

The Influence of Principal Management and Teacher Competence on Student Discipline at SMK Nu Ungaran, Semarang Regency

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Abstract. Education essentially has two goals, namely helping humans to become intelligent and smart and helping them become good people. Education is one of the spearheads of a nation's progress. If the spearhead is blunt, or in other words, the education obtained is not of good quality, it will actually cause a decline for the nation itself. With education, humans or someone can have high knowledge, abilities, and human resources. The research used in this study is explanatory research. According to Sugiyono (2017: 6), explanatory research is a research method that intends to explain the position of the variables studied and the influence between one variable and another. There is a positive and significant influence of principal management on student discipline which is stated by the linear regression equation = $157.765 + 0.116$ The correlation strength is 0.730 and the influence is 67.2%, There is a positive and significant influence of teacher competence on student discipline which is stated by the linear regression equation = $165.099 + 0.126$ The correlation strength is \hat{Y}_{X_1} . \hat{Y}_{X_2} . 0.140 and an influence of 58.5%. There is an influence of principal management and teacher competence simultaneously or together on student discipline with a multiple linear regression equation = $157.765 + 0.116 + 0.051$. The correlation strength is $\hat{Y}_{X_1 X_2}$. 0.708 and the influence of 70.8%.

Keywords: Explanatory; Objective; Research.

1. Introduction

Vocational High Schools (SMK) have a crucial role in the education system by providing vocational education that prepares students to enter the workforce. However, there are several challenges faced in educational practices in vocational schools, such as curriculum relevance, teaching quality, and student readiness to face industry demands. This study aims to identify and analyze research gaps in the field of education in vocational schools to contribute to the development of more effective educational strategies.

Education essentially has two goals, namely to help humans to become intelligent and smart and to help them become good human beings. Education is one of the spearheads of a nation's progress. If the spearhead is blunt, or in other words, the education obtained is not of good quality, it will actually cause a decline for the nation itself. With education, humans or someone can have high knowledge, abilities, and human resources. In fact, education will be one of the valuable assets owned to survive in this modern era. Education is certainly the

dream of every child in Indonesia, and it is hoped that from them a smart and good generation will emerge in the future.

Schools as places for children to learn, are required to play their roles and responsibilities in instilling and developing good values and helping students form and build their characters with good values as well. Character is a person's mental or natural trait that distinguishes him from others. The Unitary State of the Republic of Indonesia has a law that regulates everything related to the world of education. One of them is Law No. 20 of 2003

Regarding the National Education System; Article (3) of the Law states that; "National Education functions to develop abilities and form the character and civilization of a dignified nation in order to make the nation's life more intelligent, aiming to develop the potential of students to become people who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

One of the characters that needs to be developed in schools is discipline. The character of discipline is important because this character is one of the indicators to describe the quality of education in Indonesia. The character of discipline needs to be possessed so that humans have other positive traits (Said et al., 2021; Sobri et al., 2019; Asih & Sunarso, 2020). Discipline can be interpreted as something that encourages us to do things in accordance with existing rules (Armaini et al., 2022; Iriansyah et al., 2022); Supiana et al., 2019). Strengthened by the opinions of other researchers that discipline is a series of attitudes, student behaviors that show obedience in learning regularly based on self-awareness to learn and without coercion (Lopes & Oliveira, 2017; M. Sobri, 2020). The formation of discipline in students is intended so that in the future they will be able to regulate all their activities and behave in accordance with the norms set by the group or community in which the students live, including the school environment and community environment (Magfiroh et al., 2019; Harni & Tarjiah, 2018).

Actions that do not reflect student discipline at school, for example, are violating the rules, littering, coming to school late, not being on time in collecting assignments, not wearing complete attributes during ceremonies, not attending ceremonies solemnly, when in class not respecting the teacher who is explaining the lesson, disturbing friends while studying, not paying the cash contribution fee as agreed and not carrying out class duty. The emergence of undisciplined behavior shows that

the knowledge related to character that students get in school does not have a positive impact on changes in students' daily behavior (Irsan & Syamsurijal, 2020; Subiarto & Wakhudin, 2021). This phenomenon is similar to previous studies which stated that student discipline has decreased significantly due to several factors including family, environment and student relationships (Handayani et al., 2020; Noviana & Rahman, 2021). This is similar to research conducted by previous researchers which stated that the decline in disciplined behavior occurs due to a lack of character development from an early age (Ansori et al., 2021; Uge et al., 2022).

