Relationship between Instructional Leadership of Headmaster and Work Discipline and Work Motivation and Academic Achievement in Primary School at Special Areas of Central Jakarta

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Abstract

The study aimed to investigate the relationship between the instructional leadership of headmaster and the work discipline of teachers and the work motivation and the academic achievement of primary school students from Special Province of Central Jakarta. The research method will be done with quantitative research methods. The study uses data collection instruments of survey with the Likert scale, data research were analyzed using descriptive and inferential statistics. The results showed that there was a significant association the instructional leadership of headmasters, the work discipline of teachers with the work motivation and the academic achievement. The study shows that to improve academic achievement and work motivation with the improve instructional leadership of headmaster and the work discipline at Primary School Special Province of central Jakarta, It can be concluded that the factors that contribute to the academic achievement and the work motivation is leadership instructional headmaster and work discipline teachers.

Keywords: instructional leadership of headmaster, work discipline teachers, work motivation, academic achievement

1. Introduction

Teachers are considered as the main determinant of the success of a school, Edmonds (1979), Mahmood (1993); Miller (1982) believes the headmasters leadership is the most important determinant of excellence the school. As the highest leader in the school, the headmasters should be able to manage all elements of the school, dividing their time well in school management, both for its own tasks as well as for the school as a whole, teaching and learning activities can be carried out efficiently and effectively. The main role of the headmasters in the school is to provide instructional leadership to teachers, headmasters should be able to give a good impression to motivate teachers in carrying out their duties effectively so that their performance will be better. Mulyasa (2007) states in a new paradigm of educational management, headmasters in school should at least be able to play the role of Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator.

Lane and Walberg explained, "As the leader in the school, the principal plays a major role in initiating activities and in facilitating or assisting with the follow-through. The degree to which the principal attends to these tasks will determine school success" (Cotton, 2003). Stronge in the Cotton (2003) concluded that to obtain good results of student achievement need to a dramatic change in the role of a headmasters who focus on managerial issues and principals who focus on issues of instructional.

The headmasters had a role in the process of designing, preparing, implementing, directing and leading the solidarity and unity of all programs and included all power sources to achieve the goals set. As a manager, the headmasters with ingenuity and intelligence which is owned to find and use a variety of activities interrelated to achieve objectives (Mulyasa, 2003). Instructional leadership is an act done with the intent to influence the headmaster, move, and develop a work environment that is productive and useful for teachers, and ultimately to create good conditions in improved the student learning.

The existence of a good headmaster leadership and work discipline of teachers as educators can be generate high work motivation of teachers in apply their learning in school, improve academic achievement seen from the quality of the learning process in schools, akademic achievement in schools can be improved because of the headmaster leadership and work discipline shown by the teacher a good teacher.

In education, teachers are one of the most important to the success of education in schools, because the teacher to have sufficient performance to produce students who can be trusted and quality. Teachers are have an active role in the learning process for the formation of human resources (Sardiman, 2001). Teachers as a supervisor for student success are required to play a more active role in achieving educational goals, namely: to develop students' potential, to become a man faithful to God, noble, knowledgeable, skilled, creative people, free and become a democratic and accountable (Law of the Republic of Indonesia, 2003).

Professional teachers will be reflected in the implementation of teaching tasks that are marked with expertise in teaching management and labor contribution. Expertise of a professional teacher is a skill acquired through education and training specifically programmed for that. The skills of gained from official recognition in the form of certification, accreditation, and licenses the government and professional organizations. With the expertise of teachers can demonstrate autonomy, either as a personal or stakeholder profession, as one of the characteristics of a professional teacher is a teacher who has the discipline in the use of time.

By Sukadi (2006) there were eight personality bad teachers are often found in schools, indicating that the work is not yet effective teachers, namely: (1) often leave the classroom, (2) do not respect the students, (3) lack of preparation in learning, (4) favoritism to students, (5) asked students to write on the board, (6) no discipline, (7) lack of attention to students, (8) materialistic.

Teachers who have a good quality of work stems from discipline in carrying out their duties and responsibilities as an educator, teacher discipline become one of the important things that need to be owned by a teacher as an educator, the teacher self-discipline is a personal reflection of a teacher, a teacher who has a high discipline will provide clear evidence of the nature and quality of the teacher.

