipline is the act of enforcing rules.

According to Keith Davis (1985:366) in Lotu et al. (2022), "Discipline is management action to enforce organization standards," which means that discipline is management's action to enforce organizational standards. Anwar Prabu Mangkunegara (2005:129) states that self-discipline is an individual's effort to control their reactions to situations they do not like and to overcome their dissatisfaction.

From these various opinions, it can be interpreted that discipline requires a person to become an orderly individual, live a regulated life, be happy in mind and body, and achieve peace in life. Anwar Prabu Mangkunegara (2005:129) also argues that discipline is one of the most complex and least understood functions of management today.

This opinion indicates that discipline is an act of respecting rules or procedures that need to be understood and obeyed. According to Newstrom and Davis (2005:129), discipline is management's action

to enforce or impose organizational standards. There are two types of discipline: preventive and corrective. Preventive discipline is implemented to encourage employees to follow standards or regulations so that violations do not occur, while corrective discipline is the action taken after a violation of rules or standards has occurred (Hustia, 2020)

Based on these theories, it can be concluded that discipline is an individual's compliance with the rules of an organization or institution, manifested through adherence, implementation, and concrete actions towards regulations, procedures, and work orders.

Regarding the discipline of school principals, this involves the execution of school duties with time discipline, successful task completion, responsibility in finishing tasks, adherence to principles, and good performance.

RESEARCH METHODS

The purpose of this research is to determine the influence between the variables of self-concept (X1), motivation (X2), discipline (X3), and the performance of school principals (X4) as variables in this study. The interactions between these variables include:

1. Self-concept directly affects discipline.
2. Motivation directly affects discipline.
3. Discipline directly affects the performance of school principals.
4. Self-concept directly affects the performance of school principals through discipline.
5. Achievement motivation affects the performance of school principals through discipline.

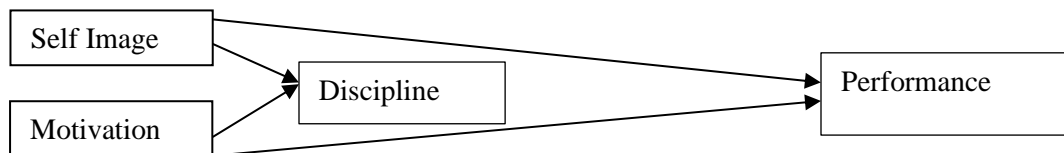
This research was conducted at public elementary schools in the Jagakarsa subdistrict, South Jakarta. The research period lasted for three months, from March 2009 to May 2009.

The research method used is a survey method with a path analysis approach. Survey research is considered a branch of scientific research in the social sciences. This procedure has been developed by psychologists, sociologists, economists, scientists, politicians, and statisticians.

Survey research is conducted on a population, but the data studied is derived from a sample taken from that population, allowing the discovery of actual phenomena or relative occurrences and the distribution and relationships between variables (Syahza & Riau, 2021).

As explained above, this research uses the survey method with path analysis technique, with the theoretical research model as follows:

Gambar 4. Kerangka Pemikiran Penelitian



RESULTS AND DISCUSSION

a. **Normality Test for School Principal Performance** From the calculations, the value of a_{max} is 0.100, while the D_{table} value for $\alpha = 0.05$ is 0.171 and for $\alpha = 0.01$ is 0.205. Thus, since $a_{max} < D_{table}$, it can be concluded that the data for School Principal Performance is normally distributed.

b. **Normality Test for Self-Concept** From the calculations, the value of a_{max} is 0.062, while the D_{table} value for $\alpha = 0.05$ is 0.171 and for $\alpha = 0.01$ is 0.205. Thus, since $a_{max} < D_{table}$, it can be concluded that the data for Self-Concept is normally distributed.

c. **Normality Test for Motivation** From the calculations, the value of a_{max} is 0.099, while the D_{table}

value for $\alpha = 0.05$ is 0.171 and for $\alpha = 0.01$ is 0.205. Thus, since $a_{max} < D_{tabel}$, it can be concluded that the data for Motivation is normally distributed.

d. **Normality Test for Discipline** From the calculations, the value of a_{max} is 0.117, while the D_{tabel} value for $\alpha = 0.05$ is 0.171 and for $\alpha = 0.01$ is 0.205. Thus, since $a_{max} < D_{tabel}$, it can be concluded that the data for Discipline is normally distributed.