The principal has a very important role in improving the discipline of the school community, both teachers and students, so the principal must show an exemplary attitude as an example to the school community. This, the role of the principal as the creator of the school's success makes the principal try to foster and direct the school community in developing their school so that the values of discipline can be embedded well in the school environment. In improving student discipline, the principal has a big influence on students, so that in developing the values of discipline, the principal is able and can develop the discipline that has been implemented.

In addition to the role of the principal, student discipline will be realized if the teacher's performance in terms of teaching is in accordance with the standards applicable in the school, so that it can be a guideline for students. This is in line with the opinion (Nurberlian et al., 2021; Suprihatiningrum et al., 2021) that teachers must be able to instill values of discipline for students, especially discipline for themselves and eliminate student habits from actions that cause problems regarding discipline. This needs to be done by teachers to avoid student behavior that is undisciplined or violates established school regulations. In addition, instilling a disciplined character in students must be balanced with support in the student's social environment such as the family environment and the student's community environment.

The success of developing students' discipline character at SMK NU Ungaran based on the researcher's pre-observation is known that the principal implements a student discipline program through various activities including: (1) creating a character education program; (2) setting strict school and class rules; (3) performing Dhuha and Dhuhur prayers in congregation; (4) monitoring students' discipline behavior through student discipline notebooks carried out by the BK teacher; (5) providing affective messages in various corners of the school; (6) cooperation by involving parents; (7) involving the school committee; and (8) creating a conducive class climate.

Discipline planning in student character education is a process of obedience and compliance with the values that are believed to be their responsibility. Discipline is obeying the rules or submitting to supervision and control. Character education also aims to improve the quality and results of education in schools that lead to the achievement of character formation and noble morals of students and are balanced with graduation standards. So the form of Discipline planning in character education at SMK NU Ungaran starts from the program (Student attendance at school, smile, greet, dress neatly, throw trash in its place, discipline in participating in congregational prayer activities and other activities). In addition, the purpose of discipline planning in character education at SMK NU Ungaran was explained by the informant in the form of: the formation of student character education so that they have noble morals in accordance with the school's vision and mission. This is supported by Law No. 20 Chapter II Article 3 of the 2003 SISDIKNAS, it can be understood that basically the most important goal of national education is the formation of student character. Where students are required to have a personality and noble morals or better known as character.

Furthermore, the principal's view on examples of children with character is that according to him, the child's attitude is good morals, diligent and disciplined, achieves, is polite, prays

diligently, wants to study the Koran, so the calmness of the institute's good attitude values is what is expected, so directing children to have good character, because what is the use if the child is smart but arrogant, selfish, does not want to obey that will be able to harm other people (Interview, December 20, 2023).

This is reinforced by the results of a preliminary study conducted by researchers at SMK NU Ungaran on the results of supervision carried out by the principal, that teachers can make good learning implementation plans in accordance with character education values, but there are still teachers who have difficulty in applying character values into the learning process carried out in the classroom, the learning process carried out by teachers is still limited to cognitive knowledge and has not led to emotional spiritual aspects. Of the 78 teachers, only 35 teachers truly understand and master the skills in strengthening character education. Another finding is that teachers' concern for students who experience behavioral deviations is still very lacking. This can be seen from teachers who delegate the character development process entirely to guidance and counseling teachers without carrying out the initial development process.

The next finding is that the concern of homeroom teachers as parents at school when providing guidance to students who need special handling is less psychological in approach, does not see the background of the problems experienced by students as a whole, is still based on evidence of reports such as absence reports, late reports, does not look for the root of the problem why students do this. In relation to the guidance process, another more important thing here is that with the number of students approximately 1,300 and the number of teachers from various fields of expertise as a whole 76, only has four guidance and counseling teachers. If seen from the comparison between the number of students and guidance and counseling teachers, one BK teacher handles +300 students, thus if seen from the comparison, there is a gap between the number of needs for guidance and counseling teachers and the number of students that is not balanced. This will certainly result in less than optimal service, because if seen from the Regulation of the Minister of National Education No. 16 of 2009 concerning functional positions of teachers and their credit points, it is stated that the task of a BK teacher is to handle 150 students.

