

# The Effect of Leadership Perception of Headmaster, Organization Climate, and Altruistic To Work Discipline

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## ABSTRACT

This study aims to determine the influence of Perceptions of the principal's leadership on altruistic, organizational climate influence on altruistic, Perceptions of the principal's leadership on teacher's work discipline, organizational climate influence on teacher work discipline, The altruistic influence on teacher's work discipline. This research uses quantitative research with respondents as many as 218 teachers at SMK Sub Rayon 06 Medan City with Stratified Proportional Random Sampling technique. Data collection is done using questionnaires. The first used cluster is tested to get a valid and reliable instrument. Prior to the test instrument performed test requirements analysis as tracking analysis path, the test of normality and test linearity. The findings of the research are that there is a direct positive influence of perceptions of the principal's leadership on altruistic. There is a positive direct influence between organizational climates on altruistic. There is a positive direct influence of perceptions of the principal's leadership on the teacher's work discipline. There is a positive direct influence between the organizational climates on teacher work discipline. There is a positive direct influence between altruistic on teacher's work discipline. The findings of this study conclude to improve the discipline of teacher work can be done by improving perceptions of the principal's leadership, organizational climate and altruistic teachers. The influence of the three exogenous variables, namely perceptions of principal's leadership, organizational climate and altruistic teachers of 25.30% of endogenous variables, namely Work Discipline.

**Keywords:** *Perceptions of Principals Leadership, Organizational Climate, Altruistic, Work Discipline.*

## I. INTRODUCTION

Teachers are strategic and leading components in the learning process. In addition, the teacher can be used as a determinant indicator whether a learning that is carried out qualified or not. If the quality of teachers is high then the learning process will also be implemented well.

Various endeavors that have been and are being undertaken by the government to date are intended to improve the quality of education, among others through efforts to improve the curriculum, procurement of learning facilities and infrastructure, increasing the amount of education

budget, recruitment of teachers and professionalism in the form of seminars, training, workshops, to attend education at the level of S2 and S3 as well as teacher certification programs.

Not only that, the training program for all teachers has also been carried out by the government through related agencies that are intended to improve the soft skill and discipline of teachers. For example, technical guidance and mentoring programs organized by schools with supervision from the education office have been going on to date. No matter how great the improvements of the curriculum, the provision of learning facilities and infrastructure are all sophisticated, the increase in the amount of large education budget, teacher recruitment.

And the increase of professionalism in the form of seminar, training, workshop, opening of opportunity to follow education at level postgraduate and doctoral as well as teacher certification program has not mean anything if not balanced with improvement soft skill and discipline of teacher.

Based on observations and document studies conducted on 8th, 9th & 10th of May 2017 at SMK sub-rayon 06 in Medan City, found eight frequently performed habits that indicate the weakness of teacher discipline in carrying out the learning tasks: (1) always not on time, including on classroom teaching hours. (2) Low understanding of learning strategy. (3) The responsibilities given to the teachers have not been fully implemented, such as the completeness of learning tools such as RPP and syllabus that are mostly still changing the school year without making deep revisions, such as analysis of teacher activity, student activities, and suitability of methods, media and evaluation used. (4) Lack of skills in managing the class. In general, many still found the learning process takes place under the control and guidance of teachers strictly. (5) Low ability to conduct and utilize classroom action research. (6) Low desire for achievement motivation. (7) Low professional commitment, and (8) Low ability in time management.

Still low UN results obtained by vocational school students is definitely caused by the lack of mastery of material questions tested.

Meanwhile, from the initial study of teacher problems in the context of discipline in Medan City, several facts can be put forward. First, less complete learning planning prepared by teachers. Secondly, teachers are not routine in preparing the Lesson Plans which in Indonesia language well known as Rencana Pelaksanaan Pembelajaran (RPP). Third, lessons learned by teachers are less in line with the Lesson Plans (RPP). Fourth, some teachers plan lessons when they are supervised by the principal or supervisor.

Factors affecting teacher discipline are complex. UNESCO (1996) views principals as one of the strategic factors in determining school graduation. The recommendations suggest that a good principal is capable of building a teamwork job that is competent, competent, held by skilled professionals with special training.