The data obtained by the researcher, which forms the basis for determining whether the data used is normal or not, can be seen in Table 1.

Tabel 1. Hasil Pengujian Normalitas

Variabel	n	a_{max}	D_{tabel}		Keterangan
			$\alpha = 0,05$	$\alpha = 0,01$	
Performance of Principals	63	0,100	0,171	0,205	Normal
Self Image	63	0,062	0,171	0,205	Normal
Motivation	63	0,099	0,171	0,205	Normal
Discipline	63	0,117	0,171	0,205	Normal

Homogeneity Test

Homogeneity Test of Variance for School Principal Performance on Self-Concept The results of the homogeneity test calculation for the variance of School Principal Performance on Self-Concept obtained a χ^2 value of 46 with $\alpha=0.05$ equal to 58.365, and $\alpha=0.01$ equal to 66.618. Since $\chi^2 < \chi_{table}^2$, H_0 is accepted. This means that the variances of the groups of School Principal Performance on Self-Concept are homogeneous.

Homogeneity Test of Variance for School Principal Performance on Motivation The results of the homogeneity test calculation for the variance of School Principal Performance on Motivation obtained a χ^2 value of 37 with $\alpha=0.05$ equal to 48.637, and $\alpha=0.01$ equal to 56.108. Since $\chi^2 < \chi_{table}^2$, H_0 is accepted. This means that the variances of the groups of School Principal Performance on Motivation are homogeneous.

Homogeneity Test of Variance for School Principal Performance on Discipline The results of the homogeneity test calculation for the variance of School Principal Performance on Discipline obtained a χ^2 value of 31 with $\alpha=0.05$ equal to 44.989, and $\alpha=0.01$ equal to 52.196. Since $\chi^2 < \chi_{table}^2$, H_0 is accepted. This means that the variances of the groups of School Principal Performance on Discipline are homogeneous.

Homogeneity Test of Variance for Discipline on Self-Concept The results of the homogeneity test calculation for the variance of Self-Concept on Motivation obtained a χ^2 value of 46 with $\alpha=0.05$ equal to 58.365, and $\alpha=0.01$ equal to 66.618. Since $\chi^2 < \chi_{table}^2$, H_0 is accepted. This means that the variances of the groups of Self-Concept on Motivation are homogeneous.

Homogeneity Test of Variance for Discipline on Motivation The results of the homogeneity test calculation for the variance of Motivation on Discipline obtained a χ^2 value of 37 with $\alpha=0.05$ equal to 48.637, and $\alpha=0.01$ equal to 56.108. Since $\chi^2 < \chi_{table}^2$, H_0 is accepted. This means that the variances of the groups of Motivation on Discipline are homogeneous.

Keseluruhan hasil uji homogenitas varians dirangkum pada tabel berikut.

Tabel 2. Hasil Uji Homogenitas

Variable	dk	X^2_{hitung}	X^2_{tabel}		Keterangan
			$\alpha = 0,05$	$\alpha = 0,01$	
Principal Performance to Self-Image	46	16,488	58,365	66,618	Homogen
Principal Performance to Motivation	37	13,831	48,637	56,108	Homogen
Principal Performance to Discipline	31	7,050	44,989	52,196	Homogen
Discipline to Motivation	46	17,621	58,365	66,618	Homogen
Motivation to discipline	37	10,949	48,637	56,108	Homogen

Uji Linearitas

Hasil uji linearitas dalam penelitian ini menunjukkan bahwa seluruh variabel memiliki nilai F hitung yang lebih kecil dari F tabel, seperti yang dicantumkan peneliti pada Tabel 3. Nilai F hitung yang lebih kecil F tabel ini mengindikasikan bahwa hubungan antara variabel-variabel tersebut bersifat linear.