2. Research Methods

The type of research used in this study is explanatory research. According to Sugiyono (2017: 6), explanatory research is a research method that aims to explain the position of the variables studied and the influence between one variable and another. The main reason this researcher uses the explanatory research method is to test the proposed hypothesis, so it is expected that this study can explain the relationship and influence between the independent and dependent variables in the hypothesis. The independent variables in this study are the management of the principal and teacher competence and the dependent variable (variable that is influenced) in this study is the discipline of students at SMK NU Ungaran, Semarang Regency. The data collection carried out is:

1. Literature study, primary data in this study is the main data while secondary data is supporting data. Primary data is obtained through questionnaires, which consist of closed and

open questions. The decision to use open or closed questions depends greatly on how far the researcher understands the research problem (Kuncoro, 2003.). Open questions are questions that give respondents the freedom to answer questions according to their way of thinking (Kuncoro, 2003.). Closed questions are questions where the answers have been limited by the researcher so that it closes the possibility for respondents to answer at length according to their way of thinking.

2. Distribution of questionnaires, is a direct data collection conducted by submitting a list of questions to respondents. The questionnaires are submitted directly to the leader in an envelope and returned in a sealed envelope to maintain confidentiality.

3. Results and Discussion

Variable Description

The data of this research were obtained from the principal management questionnaire (X_1), teacher competence (X_2) as the independent variable and student discipline questionnaire (Y) as the dependent variable. The number of respondents in this study was 66 people consisting of the principal and teachers and 76 students of SMK NU Ungaran Barat, Semarang Regency, through a direct questionnaire, the questionnaire was filled out via a google form distributed at SMK NU Ungaran Barat, Semarang Regency.

Frequency Distribution Table of Principal Management Variables of SMK NU Ungaran Barat Semarang Regency

Statistics

Principal Management

N	Valid	60
	Missing	50
Mean		52.87
Std. Error of Mean		,799
Median		55.00
Mode		58
Std. Deviation		6,188
Variance		38,287
Range		19
Minimum		43
Maximum		62
Sum		3172

Principal Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	5	4.5	8.3	8.3
	46	10	9.1	16.7	25.0
	47	5	4.5	8.3	33.3
	48	3	2.7	5.0	38.3
	49	1	,9	1.7	40.0
	52	3	2.7	5.0	45.0
	53	2	1.8	3.3	48.3
	55	2	1.8	3.3	51.7
	56	5	4.5	8.3	60.0
	57	1	,9	1.7	61.7
	58	14	12.7	23.3	85.0

	59	3	2.7	5.0	90.0
	61	1	,9	1.7	91.7
	62	5	4.5	8.3	100.0
	Total	60	54.5	100.0	
Missing	System	50	45.5		
Total		110	100.0		

Based on the table above, it is known that the respondents' perception of the principal management variable of SMK NU Ungaran Barat Semarang Regency obtained the highest score of 62, the lowest score of 43, mean 52.87 and standard deviation 6.188. Furthermore, the data obtained needs to be determined the number of interval classes to make it easier to tabulate. The measurement of categories is based on the following provisions:

$$Rentang = Skor Maksimum - Skor Minimum$$

$$= 62 - 43$$

$$= 19$$

$$Interval kelas = \frac{rentang}{banyak kelas} = \frac{19}{4} = 4.75 \text{ in NUan Vocational School to } 5$$

Categories to determine respondents' perceptions of the management of the principal of SMK NU Ungaran Barat Semarang Regency are: very good, good, not good and very not good.

Table of Management Perception Categories of the Principal of SMK NU Ungaran Barat, Semarang Regency

Score	Category	Frequency	Percentage
≤ 44	Very Bad	5	8%
45 – 50	Not good	19	32%
51 – 56	Good	12	20%
57 – 62	Very good	24	40%
Amount		60	100%

Based on the table above, it shows that the respondents' perception of the management of the principal of SMK NU Ungaran Barat Semarang Regency is in the very good category, namely 24 people or 40% and the good category is 12 people or 20% and the bad category is 19 people or 32% and very bad is 5 people or 8%. If seen from the average value of the respondents' responses in Table 4.2 of 52.87 (rounded to 53) which if interpreted according to Table 4.3, then the respondents' perception of the management of the principal of SMK NU Ungaran Barat Semarang Regency is included in the good category.

a. Respondents' Perceptions of Teacher Competence Variables (X1)

The teacher competency variable was measured using a questionnaire that had been distributed and filled out by respondents. The research instrument used a questionnaire of 19 items with five answer choices, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). The frequency distribution of the SMK NU Ungaran teacher competency variable data is as follows.