From the description of the phenomenon and the results of previous research on the effectiveness of learning in SMK can be concluded that the effectiveness of learning is very need to be improved management by all elements under the leadership of the principal who currently tend to be weak. These weaknesses include factors for improving the effectiveness of learning and schooling under the leadership responsibilities of the principal, even the involvement of the world of work and society in education.

Based on the facts found in SMK and the results of research related to teacher discipline can be identified several factors that are suspected to have a positive and significant relationship. Given the factors that affect the quality of teachers is an important thing to do in-depth study, especially with regard to discipline on the unit of vocational education. SMK is the level that bridges basic education and higher education whose graduates are at a crossroads to higher education or to the world of work. So that learning activities undertaken by teachers and principals in vocational schools should be able to accommodate the various needs and interests of students, especially students who are prepared to compete nationally and globally.

Based on the above explanation illustrated that the discipline of vocational teachers in the city of Medan need attention to achieve the goal of education as expected. For that reason, research needs to be done to study the discipline of teacher work and the factors that influence it with the title Influence Perceptions about Leadership School, Organizational Climate, and Altruistic to Teacher Work Discipline In SMK Sub Rayon 06 Medan City.

## II. METHODS AND MATERIAL

### A. Method

This type of research is using quantitative paradigm with expose facto research design. The expose facto research

design is done by classifying the variables under study not controlled and manipulated by the researcher, but the facts are expressed based on the measurement of symptoms already possessed or testing what will happen. According to Hajar (1996: 26), research expose facto aims to determine whether the differences that occur between groups of subjects (in independent variables) led to differences in the dependent variable. While the research method used is survey method.

To analyze one variable with other variables used path analysis (path analysis). Path analysis requires the requirement of a significant linear regression relationship between variables. Path analysis is used to analyze the pattern of relationship between variables with the aim to determine the direct or indirect effect of a number of causal variables (exogenous variables) to a set of variables due to (endogenous variables).

The path analysis model is divided into three parts, namely: (1) correlated path model (correlation path model); (2) mediated path model (mediation path model); (3) independent path model (free path model). The type of model in this research is mediated path model (mediation path model). This study analyzes the influence of one variable on other variables, namely: (1) perception about principal leadership, (2) organizational climate; (3) altruistic, and (4) work discipline.

The population in this study is all teachers of SMK sub rayon 06 in Medan City spread over 18 schools. The number of teachers of SMK sub rayon 06 is 433 people consisting of 131 men and 302 women. While the study program / department consists of: Accounting, office administration, marketing, Computer Network Engineering (TKJ), and hotel accounting.

The sample of this research is the teacher of SMK sub rayon 06 Medan City which is chosen by using certain criteria. The technique used to determine the research sample is Stratified Proportional Random Sampling.

The main instrument used to collect data of the three variables of this study is a questionnaire with Likert scale model. This model is chosen because, according to experts, this instrument is most appropriate to express a person's attitude or opinion about a particular object. This is expressed by Tuckman (1972: 219), as follows: The scale is used to register the extent of agreement or disagreement with a particular statement of an attitude, belief, or judgment.

### B. Materials

In general, the discipline shows a condition or attitude of respect that exists in the employee against the applicable rules. Discipline includes obedience and respect for agreements made between employees with established rules.

According Usman (2008: 27), it is said that there are two types of discipline in the organization, which is preventive and corrective.

#### 1) Preventive Discipline

Preventive discipline is an action that encourages employees to comply with various applicable regulations and meet the established standards. This means that through the clarity and explanation of the pattern of attitudes, actions and behaviors desired of each member of the organization cultivated prevention not to the employees behave negatively.

#### 2) Corrective Discipline

If any employee has actually committed a breach of any applicable provisions or fails to comply with established standards, it shall be subject to disciplinary sanctions. The weight or severity of a sanction certainly depends on the weight of the offense that has occurred.

Basically, many indicators that influence the discipline level of an organization's employees are: (1) objectives and capabilities, (2) leadership examples, (3) remuneration (wages and welfare), (4) justice, (5) attached, (6) penalty sanctions, (7) assertiveness, and (8) humanitarian relations (Young, 1997: 35).