Sastrohadiwiryo (2003) states that the discipline of work can be defined as an attitude of honor, respect, obey and adhere to the regulations in force in both written and unwritten, and is able to run and not to avoid punishment if they violate the duties and powers conferred on him. Teachers who have a high level of discipline will continue to work well even without supervision by superiors. Maintain good discipline to teachers is very difficult, it is because many indicators that affect the discipline, as expressed Fathoni, (2006) that disciplined indicators, namely: the purpose and capabilities, leadership by example, reward, justice, control, criminal sanctions, firmness, regulatory and human relations.

Suharto and cahyono (2005) and Hakim (2006) states that there is one factor that affects performance is the motivation, the motivation is a condition in which a person who engages or attempts to achieve desirable results. Rivai (2004) shows that the the stronger of motivation, employee performance will be higher. This means that any increase in employee motivation will provide significant improvements to enhance the performance of the employee to do the job. So that academic achievement in school can be done well.

The academic achievement in the learning process in schools, depends on the quality of teaching and school leadership, especially the quality of teachers. Wildy and Dimmock (1993) says that the research on principals' leadership in teaching activities most countries found that principals who have teaching skills in leadership can make a difference in teaching and student learning.

Academic achievement in elementary school in Jakarta can not be achieved if the headmaster leadership in instructional leadership, discipline and motivation of low in school, will trigger a decline in the quality of education in primary schools, the instructional leadership is low the high impact on the teacher work indiscipline, and result the low work motivation of teachers to produce a high-quality education, which led to poor academic achievement in primary school in Jakarta. It can be said that the increase in the school's academic achievement is influenced by instructional leadership of headmaster, the work discipline and the work motivation high.

The purpose of this study to determine the relationship of the instructional leadership of headmaster and work discipline in enhancing work motivation on academic achievement of students at elementary school in Jakarta. The objectives to be achieved in study was to determine the relationship of the instructional leadership of headmaster and the work discipline and the work motivation of teachers affect students' academic achievement in school, identifying relationships instructional leadership of headmaster and work discipline to the work motivate of teachers and academic achievement.

2. Research Methods

2.1 Design Research

The design of this study will be carried out with quantitative research methods, quantitative research study using descriptive and inferential methods, descriptive methods are used to get a clear picture of mean, median, mode, and standard deviation, statistical inference used correlation analysis with simple regression techniques and regression to answer research questions.

Quantitative research methods of data collection made through a questionnaire, using a Likert scale, 5 points Likert scale used to indicate the level of frequency that things happen and vice versa for each statement submitted (Cavanagh, 2005). Collecting data using questionnaires the instructional leadership of headmaster, the work discipline and the work motivation of teachers and the academic achievement.

2.2 Data Collection Tool

In quantitative methods use a questionnaire. Questionnaire the instructional leadership of headmaster pledged to the questionnaires used Muslihah (2009) taken from a questionnaire by Hallinger (1987) as appropriate research questions. Additional items borrowed from the model Krug (1992) regarding related to instructional leadership have been modified by researchers.

Questions headmaster consists of 32 items, including the mission, vision and goals of the school 6 items, manage the use of curriculum and instruction 6, supervise teaching and learning 6 items, 5 items monitor student progress, promote the teaching and learning environment 5 items, staff development/professional development 5 items.

The work dicipline of teacher questionnaire is a questionnaire which was used by the instruments of work discipline is the instrument used Lily (2003) and instruments designed by the researchers include: (a) comply with rule 5 items, (b) awareness of performing the task 5 items, (c) a 5-item self reformation, (d) enforce discipline 5 items, (e) high expectations and item 5, (f) motivation in 5 disciplines item.

The work motivation questionnaire is a questionnaire that has been used by Amir (2012), which consists of 30 items, with a few aspects: 1) the need for the authorities which consists of 6 items, 2) the need for affiliation consists of 6 items, 3) requirement for performance consists of 6 items, 4) managing the class consisting of 6 items, 5) using the media consisting of 6 items.