Frequency Distribution Table of Teacher Competencies of SMK NU Ungaran Semarang Regency

Statistics

Teacher Competence

N	Valid	60
	Missing	0

Mean	59.48
Std. Error of Mean	,675
Median	59.50
Mode	57
Std. Deviation	5,225
Variance	27,305
Range	20
Minimum	52
Maximum	72
Sum	3569

Teacher Competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	7	11.7	11.7
	53	3	5.0	16.7
	54	5	8.3	25.0
	56	3	5.0	30.0
	57	8	13.3	43.3
	58	2	3.3	46.7
	59	2	3.3	50.0
	60	2	3.3	53.3
	61	4	6.7	60.0
	62	7	11.7	71.7
	63	4	6.7	78.3
	64	1	1.7	80.0
	65	4	6.7	86.7
	66	2	3.3	90.0
	67	1	1.7	91.7
	68	3	5.0	96.7
	69	1	1.7	98.3
	72	1	1.7	100.0
Total	60	100.0	100.0	

The results of the analysis in Table 4.4 above show that the Competence of SMK NU Ungaran Barat Teachers, Semarang Regency is in the good category. The measurement of the category is based on the following provisions:

$$Rentang = Skor Maksimum - Skor Minimum$$

$$= 72 - 52 = 20$$

$$Interval kelas = \frac{rentang}{banyak kelas}$$

$$= \frac{20}{4} = 5$$

Based on these calculations, the categorization of the principal's role variables is determined as follows:

Frequency Distribution Table of Respondents' Perception Scores on Teacher Competence

Score Range	Category	Amount	Percentage
≤ 54	Very Bad	15	25%
55 – 60	Not good	17	28%
61 – 66	Good	22	37%

67 – 72	Very good	6	10%
Amount		60	100%

Based on the table above, it shows that the competence of SMK NU Ungaran Semarang Regency teachers is included in the good category, namely 22 respondents (37%). The very good category is 6 respondents or 10%, the bad category is 17 respondents or 28%, the very bad category is 15 respondents or 25%. The average value of respondents' responses in Table 4.4 is 59.48 which if interpreted according to the table is included in the less good category.

b. Respondents' Perceptions of Student Discipline Variables (Y)

The variable of student discipline of SMK NU Ungaran Barat, Semarang Regency was measured using a questionnaire that had been distributed and filled out by 76 respondents/students. The research instrument used a questionnaire of 16 items with four answer choices, namely Always Appropriate (SS) with a value weight of 4, Appropriate (S) with a value weight of 3, Not Appropriate (TS) with a value weight of 2, and Very Not Appropriate (STS) with a value weight of 1. The following are the results of the frequency distribution of student discipline variables:

Frequency Distribution Table of Discipline Variables of Students of SMK NU Ungaran Barat, Semarang Regency

Statistics

Student Discipline

N	Valid	76
	Missing	0
Mean		32.34
Std. Error of Mean		,341
Median		32.50
Mode		36
Std. Deviation		2,969
Variance		8,815
Range		11
Minimum		26
Maximum		37
Sum		2458

Student Discipline

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	1.3	1.3
	27	4	5.3	6.6
	28	8	10.5	17.1
	29	3	3.9	21.1
	30	2	2.6	23.7
	31	9	11.8	35.5
	32	11	14.5	50.0
	33	9	11.8	61.8
	34	8	10.5	72.4
	35	6	7.9	80.3
	36	12	15.8	96.1
	37	3	3.9	100.0
Total	76	100.0	100.0	

The data obtained needs to be determined the number of interval classes to make it easier to tabulate. The category measurement is based on the following provisions:

$$\begin{aligned}
 \text{Rentang} &= \text{Skor Maksimum} - \text{Skor Minimum} \\
 &= 37 - 26 \\
 &= 11
 \end{aligned}$$

$$\text{Interval kelas} = \frac{\text{rentang}}{\text{banyak kelas}} = \frac{11}{4} = 2.75 \text{ in SMK NUan to } 3$$

Categories to determine respondents' perceptions of student discipline at SMK NU Ungaran Barat Semarang Regency are: very good, good, not good, very bad.

Table of Discipline Perception Category of Students of SMK NU Ungaran Barat, Semarang Regency

Score	Category	Frequency	Percentage
≤ 26	Very Bad	1	1%
27 – 30	Not good	17	23%
31 – 33	Good	29	38%
34 – 37	Very good	29	38%
Amount		76	100%

Based on the table above, it is known that the perception of 110 respondents on the variable of school teacher competency shows that those who stated very good and good were 29 people (38%), not good were 17 people (23%), and very bad was 1 person (1%). With an average score of 32.34 based on Table 4.6 above, the value is included in the interval class 31 - 33 so that based on these data it can be concluded that the discipline of SMK NU Ungaran students is included in the good category.