Tabel 3. Hasil Uji Linearitas

Variabel	F count	F Table	Conclusion
School Principal Performance (Y4) on Self-Concept (X1)	0,818	2,985	Linear
School Principal Performance (Y4) on Motivation (X2)	1,500	2,376	Linear
School Principal Performance (Y4) on Discipline	1,458	2,340	Linear
Discipline (Y3) on Self-Concept	0,910	2,985	Linear
Motivation (Y2) on Self-Concept	0,560	2,985	Linear
Discipline (Y3) on Motivation	0,393	2,376	Linear

Pengujian Model

Path coefficient calculations were performed using SPSS software. The detailed results of the path

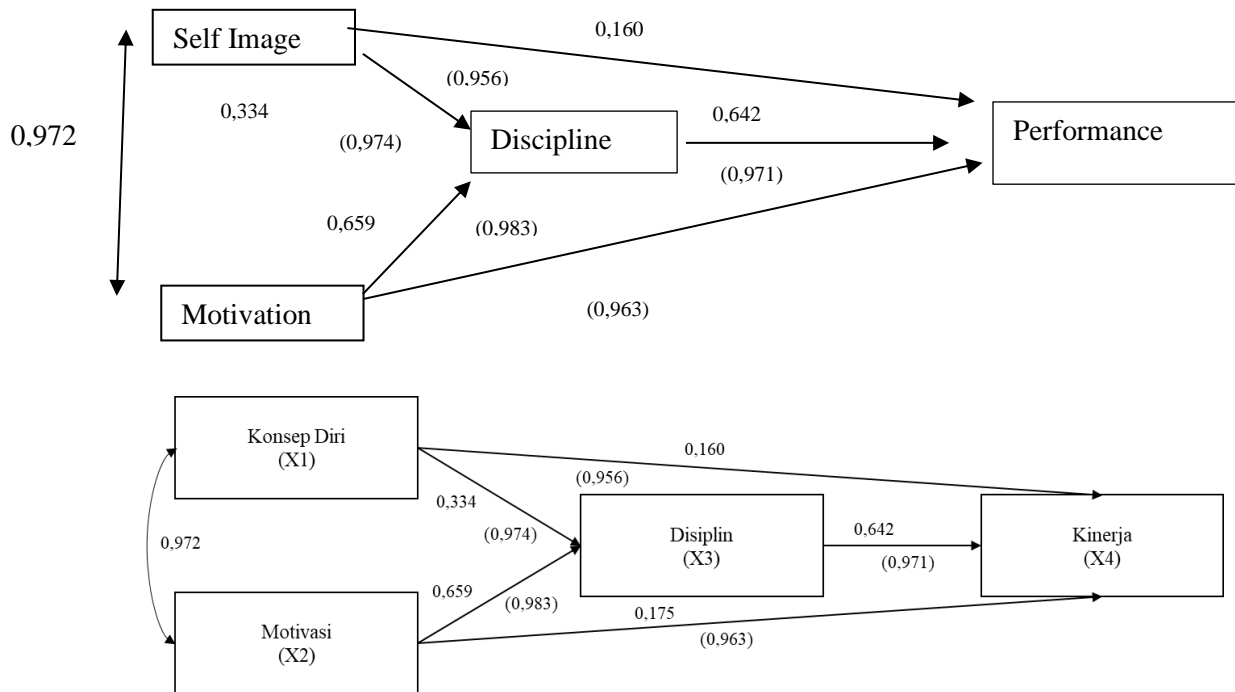
coefficient values can be seen in the following table:

Table 4.15. Calculation Results and Testing of Path Coefficients

Path	Path Coefficients	t _{counts}	t _{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
P ₃₁	0,334**	3,634	1,999	2,658
P ₃₂	0,659**	7,176	1,999	2,658
P ₄₁	0,160 ^{ns}	1,120	1,999	2,658
P ₄₂	0,175 ^{ns}	0,992	1,999	2,658
P ₄₃	0,642**	3,525	1,999	2,658

The table above shows that there are three highly significant path coefficients and two non-significant path coefficients. The significant path coefficients are the path coefficient between Discipline and Self-Concept (p31), the path coefficient between Discipline and Motivation (p32), and the path coefficient between Performance and Discipline (p43). Meanwhile, the non-significant path coefficients are the path coefficient between School Principal Performance and Self-Concept (p41) and the path coefficient between School Principal Performance and Motivation (p42).

The structural model can be illustrated as follows:



Uji Hipotesis

Direct Influence of Self-Concept (X1) on Discipline (X3) The calculation results show that the path coefficient (p31) is 0.334 with t-value (t_{hitung}) = 3.634, and the t-table (t_{tabel}) value at $\alpha=0.01$ is 2.658. Thus, since t_{hitung} is greater than t_{tabel} , the path coefficient is very significant. This means that Self-Concept has a direct positive influence on Discipline.

Direct Influence of Motivation (X2) on Discipline (X3) The calculation results show that the path coefficient (p32) is 0.659 with t-value (t_{hitung}) = 3.634, and the t-table (t_{tabel}) value at $\alpha=0.01$ is 2.658. Thus, since t_{hitung} is greater than t_{tabel} , the path coefficient is very significant. This means that Motivation has a direct positive influence on Discipline.

Direct Influence of Discipline (X3) on School Principal Performance (X4) The calculation results show that the path coefficient (p43) is 0.642 with t-value (t_{hitung}) = 3.634, and the t-table (t_{tabel}) value at $\alpha=0.01$ is 2.658. Thus, since t_{hitung} is greater than t_{tabel} , the path coefficient is very significant. This means that Discipline has a direct positive influence on School Principal Performance.

Influence of Self-Concept (X1) on School Principal Performance (X4) The calculation results show that the path coefficient (p41) is 0.160 with t-value (t_{hitung}) = 1.120, and the t-table (t_{tabel}) value at $\alpha=0.01$ is 2.658 and at $\alpha=0.05$ is 1.999. Thus, since t_{hitung} is smaller than t_{tabel} , the path coefficient is not significant. This means that Self-Concept does not have an influence on School Principal Performance.

Influence of Motivation (X2) on School Principal Performance (X4) The calculation results show that the path coefficient (p42) is 0.175 with t-value (t_{hitung}) = 0.992, and the t-table (t_{tabel}) value at $\alpha=0.01$ is 2.658 and at $\alpha=0.05$ is 1.999. Thus, since t_{hitung} is smaller than t_{tabel} , the path coefficient is not significant. This means that Motivation does not have an influence on School Principal Performance.

Discussion**Direct Influence of Self-Concept (X1) on Discipline (X3)**

Recent research indicates that self-concept has a significant impact on the discipline of school principals. Studies involving various educational institutions have found that principals with a positive self-concept tend to have higher levels of discipline in carrying out their professional duties and responsibilities. A positive self-concept includes confidence in one's own abilities, high self-esteem, and an optimistic attitude in facing challenges. Principals who view themselves positively are more motivated to maintain high standards of discipline, whether in classroom management, interactions with students, or in fulfilling administrative and professional obligations.

These findings align with Hidayah (2022) research, which also emphasizes the strong relationship between self-concept and the discipline of school principals. These studies show that principals with a positive view of themselves tend to be more consistent in enforcing rules, more punctual in completing tasks, and more proactive in improving their professional competence. Conversely, principals with a negative self-concept often display low levels of discipline, such as an inability to maintain order in the classroom or negligence in completing administrative responsibilities.