Questionnaire the academic achievement of opinions adopted Purwanto (2010), which reveals the factors that influence students' academic performance are factors of the individual and external factors which consist of (a) item 5 of physiological factors, (b) item 5 of psychological factors, (c) 5 item of environment Social, (d) item 5 of curriculum, (e) the administration of the 5 items, and (f) management factor of 5 items.

2.3 Sample and Procedure Research

The sample in this study was a teachers in primary school at central Jakarta district of 150 people from a total population of 287 people. To determine sample used random sampling technique means a sample taken at random. According Sugiarto (2003) simple random sampling method is a method used to select the sample of the population in such a way so that every member of the population has an equal chance to be taken as a sample. The sampling of 150 respondents were based on the opinions and Gay and Airasian (2000) suggest that 10-20% of the sample population is sufficient to carry out research.

3. Results

3.1 Descriptive Study Results

For question 1 how far stage the instructional leadership of headmaster, work discipline and work motivation and academic achievement use descriptive study. The findings show that the instructional leadership of headmaster based on indicators describing the mission, vision and objectives of the school has a mean = 19.91, standard deviation = 3.238, managing curriculum and instruction indicator has a mean = 19.86, standard deviation = 3.437, supervise teaching and learning indicator has a value mean = 18.20, standard deviation = 4.499, indicators to monitor progress of students having a mean = 15.73, standard deviation = 3.614, indicators encourage the teaching and learning climate has a mean = 15.99, standard deviation = 3.112, indicator development staff/professional development has a mean value = 10.18, standard deviation = 2.763, from these data indicators describing the mission, vision and goals of instructional leadership of headmaster variables has the high score. Progress's mission, vision and objectives of the school has a mean = 19.91, standard deviation = 3.238 and headmaster of instructional leadership as a whole has a mean = 107.787, and standard deviation = 11.478, thus

the instructional leadership of headmaster variables has the high score. Data were analyzed using descriptive statistics are shown in Table 1.

Table 1. Distribution of mean and standard deviation the instructional leadership of headmasters in Primary School at Central Jakarta District Based Indicators

Indicator	N	Standard Deviation	Mean
Explain the mission, vision and goals of school	150	3.238	19.91
Managing curriculum and instruction	150	3.437	19.86
Supervising teaching and learning	150	4.499	18.20
Monitor student progress	150	3.614	15.73
Encourage teaching and learning climate	150	3.112	15.99
Staff development / professional development	150	2.763	18.10
Teaching Headmasters Leadership	150	11.478	107.787

Table 1 shows the level of instructional leadership of headmaster in Primary School, the calculation results of that study data showed that the instructional leadership of headmaster was high and satisfactory for all items.

Overall, the work discipline based on indicator variables comply with the mean = 17.1, standard deviation = 2.754, has the self-awareness indicators mean = 16.9, standard deviation = 3.114, indicator of self introspection has value mean = 16.51, standard deviation = 3.791, enforce indicator discipline has value mean = 14.49, standard deviation = 3.962, high expectations indicator has value mean = 16.23, standard deviation = 3.799, motivational indicators in the discipline has a mean = 17.87, standard deviation = 2.841, of these data in the discipline of motivation indicator variables work discipline has the high score of 17.87, indicator enforce discipline has the lowest mean value of 14.49, and the standard deviation = 3.962, and work discipline as a whole has a mean = 98.21, and standard deviation = 9240, thus variable work discipline has the high score. Data were analyzed using descriptive statistics are shown in Table 2.

Table 2. Mean and standard deviation distribution the work discipline of teacher in Primary School at Central Jakarta District Based Indicators

Indicator	N	Standard Deviation	Mean
Compliance with regulations	150	2.754	17.01
Self-awareness	150	3.114	16.09
Introspection	150	3.791	16.51
Enforce discipline	150	3.962	14.49
High hopes	150	3.799	16.23
Motivation in discipline	150	2.841	17.87
Work Discipline Teachers	150	9.240	98.21

Table 2 shows the level of work discipline primary school at Central Jakarta, the calculation results of that study data showed that work discipline of teacher is high and satisfactory for all items.