Principal Management Variable Dimension Test Results Table

Communalities	Initial	Extraction
	Planning	1,000
Organizing	1,000	,973
Implementation/Direction	1,000	,950
Supervision	1,000	,941

Extraction Method: Principal Component Analysis.

Principal management variables are measured through 4 dimensions, namely: (a) planning; (b) organizing; (c) directing; and (d) supervision. Based on table above, it can be seen that the results of the principal management variable dimensions are known to have the highest score in the organizing dimension of 0.973, followed by the directing dimension of 0.950, then the supervision dimension of 0.941 and the planning dimension of 0.842. Based on these data, the high organizing dimension indicates that the principal has divided tasks to teachers according to their abilities and competencies or according to their respective fields. The directing dimension is also high, this indicates that there is attention from the leader/principal to teachers, in the form of direction, advice and input and supporting existing programs in the school. However, in terms of providing motivation and support from the principal to teachers, it is a finding that teachers in working will be more optimal if they get support and motivation from their superiors. The principal is expected to be able to provide assistance to teachers who experience obstacles, constraints or problems when trying to complete their work. From

this support and motivation, teachers will feel protected by their superiors while working, so that they can support the realization of student discipline.

Teacher Competency Dimension Test (X2)

Teacher Competency Variable Dimension Test Results Table (X2)

Communalities		
	Initial	Extraction
Pedagogy	1,000	,891
Personality	1,000	,700
Social	1,000	,836
Professional	1,000	,805

Extraction Method: Principal Component Analysis.

Teacher competency variables are measured through 4 dimensions, namely: (a) pedagogical; (b) personality; (c) social; and (d) professional. Based on table 4.10, it can be seen that the results of the dimensions of the teacher competency variables show that the highest score for the pedagogical dimension is 0.891, the social pedagogical dimension is 0.635, the professional competency dimension is 0.805, while the lowest score for the personality competency dimension is 0.700. Based on the results of the teacher competency dimension test above, it shows that teacher competency, both pedagogical, personality, social and professional competencies are quite good.

1. Assumption Test

Before conducting a regression analysis, a requirement test is first performed. A good regression model is a model that can meet the requirements. The tests performed include normality tests, multicollinearity tests, linearity tests, and heteroscedasticity tests.

a. Normality Test

The normality test is conducted to see whether the residual value is normally distributed or not. The normality test aims to test one of the basic assumptions of multiple regression analysis, namely that the independent and dependent variables must be normally distributed or close to normal (Ghozali, 2011: 160).

A simple statistical test used to test the normality assumption is to use the Kolmogorov Smirnov normality test. The method of testing whether the data distribution is normal or not is done by looking at the significance value of the variable, if the significance is greater than 0.05 at the alpha significance level of 5%, then it shows a normal data distribution. In this study, using the Kolmogorov-Smirnov Test with the following results:

Normality Test Results Table

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3.04119435
Most Extreme Differences	Absolute	,120
	Positive	,081
	Negative	-,120

Test Statistics	,120
Asymp. Sig. (2-tailed)	,031c
Exact Sig. (2-tailed)	,326
Point Probability	,000

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

2. Hypothesis Tester

a. The Influence of Principal Management on Student Discipline

1) Correlation Test

Correlation test is used to measure the extent of the relationship between two or more variables. The correlation test in this study uses SPSS software with the following results.

Correlation Test Results Table for Variable Y with

		Principal Management	Student Discipline
Principal Management	Pearson Correlation	1	,730
	Sig. (2-tailed)		,000
	N	110	110
Student Discipline	Pearson Correlation	,730	1
	Sig. (2-tailed)	,000	
	N	110	110

Based on the correlation test with Y in table 4.15, a value of 0.730 was obtained with a significance level of 0.000. $X_1 r_{hitung}$

Correlation Coefficient Interpretation Table

Coefficient Interval	Relationship Level
0.00 – 0.199	Very strong
0.20 – 0.399	Not strong
0.40 – 0.599	Strong Enough
0.60 – 0.799	Strong
0.80 – 1,000	Very strong

Based on the results of 0.730 according to Sugiyono (2017: 257), the correlation between principal management and student discipline is in the interval 0.60 - 0.799 in the strong category. r_{hitung}

The results of the descriptive analysis of respondents' perceptions of the principal management variable showed an average score of 52.87, included in the interval category 51-56, so based on these data it can be concluded that the principal management of SMK NU Ungaran, Semarang Regency is included in the good category.