The influence of self-concept on the discipline of school principals also reflects a broader impact on the quality of education. Disciplined principals not only perform their duties more effectively but also serve as good role models for students, which in turn can enhance student discipline and motivation to learn. Therefore, strengthening the self-concept of school principals through training and professional

development is crucial. By ensuring that principals have a positive self-concept, educational institutions can create a more disciplined and productive learning environment.

Direct Influence of Motivation (X2) on Discipline (X3)

Recent research shows that motivation has a significant impact on the discipline of school principals. In this study, it was found that principals with high motivation tend to demonstrate better levels of discipline in carrying out their duties and responsibilities. Strong motivation can stem from various factors, both intrinsic and extrinsic. Intrinsic motivation includes personal satisfaction, a sense of professional responsibility, and the desire to achieve good results in the learning process. Meanwhile, extrinsic motivation can come from financial incentives, recognition from colleagues and superiors, and rewards for their achievements.

Motivated principals tend to be more disciplined in various aspects of their work. They are more meticulous in lesson planning, punctual in attending classes, consistent in enforcing classroom rules, and more proactive in participating in professional training and development. High motivation also drives them to interact more positively with students, create a conducive learning environment, and actively participate in school activities. With strong motivation, principals feel more responsible for achieving the educational goals that have been set.

These findings are consistent with the research of Kadarsih et al. (2020), which also shows that motivation has a significant impact on the discipline of school principals. The study indicated that highly motivated principals tend to be more disciplined and dedicated in their work. They show a high commitment to the quality of education and strive hard to meet the established professional standards. Conversely, principals with low motivation often show poor discipline, such as lack of punctuality, inadequate preparation for teaching, and inability to maintain order in the classroom.

Therefore, increasing school principals' motivation through various strategies is an important step to enhancing their discipline. Some strategies that can be implemented include providing rewards for achievements, continuous professional development, and creating a supportive and motivating work environment. Additionally, providing constructive feedback and building positive relationships between principals and school leaders can also enhance the motivation of school principals.

The Influence of Discipline (X3) on Principal Performance (X4)

Recent research indicates that the discipline of principals significantly influences their performance. In this study, principals who demonstrate high levels of discipline tend to perform better in carrying out their duties and responsibilities. Strong discipline is reflected in various aspects, such as managing time efficiently, consistently implementing rules and policies, and persevering in completing administrative and academic tasks. Disciplined principals can create an organized and conducive school environment for the teaching and learning process, and provide positive role models for teachers and students.

These findings are consistent with previous research results indicating that the discipline of principals plays an important role in improving their performance. Previous studies have shown that disciplined principals are more effective in leading and managing schools, which positively impacts the overall quality of education. Disciplined principals demonstrate a greater ability to plan and implement school programs, manage resources more efficiently, and motivate and guide staff and students. They tend to be more organized and punctual in attending school meetings and activities and demonstrate consistent and fair leadership.

Discipline also helps principals in addressing various challenges and issues that arise in the school environment. With discipline, they can focus on long-term goals, uphold high standards for all school members, and ensure that every aspect of school operations runs smoothly. Disciplined principals are also more capable of evaluating and developing curricula, ensuring that the educational programs offered meet the needs of students and comply with educational standards.

The Influence of Self-Concept (X1) on Principal Performance (X4)

This research indicates that the self-concept of principals does not significantly influence their performance. In this study, it was found that the level of self-confidence, positive self-perception, and the principal's perception of their abilities are not directly correlated with their performance in carrying out duties and responsibilities. Principals with both high and low self-concepts show relatively similar performance in managing schools, organizing staff, and achieving educational goals. These findings contradict previous research results indicating that the self-concept of principals has a significant influence on their performance.

Previous research conducted by Jf et al. (2022) indicated that principals with a positive self-concept tend to be more effective leaders. They are more proactive in decision-making, better able to face challenges, and more adept at motivating teachers and students. A positive self-concept is said to help principals cope with pressure and stress, increase their resilience in difficult situations, and give them the courage to innovate and take necessary risks for school progress. However, the results of this recent research suggest that other factors may have a more dominant influence on principal performance.