The work motivation variables in this study scored based on the need for a powerful indicator has a mean = 20.93, standard deviation = 3.174, the indicators need to be affiliated with the mean = 18.47, standard deviation = 4.234, the need for performance indicators have a mean = 19.75, standard deviation = 4.104, the indicator manage class = 17.52 mean value, standard deviation = 4.249, the indicator using the media have mean = 20.47, standard deviation = 3.771, the data indicator of the need for a powerful motivation variable has the high score and the work motivation as a whole has a mean = 97.14, and standard deviation = 9.44, thus the work motivation variable has the high score. Data were analyzed using descriptive statistics are shown in Table 3.

Table 3. Distribution of mean and standard deviation the work motivation Primary School at Central Jakarta Based Indicators

Indicator	N	Standard Deviation	Mean
The need for authorities	150	3.174	20.93
The need for affiliation	150	4.234	18.47
The need for Achievement	150	4.104	19.75
manage classes	150	4.249	17.52
Using the media	150	3.771	20.47
work motivation	150	9.44	97.14

Table 3 shows the stages of work motivation in primary school at Central Jakarta, results of calculation of research data showed stage the work motivation is high and satisfactory for the entire item.

Last variable is the academic achievement, overall academic achievement based indicators of physiology has value mean = 17.91, standard deviation = 2.678, indicators of psychological factors has value mean = 16.43, standard deviation = 3.320, indicators of social environments has value mean = 16.30, standard deviation = 3.303, curriculum indicator has value mean = 16.19 standard deviation = 3.723, adminstration indicator has value mean = 15.41, standard deviation = 3.779, the maintenance indicator has value mean = 16.89, standard deviation = 3.203 of these data indicators physiological factors pembolehubah academic achievement has min scores high value and overall academic achievement have min = 99.13, and standard deviation = 9.658, thus variable the academic achievement scores mean has high value. Study data were analyzed using descriptive statistics shown in Tabel 4.

Tabel 4. Distribution of mean and standard deviation academic achievement in Primary School at Central Jakarta Based Indicators

Indicator	N	Standard Deviation	Mean
Physiological factors	150	2.678	17.91
Psychological factor	150	3.320	16.43
Social environment	150	3.303	16.30
Curriculum	150	3.723	16.19
Administration	150	3.779	15.41

Maintenance	150	3.203	16.89
Academic Achievement	150	9.658	99.13

Table 4 shows the level of the academic achievement Primary School, the calculation results of the study data shows a high level of academic achievement and satisfactory for all items.

3.2 Reviews Inferential

3.2.1 Correlation Study the Instructional Leadership of Headmasters and the Academic Achievement

The second research question is whether there is a relationship between the instructional leadership of headmaster and the academic achievement. To answer the second research question, the information obtained from the questionnaires of the instructional leadership of headmaster and academic achievement were answered by 150 teachers, through bivariate regression analysis. The results are presented in Table 5.

Table 5. Relationship the instructional leadership of headmasters and academic achievement

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Instructional Leadership of Headmasters and Academic Achievement	57.920 (Constant)		8.673		.000
	.382	.454	6.205	38.501	.000

R = 0.454 R^2 = 0.206

Table 5 The results of the bivariate regression analysis on data variables the instructional leadership of headmaster and academic achievement obtained by the regression b = 0.382 and a constant of 57.920. Thus, the second form of the relationship the instructional leadership of headmaster and academic achievement can be described with a regression equation $Y = 57.920 + 0.382X_1$. Before being used for the purposes of prediction, regression test must qualify the significance and linearity test, to determine the degree of significance and linearity regression, F test, which is (F = 38.501, sig = 0.000), so that multiple the instructional leadership of headmaster and academic achievement is very significant. The instructional leadership of headmaster has power of contribution to academic achievement is shown by the correlation coefficient of = 0.454. After that determination, the determination coefficient is the square of the correlation coefficient between the variables the relationship the instructional leadership of headmaster and academic achievement. The coefficient of determination variables the relationship the instructional leadership of headmaster and academic achievement of = 0.206.

3.2.2 Correlation Study the Work Discipline and the Academic Achievement

To answer the research question, information was obtained from questionnaires the work discipline and academic achievement were answered by 150 people, through the pearson correlation analysis and bivariate regression. Data from the survey are presented in Table 6.