First, goals and abilities mean that the goals to be achieved within an organization must be clear and ideally defined and challenging enough for the employee's ability. Second, the leader is made an example and role model by his subordinates. Leaders must set a good example, honest, fair, and appropriate words with deeds. Third, the service will affect the employee's love of the company or its work. If the love of employees gets better on the job, their discipline will be good too. Fourth, justice contributes to the realization of the discipline of employees, because the nature and ego of the human who always felt himself important and asked to be treated the same as other humans. Fifth, inherent supervision is a real and effective action in realizing employee discipline. Sixth, aspects relating to punishment sanctions are essential for upholding discipline. With increasingly severe punishment penalties, employees will increasingly fear violating organizational rules, attitudes, and disciplinary behavior will be reduced. Seventh, leaders must be firm and courageous, acting to punish indiscipline employees in accordance with punishment sanctions set by leaders who dare to act firmly impose penalties for employees who are disciplined will be respected and recognized leadership by subordinates.

Eighth, harmonious relationships among fellow employees will create good discipline in an organization. Leaders must strive to create a harmonious atmosphere of human relationships.

#### Determinant Factors against Teacher Work Discipline

According to Singodimedjo quoted in Sutrisno (2013: 44), states that the factors that affect the discipline of employees are:

- Large Minor Compensation Granting
- There Is No Exemplary Leadership In Organization
- There Is No Defined Rule That Can Be Handled
- Courage Leaders In Taking Action
- The presence or absence of supervision of the leadership.

#### B.1 Principal Leadership

The meaning of the word leadership is closely related to the meaning of the word lead. In the word lead contains the meaning of the ability to move all the resources that exist in an organization so that can be utilized optimally to achieve the goals set.

Gribbin (1992: 121), explains "Can be described as a process of influence on a group in particular situation, at a given point of the individual time, and in a specific set of attain organization objectives, common objectives and satisfaction with the type of leadership provide".

Leadership in an organization is something that must exist, because leadership is a strategic factor. This means no organization without a leader. Cortois in Sutarto & Salimi Nurhadi (2006: 67),

Based on the description above, it can be understood that leadership is the process of influencing other people or groups to want to cooperate voluntarily in certain situations, so that members are motivated to do their work and feel not forced, all this done in order to achieve the goals set.

If the headmaster is associated with the school principal then there are seven types of school principals known as EMASLIM: (1) principal as educator, (2) principal as manager, (3) principal as administrator, (4) principals as supervisors, (5) principals as leaders, (6) principals as innovators, and (7) principals as motivators (Ahmad, 2001: 27).

The key to a school's success lies in the efficiency and effectiveness of the leader's appearance, in this case the principal. The principal is required to have strong leadership quality requirements, because the success of the school can only be achieved through the leadership of a qualified principal.

Qualified principals are principals with basic skills, personal qualifications, and professional knowledge and skills. According to Tracey (1974: 47), it states that basic skills or abilities are a group of skills that any leader must possess, which includes: Conceptual skills, human skills and technical skills.

Conceptual skills, i.e. the ability of a leader to see the organization as a whole. Human skills, namely: the ability of the leader to work effectively as a member of the group and to create a cooperative effort in the environment of the group he leads. Technical skills, i.e.: specific skills about processes, procedures or techniques, or special skills in analyzing specific matters, and the use of specific facilities, tools, and knowledge techniques (Tracey, 1974: 59).

### *B.2 Climate of Teacher Organizations*

Climate teacher organization is the atmosphere of teachers doing educational activities and teaching within an organization. The teacher's organizational climate will answer the question of whether the activities undertaken in the school are a pleasant place to work or not and support the achievement of maximum student learning outcomes. Organizational climate is an individual perception of the organizational environment that affects teacher behavior. This organizational climate can be interpreted differently based on different perspectives.

A good school organization climate will provide a boost of achievement motivation to every individual within the organizational structure should be able to work comfortably. Newstrom & Davis, (2002: 73) states that: "organization climate is the human environment within an organization's employees do their work". (The point is that the organization's climate is all about the environment existing or faced by humans in an organization where they carry out their work).

School organizational climate is important to create because it is a teacher's perception of what the school organization provides and is the basis for further teacher behavior decisions. The climate is determined by how well teachers are directed, built and respected by the school organization. School organizations should create a climate that encourages comprehensive teacher career management.