The principal's management dimension test showed the highest score in the organizing dimension of 0.973, the implementation/direction dimension of 0.959, the supervision dimension of 0.941 and the lowest score in the planning dimension of 0.842. The high organizing dimension indicates that the principal of SMK NU Ungaran, Semarang Regency has carried out the process of organizing, allocating and distributing work, authority and resources among organizations to achieve organizational goals. The implementation or driving dimension is also high, indicating that the principal has carried out the actuating

function in management which functions to realize the results of planning and organizing. According to Djafari (2018: 9) that movement is making all members of the group willing to work sincerely and enthusiastically to achieve goals in accordance with planning and organizing efforts.

In the supervision dimension, it shows that the principal of SMK NU Ungaran, Semarang Regency has carried out the supervisory function well, meaning that the principal has carried out supervision in developing student character who tries to control the student character development program so that the implementation can run according to plan and ensure whether the organization's goals are achieved. If there are deviations and deficiencies, where are the deviations and deficiencies and what actions are needed to overcome them. This is in accordance with Hadi's research (2023) in his research that the planning, implementation, and evaluation of the principal's strategic management in improving student discipline by linking existing theories. Wakidi (2021) in his research also stated that the principal's management has a positive relationship or significant influence on student discipline, with management efforts in instilling student discipline attitudes including: (1) making school rules, (2) arranging the physical environment, (3) arranging the educational environment, (4) cultivating togetherness, (5) becoming a role model for students, (6) giving sanctions for violations, (7) coaching with habituation, (8) coaching through motivation.

The most important controller in every school is the principal who manages everything in the school. The principal is a leader. In order for the role of leader and manager to be played optimally, the principal and teachers must play the management principles including: (1) love for God, school residents, and society, (2) visionary, initiative, creative, fair and sincere in working, (3) hard work, never give up and responsibility in working, (4) prioritizing school interests above personal interests, (5) discipline, tolerance and ability to work together, and (6) Humble and caring for school residents (Adawiah and Ruchliyadi, 2022: 8).

A leader must be an example or role model of enforcing discipline, self-discipline towards speech, actions and also attitudes, supervision from the leader; supervision in every activity so that employees can carry out their work properly and in accordance with established procedures, the courage of the leader in taking action; the courage of the leader to take action in accordance with the level of disciplinary violation and dare to determine existing sanctions, the existence of definite rules set by the leader; the existence of clear rules set by the leader and communicated to employees and habits that support the establishment of discipline; positive habits such as the habit of being on time, the habit of completing tasks accurately. The role of the principal is very important in creating this positive habit.

The same thing was also conveyed by Naim (2018: 112) who explained that work discipline can arise due to coaching from the leadership (in this case the principal), the principal is the driving factor in every attitude and behavior, always providing encouragement, enthusiasm, direction and support to teachers will cause student discipline to increase.

b. The Influence of Teacher Competence on Student Discipline

1) Correlation Test

The results of the correlation test between the variables (Teacher Competence) and Variable Y (Student Discipline) are as follows. X_2

Correlation Test Results Table for YX_2

		Teacher Competence	Student Discipline
Teacher Competence	Pearson Correlation	1	,140
	Sig. (2-tailed)		,000
	N	110	110
Student Discipline	Pearson Correlation	,140	1
	Sig. (2-tailed)	,000	
	N	110	110

Based on test correlation X_2 against Y, obtained value r_{hitung} of 0.140 with a significance level of 0.000. Based on the results of 0.140 according to Sugiyono (2017: 257) the correlation between Teacher Competence and Student Discipline, namely at the interval r_{hitung} 0.00 – 0.199 in the less good category.