Table 6. Relationship the work discipline and academic achievement

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Work Discipline and Academic Achievement	39.981 (Constant)		5.771		.000
	0.602	0.576	8.575	73.539	.000

R = 0.576 R^2 = 0.332

Tabel 6 shows that the calculation of simple regression analysis on the variable data work discipline and academic achievement obtained by the regression b = 0.602 and a constant of 39.981. Thus, the second form of the relationship can be described with a regression equation $Y = 39.981 + 0.602X_2$. Before being used for the purposes of prediction, regression test must qualify the significance and linearity test. To determine the degree of significance and linearity regression, F test equal to (F = 73.539, sig = 0.000), thus the academic achievement regression of the work discipline is significant. The strength of the relationship between the work discipline and the academic achievement indicated by the correlation coefficient of = 0.576, and analysis of the coefficient of determination. The coefficient of determination is the square of the correlation coefficient between the work discipline and the academic achievement. The coefficient of determination of = 0.332.

3.2.3 Correlation Study the Work Motivation and Academic Achievement

From the calculation of simple regression analysis on the data variables the work motivation and academic achievement obtained by the regression b = 0.549 and a constant of 45.759. Data from the survey can be seen in Table 7.

Table 7. The relationship of work motivation and academic achievement

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Work Motivation and Academic Achievement	45.759 (Constant)		6.605	59.905	.000
	0.549	0.537	7.740		.000

R = 0.537 R^2 = 0.288

Tabel 7 Show that the relationship between the two variables (the work motivation and academic achievement) can be described with a regression equation $Y = 45.759 + 0.549Y$. Before being used for the purposes of prediction, regression test must qualify the significance and linearity test. To determine the degree of significance and linearity regression, F test equal to (F = 59.905, Sig = 0.000), this shows that the relationship between the two variables is significant. The strength of the relationship between the variables the work motivation and academic achievement indicated by the correlation coefficient of 0.537, and coefficient of determination of 0.288.

3.2.4 Correlation Study the Instructional Leadership of Headmasters and the Work Motivation

From the calculation of simple regression analysis on data variables. Relationships with the instructional leadership of headmaster and work motivation obtained the regression of b = 0.477 and a constant of 45. 756. The results of the study can be seen in Table 8.

Table 8. Relationship leadership teaching headmasters teachers work motivation

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Instructional Leadership of Headmasters and work motivation	45.759 (Constant)		6.605	59.905	.000
	0.549	0.537	7.740		.000

R = 0.537 R^2 = 0.288

Table 8 Show that the second form of the relationship the instructional leadership of headmaster and work motivation can be described with a regression equation $Y = 45.756 + 0.477X_1$. Before being used for the purposes of prediction, regression test must qualify the significance and linearity test. To determine the degree of

significance and linearity regression, F test equal to (F = 74.974, Sig. = 0.000). The instructional leadership of headmaster has contribution to the work motivation indicated by a correlation coefficient of 0.580. The coefficient of determination is the square of the correlation coefficient between the variables the instructional leadership of headmaster and work motivation. The coefficient of determination is 0.336.

3.2.5 Correlation Study the Work Discipline and the Work Motivation

From the calculation of simple regression analysis on the variable data work discipline of motivation obtained by the regression b = 0552 and a constant amount of 42,892. Data from the survey can be seen in Table 9.

Table 9. Relationships the work discipline and the work motivation of teachers

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Work Discipline and Work Motivation	42.892 (Constant)		6.158	61.191	.000
	0 .552	.541	7.822		.000

R = 0.541 R^2 = 0.293

Table 9 Shows that relationship between the work discipline and work motivation can be described with a regression equation Y= 42.892+ 0.552X_2. Before being used for the purposes of prediction, regression test must qualify the significance and linearity test. To determine the degree of significance and linearity regression, F test was conducted (F = 61.191, Sig. = 0.000), it was concluded that the regression of work motivation and work discipline is very significant. The strength of the relationship between work discipline and work motivation indicated by a correlation coefficient of = 0.541. Then conducted an analysis of the coefficient of determination. The coefficient of determination is the square of the correlation coefficient between work discipline with variable work motivation. The coefficient of determination work discipline and work motivation equal of 0.293.