Factors such as professional experience, management training, support from the school community, and working conditions and environment seem to play a more significant role in determining principal performance. Principals with extensive experience and adequate training are likely to be more competent in managing various aspects of school operations, regardless of their level of self-concept. Additionally, support from staff, parents, and the school committee can help principals overcome challenges and achieve educational goals more effectively.

These findings also imply that while self-concept is important for the personal well-being and mental health of principals, managerial skills and external factors may be more influential in the context of professional performance. Principals with strong support networks and access to adequate resources can demonstrate good performance even if they may have lower self-concepts. Therefore, efforts to improve principal performance should not only focus on developing self-concept but also on providing relevant training, strengthening community support, and improving working conditions.

The Influence of Motivation (X2) on Principal Performance (X4)

Recent research indicates that the motivation of principals does not significantly influence their performance. In this study, it was found that the level of motivation, whether stemming from intrinsic motivation such as the desire to achieve high performance or extrinsic motivation such as incentives and rewards, does not have a strong correlation with the performance of principals in carrying out their duties and responsibilities. Principals with both high and low levels of motivation show similar performance in managing schools, organizing staff, and achieving educational goals. These findings contradict previous research results indicating that principal motivation has a significant influence on their performance.

Research by Nurhayati et al. (2022) indicates that motivated principals tend to be more effective in leadership, more innovative in decision-making, and better able to overcome challenges. Strong motivation, whether from internal drivers such as personal achievement or external drivers such as rewards and recognition, is considered to encourage principals to work harder, take initiative, and show greater dedication to their tasks. However, the results of this recent research reveal that motivation, although important, may not be the primary determining factor in principal performance.

Instead, other factors appear to have a more dominant influence on principal performance. Extensive professional experience, for example, can provide principals with the skills and knowledge necessary to effectively manage schools. Good managerial training also plays a crucial role in developing the abilities of principals to lead and organize various operational aspects of schools. Support from the school community, including teachers, staff, parents, and the school committee, can also enhance principal performance by providing resources, emotional support, and necessary collaboration.

Working conditions and environment are also crucial factors influencing principal performance. A supportive work environment, with adequate facilities and a positive work atmosphere, can help principals carry out their tasks more efficiently and effectively. Conversely, a stressful work environment and resource

shortages can hinder principal performance, regardless of their level of motivation.

CONCLUSION

Based on the discussion above, it can be concluded that this research reveals several important findings regarding the influence of self-concept, motivation, and discipline on principal performance. Firstly, the self-concept of principals has a significant influence on their discipline. Principals with a positive self-concept tend to be more disciplined in carrying out their professional duties and responsibilities, which is consistent with previous research. However, self-concept does not have a significant influence on principal performance. Other factors such as experience, managerial training, and community support appear to be more determinant of their performance.

Secondly, the motivation of principals also has a significant influence on their discipline. Motivated principals tend to be more disciplined and proactive in various aspects of their work, including planning, teaching, and interacting with students. This finding is consistent with previous research that emphasizes the importance of motivation in improving the discipline of principals. However, like self-concept, motivation does not show a significant influence on principal performance. This suggests that while motivation is important, other factors such as professional experience, training, and working environment conditions play a more dominant role in determining principal performance.

Thirdly, principals' discipline significantly influences their performance. Disciplined principals demonstrate better performance in managing schools and achieving educational goals. This finding supports previous research emphasizing discipline's importance in leadership and school management.

Conflicts of Interest

The writers have disclosed no conflicts of interest.

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HOW TO CITE THIS ARTICLE

Sriyono, H., & Nurhayati. (2024). Improving school principal performance through strengthening self-concept, work motivation, and discipline. *Seybold Report Journal*, 19(05), 134-151. [DOI: 10.5110/77.1416](https://doi.org/10.5110/77.1416)

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