

Conference Paper

The Influence of Teacher Leadership and Extracurricular Activities on Student Discipline in Pangudi Luhur Junior High School Klaten Regency

Ag Marsanto¹ and Cepi Safruddin Abdul Jabar²¹SMP Pangudi Luhur Moyudan²Universitas Negeri Yogyakarta

Abstract

This study aims to determine the influence of teacher leadership and extracurricular activities individually and jointly on student discipline. Discipline of students in education in school is important because education itself functions to develop and shape the character of students. This research is an *ex post facto* research. The research population was students of Pangudi Luhur Junior High School in Klaten Regency that were 1035. In number there were 280 students became samples. The samples were taken by proportional random sampling technique. The data collection instruments are questionnaires. The data analysis using simple regression and multiple regression to test the research hypothesis. The results showed that there was a positive and significant influence on teacher leadership on student discipline; there was a positive and significant influence of extracurricular activities on student discipline and there are influence of teacher leadership and extracurricular activities together on student discipline.

Keywords: teacher leadership; extracurricular; student discipline

Corresponding Author:

Ag Marsanto

agemars@yahoo.com

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1. Introduction

State Regulation Number 20 of 2003, article 3 states that education serves to develop and shape the characters of the nation by developing the potential of students to become fully human. Schools as educational institutions have significant share in achieving the mandate of the regulation. The role of schools in educating students often faces problems in the reality. The fact that happened was that students in the Pangudi Luhur schools in Klaten Regency have problems related to discipline. The problems of students' discipline in Pangudi Luhur Junior High School in Klaten Regency is presented in the following table.

Schools play an important role in the formation of students' discipline character. The formation of student discipline begins with the learning process in the classroom. The

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TABLE 1: Form of indiscipline.

No.	Form of indiscipline	Percentage (%)
1.	Being truant and missing to attend extracurricular activities	24,14
2.	Missing to carry out the duty of cleaning study area	37,93
3.	Missing uniforms and attributes	20,69
4.	Littering	58,62
5.	Cheating on the test	27,58

Source: data from Pangudi Luhur Middle School counseling in Klaten Regency in 2017

teacher has a significant share in shaping the discipline of students in the classroom. The teacher, through his leadership in the classroom, can provide good examples to guide students to behave in a disciplined manner by observing school rules and being responsible for their duties.

In addition to teacher leadership, extracurricular activities are also important in the formation of discipline. Extracurricular activities contain certain values that can be implanted in students. Because through routine extracurricular activities, students will be accustomed to having a high level of discipline and responsibility through exercises in extracurricular activities.

The purpose of this study was to determine: (1) how much is the influence of the teacher's leadership on student discipline, (2) how much is the influence extracurricular activities on student discipline, (3) how much is the influence of both teacher leadership and extracurricular activities on student discipline.

2. Literature Review

2.1. Student discipline

Student discipline becomes an important factor for students to achieve success in education. *"Discipline is a reflection of the magnitude of a person's responsibility in carrying out the tasks entrusted to him. Discipline is an awareness and willingness of someone to obey all the rules and social norms that apply in a group or society"* [19].

Discipline is the application of rules to achieve group goals [8] and to prevent undesirable student behavior [2]. Students who have a disciplined attitude can carry out their duties as students with awareness and responsibility by obeying the rules and rules in school. Discipline is a form of approach and method to build student character from the cognitive category [3]. Discipline guides students to understand themselves and are responsible for their choices [6]. Three types of discipline are often known

as preventive, corrective, and supportive [24]. Each type of discipline has distinctive characteristics and approaches. Preventive discipline is an initial effort in disciplinary application that includes regulations to prevent violations. Corrective discipline is a discipline that is related to the teacher's actions which is what is said and done to correct disturbing, divisive, antisocial or deviant behavior. Because discipline is a teacher's action in response to the students' bad actions [12]. Supportive discipline ensures that corrections are adequately accepted which involves repairing and rebuilding work relationships with students who have been disciplined.

2.2. Teacher leadership

The teacher is the leader in the class. The definition of leadership is the way that leaders use to influence, move the people they lead to do something to achieve the group's goals [21]. Leadership is also interpreted as an interactive process where the process requires guidance and direction [10].

Teacher leadership can be defined as the practice of placing a focus on teacher activity because they act as leaders in the classroom [15]. Furthermore, teacher leadership is to influence others so that they can contribute to the improvement of school or educational practices [9]. In this case teacher leadership is used to improve the quality of schools. Thus teacher leadership is a teacher activity in the classroom that gives a positive influence on students in decision making, improvement, communication, instruction, teaching and learning with various approaches.