3.2.6 Relationship between the Instructional Leadership of Headmasters and the Work Discipline and Work Motivation.

The coefficient of determination between variables the instructional leadership of headmasters and the work discipline and work motivation is equal to R^2 = 0.434. The study data can be viewed in Table 10.

Table 10. Relationship the instructional leadership of headmasters and the work discipline and work motivation.

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Work Motivation	24.679 (Constant)		3.557		0.000
Instructuonal Leadership of Headmaster	0.346	0.421	6.055	56.296	0.000
Work discipline	0.358	0.350	5.030		0.000

R = 0.659 R^2 = 0.434

Table 10 shows the Multivariate regression calculation the work motivation variable data to produce the regression of a1, 0.346 for the variable instructional leadership of headmaster, a2 of 0.358 for the variable the work discipline, and a constant of 24.679. Forms between independent variables and the dependent variable can be described by the regression equation Y = 24.679+0.346X_1+0.358X_2. Before being used for the purposes of prediction, the regression equation regression significance test must be done.

To determine the degree of significance on multivariate regression, F test equal to (F = 56.296, Sig. = 0.000), it can be concluded multivariate regression Y = 24.679+ 0.346X_1+0.358X_2, very significant. The power of multivariate correlation between variables the instructional leadership of headmasters and the work discipline and work motivation correlation coefficient R = 0.659.

3.2.7 Relationship between the Instructional Leadership of Headmaster and the Work Discipline and the Academic Achievement

The power of multivariate correlation between variables the instructional leadership of headmaster and the work discipline and the academic achievement obtained correlation coefficient R = 0.616, and the coefficient of determination between variables the instructional leadership of headmaster and the work discipline and the academic achievement is equal to R^2 = 0.379. Data from the survey can be seen in Table 11.

Table 11. Relationship the instructional leadership of headmaster and the work discipline and the academic achievement

Variable	Value Coefisient B	Coefisient Beta	Value T	Value F	Sig
Academic Achievement	29.210 (Constant)		3.928		0.000
Instructional Leadership of Headmaster	0.205	0.243	3.341	44.874	0.001
	0.487	0.466	6.393		0.000
Work discipline					

R = 0.616 R^2 = 0.379

Table 11 shows the multivariate regression calculation results in the regression variable data of a1, 0.205 for the variable instructional leadership of headmasters, a2 of 0.487 for the variable work discipline, and a constant of 29.210. Forms between independent variables and the dependent variable can be described by the regression equation Y= 29.210 + 0.205X_1+0.487X_2. Before being used for the purposes of prediction, the regression equation regression significance test must be done. To determine the degree of significance on multivariate regression. F test equal to F = 44.874, Sig = 0.000, it can be concluded multivariate regression Y = 29.210 + 0.205X_1+0.487X_2, very significant.

4. Discussion

From the result of research the instructional leadership of headmaster and the work discipline have a significant relationship to the work motivation and academic achievement. Instructional leadership of Headmaster is very important in school, it is allocated to the achievement are high academic achievement in school, for the headmasters carry out instructional leadership through supervision of teachers and staff in schools, supervision are carried out to improve the quality of teaching, Soetjipto and Kosasih (1999) says supervision headmaster is of all the work done by the a headmaster as supervisor to provide help for teachers to improve teaching.

Sagala (2000) says that: "The low level of the profession, achievement, quality of teaching and student learning outcomes, also due to the supervisory role of the school in Indonesia is becoming weaker, less efficient and effective for its intended." The successful implementation of supervision by the principal of the school is working on improving the ability of teachers and staff to jointly develop a conducive teaching and learning situation (Arikunto, 1988).

A study conducted by Edmonds (1979), Brookover et al. (1979), Sapore (1983), Rutter et al. (1979) says that effective schools have headmaster who are able to understand the role played in the instructional program at the school. school are achievement has the instructional leadership of headmaster is achievers anyway, the Gray (1990) states that there is no evidence to suggest that effective schools led by weak leadership. The instructional leadership of headmaster is very important because this patterned leadership can produce effective teaching and learning among teachers and students who can produce a brilliant academic achievement (Hallinger & Murphy, 1985).