Thus, it can be concluded that the school organization climate is a reflection of general values, ethics, attitude norms, behavior and feelings of teachers to school organizations. This will be marked by: (1) dynamic teacher work standards, (2) positive interaction between school organizational structure, (3) supportive principal leadership, (4) positive sense of brotherhood and kinship of teachers, and (5) participation active teachers in school organizations. The five items above are set as research indicators to obtain data on the organizational climate

### *B.3 Altruistic*

Altruism is the concern for the well-being of others without regard for self-interest. This behavior is a virtue that exists in many cultures and is considered important by some religions. This idea is often described as the golden rule of ethics. Some schools of philosophy, such as objectivism, argue that altruism is a vice. Altruism is the opposite of selfish selfishness. The opposite of altruism is selfishness.

Altruism can be distinguished by feelings of loyalty and obligation. Altruism focuses on motivation to help others and the desire to do good regardless of rewards, while the duty of focusing on the moral demands of certain individuals (such as God, kings), special organizations (such as government), or abstract concepts (such as patriotism, and etc.). Some people can sense altruism as well as obligation, while others do not. Pure altruism gives regardless of rewards or benefits.

Hurlock (2006: 34) says that basically humans have prosocial properties such as helping, share the concern or care about the existence of others. It may be true, but not everyone has altruism of the same quality. The difference in quality is largely determined by the learning process, environment and personality. Many factors can affect altruism one of them is conformity. According Sarwono and Meinarno (2009: 27) conformity is the suitability between one's behavior with the behavior of others who are driven by his own desires.

Pillavin & Chang (1990: 71) states that the aspects of altruism are: Benefiting others, done voluntarily, done intentionally, the goals to be achieved must be useful, and done without expecting any reward. Lead (in Desmita, 2010: 19) adds that there are three criteria of altruistic behavior:

- Means of special purpose to benefit others without expecting external reward.
- A voluntary act.
- Action that produces something good.

Based on the opinion of some experts above can be concluded that altruism is a helpful behavior and actions that provide positive benefits for the helpless, unselfish and selfless.

### *B.4 Influence of Perception About Leadership of Headmaster to Altruistic.*

Leadership of principals is a very important and strategic factor in producing optimal teacher work discipline. Leadership of the headmaster becomes a soul in an organization that functions as an activity planning, organizing, managing, controlling and evaluating all activities and learning process in order to run effectively and efficiently.

### B.5 The Influence of Organizational Climate Against Altruistic.

The school organization climate is a workplace environment where teachers and other schoolchildren can perform activities, to achieve the organization's goals. The school's organizational climate encompasses the whole within the organization such as: (1) the cleanliness of the room and the school yard, (2) the health of school personnel (principals, teachers, students, staff) and others, non-physical aspects: (1) involvement in the implementation of rules or collective agreements, (2) pride in performing duties, (3) mutual assistance of shared destiny, and (4) a high sense of kinship.

### B.6 The Influence of Perceptions About The Principal's Leadership To The Teacher Work Discipline.

In addition to teachers, the principal has a decisive role and responsibility for the success of educational and teaching programs. To that end, the principal must have the competence and leadership spirit to support and realize the programs that have been determined. In their capacity as the top leaders and policy makers at the school / formal education level, the principals are required to have the ability to formulate, implement achievement strategies with measurable strategic management support as well. In addition, another important capability is to provide a conducive learning environment for teachers and students through transformative approaches that can influence others (in this case teachers) to work sincerely and work smartly. The Influence of Organizational Climate on Teacher Work Discipline.

The school organization climate is a workplace environment where teachers and other schoolchildren can perform their basic tasks as well as all activities to achieve educational goals through school organizations. The school's organizational climate encompasses the whole within the organization of both physical and non-physical environments. Physical aspects include: clean room and school yard, health of school personnel (headmaster, teacher, students, and staff) and others. Non-physical aspects include: involvement in implementing rules or collective agreements, carrying out duties, mutual attitudes, and high family attitudes.