2) Anova Test

ANOVA Test Results Table with YX_2

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	263,899	1	263,899	151,931	,000b
	Residual	187,592	108	1,737		
	Total	451,491	109			

a. Dependent Variable: Student Discipline

b. Predictors: (Constant), Teacher Competence

From the dataon, obtained is 151.931 with a significance level of 0.000. With $\alpha = 0.5$ and degrees of freedom (df) $v_1 = 110$ ($n (k-2)$) then obtained 3.08. Because the value $> (151.931 > 3.08)$ and the significance value < 0.05 ($0.000 < 0.05$) then H_0 is rejected and H_a is accepted meaning hypothesis 2 which states that there is an influence of Teacher Competence on Student Discipline at SMK NU Ungaran, Semarang Regency is accepted. $F_{hitung} F_{tabel} F_{hitung} F_{tabel}$

3) Determination Test

Further more to find out the magnitude of the influence of Teacher Competence on Student Discipline, it can be seen through the results of the determination test. Determination analysis is used to find out how much influence the independent variable has on the dependent variable shown in percentage. The coefficient of determination is a coefficient that shows how much the independent variable can explain the dependent variable. If = 0, then there is no percentage of influence of the independent variable on the dependent variable. To find out the magnitude of the influence of Teacher Competence on Student Discipline, it can be seen in the Model Summary in the SPSS output as follows. R^2

Based on these results, it is concluded that the rise and fall of Student Discipline is influenced by the good or bad Teacher Competence. The better the Teacher Competence, the more the Student Discipline of SMK NU Ungaran, Semarang Regency will increase. Likewise, conversely,

if the Teacher Competence is not good, then the Student Discipline of SMK NU Ungaran, Semarang Regency will decrease.

Teacher competence is a combination of knowledge, abilities, skills, understanding, values, attitudes, characteristics and behavior that every teacher must have in carrying out their obligations responsibly and properly, so that they can provide effective learning, can carry out their duties professionally, and can achieve learning goals and success.

The results of the study on respondents' perceptions of teacher competency variables showed that the average score of 59.48 was included in the interval class of 55-60 so that based on these data it can be concluded that the competence of teachers at SMK NU Ungaran, Semarang Regency is included in the poor category. The school organizational climate variable is measured through 4 dimensions, namely: (a) pedagogical competence; (b) personality; (c) social; and (d) professional. It is known that the highest score for the pedagogical dimension is 0.891, the social dimension is 0.836, the professional dimension is 0.805, and the personality dimension is 0.700. Based on the results of the teacher competency dimension test above, it shows that the aspect of teacher competency at SMK NU Ungaran, Semarang Regency is not good. The results of the study and hypothesis testing showed that there was a positive and significant influence of teacher competence on student discipline of 0.126, which means that teacher competence has an influence on student discipline of 12.6% and the remaining 87.4% is determined by other factors.

According to Syafi'i (2016: 123) is the ability of a teacher to carry out obligations responsibly and properly. According to Mulyasa (2013: 25) argues that teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that comprehensively form the standard competence of the teacher profession, which includes mastery of material, understanding of students, educational learning, personal development and professionalism. Meanwhile, according to Wibowo and Hamrin (2012: 107) explains that teacher competence is one of the factors that influences the achievement of learning and education goals in schools, but teacher competence does not stand alone, but is influenced by factors of educational background, teaching experience, and length of teaching.

In the school environment, the main role model is an educator. The development of the globalization era is one of the factors that causes someone to neglect themselves and the existing rules and regulations. If the teacher has good exemplary qualities, then students will emulate and apply them. This quality is listed in several teacher competencies that must be mastered by educators. In this case, the researcher sees that there is harmony between teacher competency and student discipline. It is hoped that with the mastery of teacher competencies that are applied, it will result in students' discipline in the rules increasing.

The results of this study are also in accordance with research by Puti and Ain (2024) that there is a positive and significant influence of teacher competence on student discipline with a value of 3,071 with a significance value of 0.004 smaller than 0.05, which means that variable X (personal competence) has an effect on variable Y (student discipline). Good teacher competence can encourage and maintain students' motivation in improving their learning discipline. If teachers are competent in terms of social, personality, especially pedagogy,

student discipline will increase. Therefore, teacher competence must be improved so that in carrying out their work duties it runs well and optimally and so that it can motivate students to always be disciplined, both time discipline, obeying school rules and learning discipline. *t_{hitung}*

The results of this study are also in line with research by Ramadhani (2016) the results of the study showed that (1) there is a positive and significant influence between teacher pedagogical competence on student discipline of 34.50%, (2) there is a positive and significant influence between teacher personality competence on student discipline of 16.9%, (3) there is a positive and significant influence between teacher professional competence on student discipline of 9.4%, (4) there is a positive and significant influence between teacher social competence on student discipline of 24.10%, and (5) there is a positive and significant influence between teacher competence simultaneously on student discipline of 76.40% while 23.60% is influenced by other variables.