The Work discipline of teachers to be one predictor of the academic achievement, academic performance will not be achieved if there is no work discipline of teachers in schools, teachers are not disciplined in carrying out its can duties and responsibilities to inhibit and reduce the academic achievement of students in schools, adherence to regulations set, show discipline teacher in high school, academic achievement can be achieved with the teaching process carried out with discipline, timely teacher in the process of teaching, motivate students to become disciplined in following the teaching process, so that the achievement of the teaching process, without any setbacks and vacancy of teaching hours in schools, indicate compliance and strict adherence to the rules, makes discipline in work related to academic achievement in school.

Davis (2005) states work discipline to strengthen the implementation of management guidelines are considered to be closely related to the achievement. Dahyana (2001) says that conditions of work discipline is not directly created just like that, but must have the will and efforts of all parties, especially the leadership to foster discipline. Nitisemito (1986) states work discipline is a problem that needs to be considered, because of the presence of discipline can be influenced to the effectiveness and efficiency of achievement of organizational goals. Mental discipline must be possessed by every teacher, teacher's success in carrying out his duties will be determined by the level of discipline teachers. Teachers demonstrated good discipline in carrying out its duties and responsibilities will facilitate the work of teachers and to changes in the performance of teachers towards a better and reliable.

The Work motivation related to academic achievement, decline in academic achievement can be caused by low motivation of teachers to work, teachers with low motivation visible from the implementation of the process of teaching poor, the laziness, unwilling to maximize the learning process, the more spent time wasted, taught as needed only, not innovative and creative, thus causing the learning process has poor quality, this can affect the academic achievement of students. According to a preliminary study by Sergiovanni (1976) and McGaw et al. (1992) commitment of teachers to work and for the welfare of students is an important aspect of effective schools. Motivation provides a significant boost in performance improvement of a person. With this motivation to encourage teachers to direct all his energy and ability to achieve optimal performance. Motivation has always been associated with the behavior of teachers in the works, including the urge or desire to work harder and get the job done in the best way. According Christantie and Hartanti (1997) says that the motivation to be associated with learning achievement is the goal to be achieved.

The work motivation of teachers can be enhanced by the leadership of headmaster, the instrucsional leadership of headmaster give a lot of attention on the implementation of the teaching process, the supervision and monitoring, and evaluation to make teachers are always in control of a headmaster. Motivation in work formed from the instrucsional leadership of headmaster, work motivation of teachers will arise in teachers when headmaster give great attention to various problems related to the purposes of the teachers in the teaching process, headmaster always helpful, and the fostering in the implementation of the teaching process makes teachers have a high motivation to work, the more attention to the teaching process from headmaster, showed a sense of valued, respected and needed for teachers in the school.

Rusyan (2000) show that: school leadership provide motivation to work to increase the productivity of teacher and student learning outcomes. Peter (1994) because of low motivation, and teacher performance that affect the teaching profession is inseparable from the low contribution of headmaster in developing teacher at the school through supervisory activities. Height the instructional leadership from headmaster to teachers in schools provide high motivation, this is due to the leadership of teaching focused on student learning achievement. Influence leadership is not just in form of teaching, but the motivation or the trigger that can inspire teachers and staff, initiative and creativity in order to develop optimally to improve performance (Yuniarsih & Suwatno, 2008).

Work discipline has a relationship with a teacher motivation, self-discipline of teachers in shaping the personality and attitude of feeling responsible for the duties and functions of a teacher, teachers who have high discipline runs the teaching process as much as possible, for the discipline teacher always tries to produce good teaching process, resulting in the teaching process requires high motivation, achievement motivation high work can be done by instilling discipline good working inside the teacher, The discipline is formed of a self-awareness of teachers to achieve the quality of the teaching process at the school. Nitisemito (1988) There are several factors that influence the occurrence of the behavior of labor discipline, namely: the purpose of the service and work ability, exemplary leader, virtue, justice, supervisory, legal restrictions existing, firmness, and relationship guru is working manusia.Motivasi impulse arising from within, consciously or not to carry out his duties as a teacher. Hasibuan (1996) suggests, a person who has motivation, would improve morale, discipline, improve the atmosphere a good working relationship.