### B.7 Altruistic Influence on Teacher Work Discipline.

Human nature basically is want to help others. It can also happen where the desire to help people closer, such as friends or students who become students in school. A good teacher of course he will think about how to make his students better and more successful. Helping not have material. In the context of learning, altruistic can be interpreted as providing assistance to students so that they can easily understand the subject matter given, such as

teaching students a knowledge that he did not know, provide explanations of certain material, and so forth. Based on the frame of mind as described above can be seen in Fig. 1 of the following:

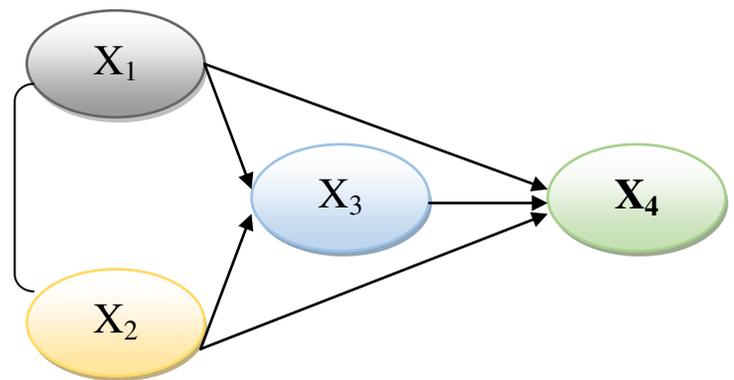


Fig 1. Thinking Framework of Hypothetical Research Model

Information:

X1: Perception of Principal Leadership

X2: Organizational Climate

X3: Altruistic

X4: Teacher Work Discipline

### C. Research Hypothesis

Based on the description on the frame of mind as described above, the research hypothesis can be formulated. There are 5 (five) hypotheses proposed in this research as follows:

- 1) There is a direct positive influence between the perceptions of the principal's leadership towards altruistic teachers of SMK sub rayon 06 in Medan City.
- 2) There is a positive direct influence between organizational climates to altruistic teachers of SMK sub rayon 06 in Medan City.
- 3) There is a direct positive influence of perceptions about the leadership of the principal against the discipline of teacher work of SMK sub rayon 06 in Medan City.
- 4) There is a positive direct effect of organizational climate on teacher work discipline of vocational sub rayon 06 in Medan City.
- 5) There is an altruistic positive influence on teacher work discipline of SMK sub rayon 06 in Medan City.

## III. RESULTS AND DISCUSSION

### A. Result

After obtaining research data, then the data compiled or describe according to the type and sequence of data research variables. The data presented in this study consist of leadership headmaster (X1), organizational climate (X2), altruistic (X3), and teacher work discipline (X4).

Overall the highest score, lowest score, mean score, variance and standard deviation for each research variable can be presented in Table 1 following:

Table. 1 Summary of Descriptive Statistics Leadership Head Variables Schools, Organizational Climate, Altruistic, and Teacher Work Discipline

	X1	X2	X3	X4
N	218	218	218	218
Mean	125.27	95.66	117.73	184.46
Median	125.00	97.00	120.00	185.00
Mode	123	98	120	187
Std. Deviation	13.859	11.035	17.063	20.015
Variance	192.086	121.775	291.136	400.600
Range	79	53	80	84
Minimum	90	70	78	140
Maximum	169	123	158	227
Sum	27308	20853	25666	40212
Mean Ideal	105	78	102	150
Std. Deviation Ideal	23,33	17,33	22,67	33,33
Minimum Ideal	35	26	34	50
Maximum Ideal	175	130	170	250

Information:

X1 = Perception of Principal Leadership

X2 = Climate Organization

X3 = Altruistic

X4 = Work Discipline

X4 = Work Discipline

Based on the calculation of normality test obtained summary of the data normality test of each research variable such as the following Table 2;

Table 2. Summary Calculation of Normality Kolmogorov-Smirnov Test

	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	
N	218	218	218	218	
Normal Parameters <sup>a,b</sup>	Mean	125.27	95.66	117.73	184.46
	Std. Deviation	13.859	11.035	17.063	20.015
Most Extreme Differences	Absolute	.086	.090	.089	.086
	Positive	.086	.064	.089	.086
	Negative	-.072	-.090	-.074	-.064
Kolmogorov-Smirnov Z	1,121	1,277	1,325	1,318	
Asymp. Sig. (2-tailed)	,162	,077	,060	,062	

The summary of linearity test result and significance test of regression equation for each pair of exogenous variable with endogenous variable is presented in the following Table 3.