c. Influence of Variables (Head Management) X_1 School) and (Teacher Competence) on Variable Y (Student Discipline) X_2

1) Correlation Test

Table of Multiple Correlation Coefficients of Principal Management () and Teacher Competence () simultaneously on Student Discipline (Y) $X_1 X_2$

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,842a	,708	,703	1,10947

Predictors: (Constant), Teacher Competence, Transformational Leadership Style

Based on table above it is known that the coefficient value of the independent variable of principal management () and teacher competence () on the dependent variable Y (student discipline) is 0.708, this shows that the double correlation between principal management () and teacher competence () on student discipline (Y) is included in the very strong category. $X_1 X_2 X_1 X_2$

Principal management and teacher competence have an impact on student discipline. The principal as a manager always tries to inspire, motivate, and develop the maximum potential of each member. Not only providing direction or instructions, leaders who apply this style are committed to creating profound positive changes, not only in dynamics, but also in the entire organizational structure. A manager aims not only to create an environment where employees feel encouraged to develop, innovate, and make maximum contributions, but also how all planned programs run well and achieve the expected goals. A good principal does not only view his subordinates as task executors, but as individuals who have the potential and desire to grow personally and professionally which ultimately improves their work discipline and is expected to improve student discipline. In addition, competent teachers and have good teacher competencies (pedagogical, personality, social and professional) also contribute to student discipline.

The results of primary data processing show that the principal's management is perceived as good, teacher competence is perceived as less good, and student discipline is perceived as

good. The dimensions of the principal's management variable can generally be categorized as good, although teacher competence is generally categorized as less good, while the strongest student discipline is time discipline and discipline in obeying regulations.

From the results of the research hypothesis testing, it can be seen that the correlation between Principal Management and Teacher Competence simultaneously on job satisfaction is 0.708, including the simultaneous correlation of the two variables in the strong category. Meanwhile, the magnitude of the influence of Principal Management and Teacher Competence on student discipline is shown by R Square 0.708, meaning that only 70.8% of student discipline at SMK NU Ungaran, Semarang Regency is influenced by Principal Management and Teacher Competence, while the remaining 29.2% is influenced by other factors outside the variables studied. From the calculation, the regression equation is obtained = $157.765 + 0.116 + 0.051$, so it can be said that there is a positive influence of Principal Management and Teacher Competence on Student Discipline at SMK NU Ungaran, Semarang Regency. This also applies vice versa, namely if Principal Management and Teacher Competence are simultaneously less good or not good, then Student Discipline will also decrease. $\hat{Y}_{X_1X_2}$

The results of this study are in line with the results of the study by Kurniawati and Chair (2017) entitled, "The Influence of Principal Management and Teacher Competence on Teacher Performance". The results of the research analysis prove that there is an influence of principal management and teacher competence on teacher performance, with a correlation coefficient of 0.813 and a determination coefficient = 0.660 (66,0%). These results explain that the higher the level and transformational, the higher the level of teacher performance. Conversely, the lower the level of teacher management and competence, the lower the level of teacher performance.

Principal management in managing and developing education in the school environment has an important role to be able to realize the ideals and goals of education. A leader who can positively influence the work environment and his subordinates and can create and encourage a spirit of change towards a better and more advanced direction in carrying out his duties and responsibilities. In implementing his leadership, a leader or manager will be said to be successful if he is able to move and influence all his members to jointly realize the goals and programs that have been set together, also voluntarily and happily, so that a comfortable atmosphere is created in his work environment.

Based on the research findings and previous research, it can be said that there is a positive and significant influence between the management of the principal and teacher competence together on the discipline of students at SMK NU Ungaran, Semarang Regency, which is true.

4. Conclusion

Based on the findings of the research results and discussion, this study can be concluded as follows: There is a positive and significant influence of principal management on student discipline which is stated by the linear regression equation = $157.765 + 0.116$ The correlation strength is 0.730 and the influence is 67.2%. There is a positive and significant influence of

teacher competence on student discipline which is stated by the linear regression equation = $165.099 + 0.126 \hat{Y}X_1 + 0.140 \hat{Y}X_2$ and an influence of 58.5%. There is an influence of principal management and teacher competence simultaneously or together on student discipline with a multiple linear regression equation = $157.765 + 0.116 \hat{Y}X_1 + 0.051 \hat{Y}X_2$. The correlation strength is 0.708 and the influence of 70.8%.

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