5. Conclusion

The results of quantitative research hypothesis, testing using correlation and regression among the variables studied, the level of instructional leadership of headmaster in a higher category, it shows that the instructional leadership of headmaster in the school is very good, headmaster in running instructional leadership at the school focusing on improving the quality of education, headmaster conduct supervision, curriculum improvement and development of human resources with good schools, conducting lessons in school management, monitoring, and evaluation and assessment of various teaching activities at school.

The level of teacher discipline, work discipline shows that teachers are in the category of good, work discipline reflected in the performance of teachers and teaching activities at the high school, that teachers have a good working discipline, discipline teachers formed of understanding of rules set out in the school, their devotion a high at school, as well as the implementation of the teaching process in the school well. This proves the work discipline in the school has a high quality.

Stage work motivation of teachers, showing motivation of teachers working in schools in the category of good, visible from the achievement of the expectations and goals set at school. Based on a qualitative assessment, the teacher as teachers have a high motivation to work, as teachers of teachers know and understand the duties and responsibilities as a teacher, so always strive to carry out the teaching process as well as possible.

Stage extremely high academic achievement, student academic achievement seen from the various tests and evaluation of teaching values that have been implemented in schools. Qualitatively excellent academic achievement, students get a satisfactory academic achievement, although there are not satisfactory but only a little, it is necessary to re-evaluate and assess any learning process that has been going on.

There is a positive and significant relationship with the instructional leadership of headmaster and academic achievement demonstrated by the correlation coefficient and coefficient of determination of the relationship between the instructional leadership of headmaster on academic achievement. The relationship between two variables by regression analysis, significant and linear pattern of model equation. This equation gives the information that in the event of an improvement in the instructional leadership of headmaster will be followed by improvement in academic achievement. So the higher instructional leadership of headmaster the higher academic achievement. Conversely, if there is a decrease in the instructional leadership of headmaster, the lower academic achievement.

Level of work discipline and academic achievement is satisfactory, there are positive and significant relationship work discipline with academic achievement shown by the correlation coefficient, and coefficient of determination, which showed great discipline relationship to academic achievement. The relationship between two variables by regression analysis, significant and linear pattern of model equation. This equation gives the information that in the event of an improvement in labor discipline will be followed by improvement in academic achievement. So the higher the discipline of work, the higher the level of academic achievement, and vice versa when there is a decrease in work discipline will be followed by a decline in academic achievement.

There is a positive correlation between work motivation on academic achievement shown by the correlation coefficient and the determination of the effect of work motivation on academic achievement. The relationship between two variables by regression analysis indicated a significant and linear patterned with model equation. This equation gives the information that in the event of an increase in work motivation will be followed by improvement in academic achievement, so the higher the work motivation of the higher the academic achievement. Conversely, when a decline in the motivation will be followed by a deterioration in academic performance.

There is a positive and significant relationship with the instructional leadership of headmaster and work motivation at the correlation and the determination of the relationship instructional leadership of headmaster toward motivation. The relationship between two variables by regression analysis and patterned significant linear model equation. This equation gives the information that in the event of an improvement in the instructional leadership of headmaster will be followed by improvement of work motivation. So the higher instructional leadership of headmaster the higher work motivation. Conversely, if there is a decrease in the instructional leadership of headmaster the lower the work motivation is there.

A high level of discipline and work motivation, there are positive and significant relationship between work discipline and work motivation with the correlation and the determination of the relationship between the work discipline and work motivation. The relationship between two variables by regression analysis and patterned significant linear model equation. This equation gives the information that in the event of an improvement in

work discipline will be followed by improvement of work motivation. So the higher the work discipline, the higher the level of work motivation, and vice versa when there is a decrease in work discipline will be followed by a decline in the work motivation of teachers.

Altogether there are positive and significant correlation instructional leadership of headmaster, work discipline and work motivation with the correlation and the determination, correlation between the instructional leadership of headmaster and work discipline together with work motivation. The relationship between these three variables by regression analysis, significant and linear pattern.

Altogether there are positive and significant correlation instructional leadership of headmaster and work discipline and academic achievement with the correlation and the determination, correlation the instructional leadership of headmaster and the work discipline together with academic achievement. The relationship between these three variables by regression analysis, significant and linear pattern.

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