Table 4.11 Summary of Linearity Test Results and Khesartian Test

No	Variabel Eksogen to Variabel Endogen	Linieritas Test			Regresi Test		
		F <sub>h</sub>	Sig.	Status	F <sub>h</sub>	Sig.	Status
1	X <sub>1</sub> to X <sub>2</sub>	1,052	0,399	Linier	10,35	0,01	Significant
2	X <sub>1</sub> to X <sub>3</sub>	1,408	0,070	Linier	6,99	0,09	Significant
3	X <sub>2</sub> to X <sub>3</sub>	0,922	0,599	Linier	14,82	0,00	Significant

4	X <sub>1</sub> to X <sub>4</sub>	1,411	0,068	Linier	17,31	0,00	Significant
5	X <sub>2</sub> to X <sub>4</sub>	1,333	0,115	Linier	26,11	0,00	Significant
6	X <sub>3</sub> to X <sub>4</sub>	1,363	0,088	Linier	54,96	0,00	Significant

Hypothesis testing requirements analysis in this study has been met, further testing of research hypotheses conducted to prove and provide answers to problems that have been formulated in research. Based on theoretically formed causal model obtained the path diagram as in the following Fig 2.

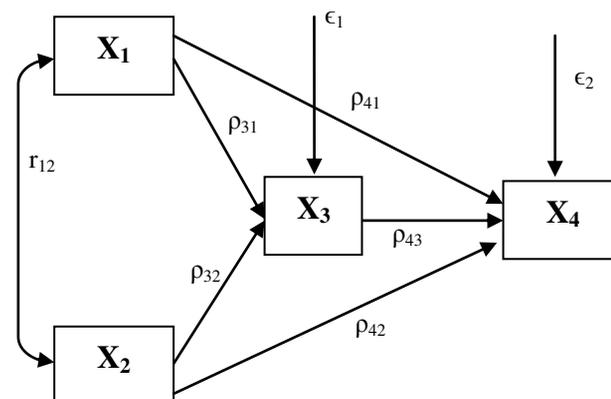


Fig 2. Theoretically formed causal model

1) *Effect of Perception on Principal Leadership to Altruistic*

The results show that the influence of perceptions on the principal's leadership on altruistic is  $\rho_{31} = 0.215$ . The specified test criterion is reject  $H_0$ , if the value is  $t\text{-count} > t\text{-table}$ . Conversely  $H_0$  accepted if the value of  $t\text{ count} < t\text{-table}$ . Based on the results of analysis as in table 4.12 obtained path coefficient between X1 with X3, which is  $\rho_{31} = 0.215$  with the price  $t\text{-count} = 3.354 > t\text{-table} = 1.645$ . Thus,  $H_0$  is rejected and  $H_a$  accepted, so it can be concluded that the perception of the leadership of the principal has a direct positive effect on altruistic teachers of SMK Sub Rayon 06 Medan City.

2) *The Influence of Organizational Climate on Altruistic*

The results show that the effect of organizational climate on altruistic is  $\rho_{32} = 0,220$ . The specified test criterion is reject  $H_0$ , if the value is  $t\text{-count} > t\text{-table}$ . Conversely  $H_0$  accepted if the value of  $t\text{ count} < t\text{-table}$  Based on the analysis as in table 4.12. Obtained path coefficient between X2 with X3 that is  $\rho_{32} = 0,220$  with price  $t\text{-count} = 4,508 > t\text{-table} = 1,645$ . Thus  $H_0$  is rejected and  $H_a$  accepted, so it can be concluded that the organizational climate has a direct positive effect on altruistic teachers of SMK Sub Rayon 06 Medan City.

3) *Effect of Perception on Principal Leadership on Teacher Work Discipline*

The result shows that the influence of perception on principal leadership on work discipline is  $\rho_{41} = 0,171$ . The

specified test criteria are reject  $H_0$  and accept  $H_a$  if significant value  $t$  count  $< t$ -table. Otherwise accept  $H_0$  and  $H_a$  rejected if significant value  $t$  count  $> t$ -table. Based on the results of analysis as in table 4.12 obtained path coefficient between  $X_1$  with  $X_4$  is  $\rho_{41} = 0.171$  with the price  $t$  count =  $2.762 > t$ -table =  $1.645$ . Thus  $H_0$  is rejected and  $H_a$  accepted, so it can be concluded that there is a direct positive influence of perceptions on the leadership of the principal against the discipline of teachers teacher work in Sub Rayon 06 Medan City.