2.3. Extracurricular activities

Extracurricular activities are effective curriculum activities conducted outside of the compulsory hour school supervision [20]. Extracurricular activities are also referred to as educational activities outside of school hours outside school [4], [17], to help students develop according to their needs, potential, talents, and interests through activities organized by educators who have the capability [10]. The purpose of extracurricular activities is to develop a whole person who has a healthy body and spirit. A person who is spiritually healthy is the one who has faith and devotion to God Almighty and has an attitude of responsibility towards the environment, social, cultural and local nature. A physically healthy person becomes a caring person and also becomes a good and responsible citizen through positive activities under the responsibility of the school [11].

Extracurricular activities are also used to supplement education by using interesting approach methods for students that are used to deepen students' knowledge [13].

In its implementation, extracurricular activities refer to individual principles, choices, active involvement, fun, work ethic, and social benefits [22]. The values contained in extracurricular activities will be useful for self-development and student character. Extracurricular activities become a medium and a means that has many benefits in character education. That is, the superior character of students can be instilled and formed through extracurricular activities that are carried out routinely and programmed well.

3. Material & Methodology

This study uses a quantitative approach with *ex post facto* methods. This research was conducted at Pangudi Luhur Junior High School in Klaten Regency. The population in this study were all students of Pangudi Luhur Junior High School in Klaten Regency with that cover 1035 students. The sampling technique used was proportional random sampling. The determination of the number of samples was based on the formula of Isaac & Michael [25] in order to obtain the 280 samples. The data collected by using questionnaire technique. The questionnaire employed a Likert scale with the scale of 1, 2, 3, and 4. The questionnaire in this study has been tested for validity and reliability by using R Product Moment test. The data that has been obtained are ordinal data that must be converted into interval data using Method Successive Interval (MSI). Furthermore, interval data were analyzed using a simple and multiple regression model with the help of IBM SPSS 20 program.

4. Results and Discussion

Before carrying out the data analysis, a regression prerequisite test namely normality test, linearity test, and multicollinearity test was carried out. The prerequisite test results indicated that all data had met the requirements for hypothesis testing. The results of simple regression analysis test were presented in table 2 and the results of multiple regression analysis test were presented in table 3.

TABLE 2: Summary of Simple Regression Test.

Model	Unstandardized Coefficients	B	t	Sig.	R	R Square
Teacher Leadership	12.123	.538	16.625	.000	.706	.499
Extracurricular activities	29.169	.387	11.195	.000	.557	.311

TABLE 3: Summary of Multiple Regression Tests.

Model	Unstandardized Coefficients	B	F	Sig.	R	Adjusted R Square
(Constant)	7,983					
Teacher Leadership		.434	179.972	.000	.752	.562
Extracurricular activities		.202				

4.1. Influence of teacher leadership on student discipline

Based on Table 2, it is obtained the regression equation of teacher leadership variable (X_1) on student discipline (Y) is $\hat{Y} = 12.123 + 0.538X_1$. This explained that if there was an increase teacher leadership (X_1) factor, then the student discipline (Y) will increase by 0.538. The positive values indicated an increase in teacher leadership can improve student discipline, as well as the declining of this factor can reduce the student discipline. Furthermore, it could be understood that t_{count} was 16.625; while the t_{table} value at the 0.05 level was 1.968 and the probability value was $0.000 < 0.05$. This explained that teacher leadership had a positive and significant influence on student discipline. The amount of influence was obtained from the *beta* value = 0.538. The R Square value was 0.499. This value showed the effective contribution of teacher leadership to student discipline by 49.9% while the remaining 50.1% was influenced by other factors. The correlation coefficient (R) indicates 0.706. This showed that the teacher leadership and discipline students were strongly related.

The results of the study proved that there was a positive and significant influence on teacher leadership on student discipline. Thus this proved that aspects of teacher leadership such as giving good examples, building communication and classroom management were able to provide a positive and significant influence on students' discipline. Teacher leadership was used to influence others so that they can contribute to the improvement of school or educational practices [9], [5], [14]. One of the school improvement efforts is shown in student discipline improvement. Good teacher leadership will encourage students to be disciplined. Leadership that employed exemplary and values such as discipline will have a positive influence on the people they lead [11], [18]. Giving good example encouraged students to imitate the actions of teacher discipline. The contribution began with the interaction of the teacher and students in

the classroom in relation to the learning process. In the learning process, the teacher had the control over students so that the learning process could run smoothly. This control could be done by having communication, giving examples, having trust, doing supervision, teaching strategies, as well as decision making so that students remain compliant with the rules and were in the prevailing norms. Thus teacher leadership could direct students to be disciplined.