#### 4) *The Influence of Organizational Climate on Teacher Work Discipline*

The results show that the effect of organizational climate on work discipline is  $\rho_{42} = 0.220$ . The specified test criteria are reject  $H_0$  and accept  $H_a$  if significant value  $t$  count  $< t$ -table. Instead accept  $H_0$  and  $H_a$  rejected if significant value  $t$  count  $> t$ -table. Based on the results of analysis as in table 4.12 obtained coefficient path between  $X_2$  with  $X_4$  is  $\rho_{42} = 0.220$  with the price  $t$ -count =  $3.475 > t$ -table =  $1.645$ . Thus  $H_0$  is rejected and  $H_a$  accepted, so it can be concluded that there is a positive direct effect of organizational climate on the discipline of teachers SMK Sub Rayon 06 Medan.

#### 5) *Altruistic Influence on Teacher Work Discipline*

The result shows that the altruistic effect on the work discipline is  $\rho_{43} = 0.296$ . The specified test criteria are reject  $H_0$  and accept  $H_a$  if significant value  $t$  count  $< t$ -table. Otherwise accept  $H_0$  and  $H_a$  rejected if significant value  $t$  count  $> t$ -table. Based on the analysis as in table 4.12. Obtained by path coefficient between  $X_3$  with  $X_4$  that is  $\rho_{43} = 0,296$  with price  $t$ -count =  $4,607 > t$ -table =  $1,645$ . Thus  $H_0$  is rejected and  $H_a$  accepted, so it can be concluded that altruistic direct positive effect on the discipline of teachers teacher work in Sub Rayon 06 Medan City.

### B. *Discussion*

#### 1) *Influence of Perception on Principal Leadership to Altruistic*

Perceptions on the leadership of the principal from the results of this study have an influence on altruistic teachers SMK sub Rayon 06 Medan City. The results of this study prove the principal's leadership model has an effect on teacher altruistic. Altruistic is the sincerity / sincerity of teachers in carrying out the tasks of learning at school with full sense of responsibility.

2) The Influence of Organizational Climate on Altruistic Climate organization has a direct positive effect on altruistic teachers. The results of this study proves the importance of creating an atmosphere of organizational climate for teachers, especially in Sub Rayon 06 SMK Medan City in improving teacher altruistic. The better the climatic conditions of the teacher organization would

increasingly support the formation of altruistic (sincerity or sincerity) teacher teachers in carrying out teaching tasks.

#### 3) *Effect of Perception on Principal Leadership on Teacher Work Discipline*

From the research result proves the influence of perception on principal leadership to teacher work discipline. This proves that the better the leadership of the principal then this will be able to support the improvement of work discipline teacher SMK sub Rayon 06 Medan City.

#### 4) *The Influence of Organizational Climate on Teacher Work Discipline*

From the research results prove organizational climate have a direct positive effect on teacher work discipline. This proves that the better the climatic conditions of the organization then this will be able to support the improvement of work discipline teacher SMK Sub Rayon 06 Medan City.

#### 5) *Altruistic Influence on Teacher Work Discipline*

From the research result prove altruistic have a direct positive effect to teacher work discipline. This proves that the better altruistic that is owned by the teacher, it will increasingly support the improvement of work discipline teacher SMK sub rayon 06 Medan City.

## IV. CONCLUSION

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

1. There is a significant direct influence of principal leadership on altruistic teachers of SMK in sub Rayon 06 Medan City. In other words, the better the perception of the principal's leadership, the better the altruistic Guru SMK in sub Rayon 06 Medan City.
2. There is a significant direct influence of organizational climate to altruistic teachers SMK sub Rayon 06 Medan City. In other words, the better the organizational climate, the better altruistic Guru SMK in sub Rayon 06 Medan City.
3. There is a significant direct influence of leadership of the principal to the discipline of teacher work sub Rayon 06 Medan City. In other words, the better the perception of the principal's leadership, the better the discipline of the Vocational Teacher's work in sub Rayon 06 Medan City.
4. There is a significant direct influence of organizational climate to the work discipline of teachers SMK sub Rayon 06 Medan City. In other words, the better the organizational climate, the better the working discipline of Vocational Teachers in sub Rayon 06 Medan City.
5. There is a significant direct effect of altruistic influence on work discipline of vocational teacher of sub-Rayon 06 Medan City. In other words, the better the altruistic teachers, the better the discipline of the Guru vocational work in sub Rayon 06 Medan City.

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