4.2. Influence of extracurricular activities on student discipline

Based on Table 2, it is obtained the regression equation extracurricular activities (X_2) on student discipline (Y) is $\hat{Y} = 29.169 + 0.387 X_2$. This explained that if there was an increase extracurricular activities (X_2) factor, then the student discipline (Y) will increase by 0.387. The positive values indicated an that increase in extracurricular activities can improve student discipline, as well as a decrease can reduce student discipline. Furthermore, it could be understood that t_{count} was 11.195; while the t_{table} value at the 0.05 level is 1.968 and the probability value is $0.000 < 0.05$. This explained that extracurricular activities had a positive and significant influence on student discipline. The amount of influence was obtained from the *beta* value = 0.538. The R Square value was 0.308. This value showed the effective contribution of extracurricular activities to student discipline by 31.1% while the remaining 68.9% was influenced by other factors. The correlation coefficient (R) was 0.557. This showed that extracurricular activities and discipline of students were a moderately related.

The results of the study proved that there were positive and significant effects of extracurricular activities on student discipline. Thus proving that aspects of extracurricular activities such as active involvement, routines and good use were able to provide a positive and significant influence on student discipline. Extracurricular is one of the character building for students in school. Extracurricular activities that are well managed can foster student discipline. Minister of Education and Culture Regulation No. 62 of 2014 concerning Extracurricular Activities reminds us that extracurricular activities have disciplinary values as a form of self-development. In addition, extracurricular activities also play an important role in improving students' soft skills [7]. The results of this study supported the above statement, that extracurricular activities provided benefits for student discipline. These benefits could be felt because in extracurricular activities, students got assistance so as to reduce the risk of violating the rules [1]. In this case, the students become more disciplined with the applied regulations. Extracurricular activities that were actively and routinely followed had an impact on habituation. In this

way, that students were not just obliged to follow, but also aware that extracurricular activities could become a forum for self-development and guidance in order to have superior values and superior character. Thus extracurricular activities that are followed consciously, actively, and accompanied properly familiarized students to be disciplined.

4.3. Influence of teacher leadership and extracurricular activities on student discipline

Based on table 3, obtained the regression equation variable X_1, X_2 to Y is $\hat{Y} = 7.983 + 0.434 X_1 + 0.202 X_2$. Based on the results of calculations in IBM SPSS 20, the F_{count} value was 179.972; while F_{table} at significance level 0.05 and $df = 2.277$ obtained a value of 3.028 and the probability value is $0.000 < 0.05$. This showed that there had a positive and significant influence of teacher leadership and extracurricular activities together on student discipline. The amount of the influence of teacher leadership and extracurricular activities simultaneously obtained from the *beta* values of 0.434 and 0.202. The value of Adjusted R Square was 0.565. This value indicated the effective contribution of extracurricular activities to student discipline by 56.5% while the remaining 56.2% was influenced by other factors. In addition, the value of the correlation coefficient (R) was 0.752. This showed that extracurricular activities and disciplinary variables were strongly related.

Discipline is one of the important factors in learning achievement. This is in line with the Law of the Republic of Indonesia of 2003 Number 20 concerning the National Education System which states that the functions and objectives of national education are to educate the life of the nation by developing students into a whole person. Students who achieve good academic achievement are students who have a high level of discipline [2]. The results of the study proved that there was a positive and significant influence of both teacher leadership and extracurricular activities on student discipline. Thus the variables related to student discipline such as teacher leadership and extracurricular activities were important things to be maintained and improved in quality. With his leadership, the teacher can assist students in extra activities that ensure students can follow regularly and actively. The influence of these two variables improved student discipline. In addition, the teacher also had the responsibility to prepare human resources in the management and supervision of extracurricular activities [16]. Thus if these two variables were increased, the students discipline would likely to increase. And when the students' discipline is increased, it is confirmed that the academic achievement will follow to increase.

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows:

1. There is a positive and significant influence of teacher leadership on the discipline of students in Pangudi Luhur Junior High School in Klaten Regency. The influence of teacher leadership which cover giving good examples, building communication and classroom management was 49.9% in number.
2. There is a positive and significant influence on extracurricular activities on the discipline of students in the Pangudi Luhur Junior High School in Klaten Regency. The influence of extracurricular which cover active involvement, routines and good use was 31.1% in number.
3. There is a positive and significant influence of teacher leadership and extracurricular activities together on the discipline of students in Pangudi Luhur Junior High School in Klaten Regency. The influence is 56.2% in number.

In addition, a recommendation can be addressed to Yayasan Pangudi Luhur as the school manager, in order that Yayasan Pangudi Luhur should conduct workshop or training dealing with teacher leadership skills and encourage students to be more actively engaged in extracurricular activities to improve their discipline.

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