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Agility Leadership and Its Effect on Motivation and Discipline: A Review of Learning Supervision During Covid-19

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Abstract. Increased work motivation and work discipline are still seeing as a significant problem in the work system of the State Civil Apparatus in Indonesia. This problem needs to be resolving immediately so that public services are in line with expectations. This research focuses on the application of agility leadership and its influence on work motivation and work discipline of the State Civil Apparatus. Several studies have been conducting to measure the effect of work motivation on the work discipline of the State Civil Apparatus. However, only a few studies have tried to scientifically identify agility leadership approaches concerning work motivation and work discipline. The study population was 122 teachers in Enrekang Regency, Indonesia, who lived in mountainous areas that were not reached by the internet during Covid-19. They carry out "teach from home" learning with communication information technology that requires an internet network. The results of this study found that agility leadership has been very well implemented, and the effect is very significant on the work motivation and work discipline of teachers through the supervision of the principal. To ensure the continuity of work motivation and work discipline of teachers still very well implemented, the leadership of the principal's agility is significant. Further research is expected to apply qualitative methods and approaches to meet the needs of reward and punishment.

INTRODUCTION

Work motivation and work discipline are seeing as two essential concepts for all public organizations in providing quality public services. Motivation and work discipline can increase public trust [1], organizational success [2], and the quality of regulatory services [3]. In Indonesia, work motivation and work discipline of the State Civil Apparatus, spread in various types of public organizations, including in state schools. As a form of learning obligation borne by the State. Stated in Law No. 20 of 2003 concerning the National Education System, contained the notion of compulsory education, which is the minimum education program that must be followed by students under the responsibility of the central government and regional governments.

Work motivation and work discipline are old problems that are influenced by behavioral factors. Many studies on work motivation and work discipline and the factors that influence it [4]–[6]. Furthermore, teacher discipline [7], teacher learning motivation as one of the keys to the success of quality education [7], [8], and as a form of public service.

The discussion in this article is organizing as follows. First, the authors introduce the background of work motivation and work discipline, then refer to the literature on supervisory perspectives, and the concept of leadership agility. Secondly, the researcher outlines the conceptual position of the principal's supervisory function in the education system and its relation to the idea of leadership agility. Next, the research methodology was establishing before presenting the data analysis of the respondents' answers. Finally, the researchers concluded the principal's agility leadership, based on the results of data analysis, which was intending to support the development of work

motivation and work discipline. Also, researchers propose agility leadership to guarantee work motivation and work discipline at the level of school education units.

Supervision is a structured process that supports the development of knowledge, competence, and confidence [9]. Supervision is an effort to provide services to teachers, both individually and in groups, to improve learning. The aim is to provide services and assistance in developing the teaching-learning process that teachers do in class [8]. Supervision is a form of professional support and development that can help teachers, and staff to manage personal and professional demands [9]. Supervision is an activity that can help grow a person and his profession [8]. Supervision of school principals has a direct positive effect on organizational commitment [8]. Supervision in the field of education consists of three balance activities which can in the chart below:

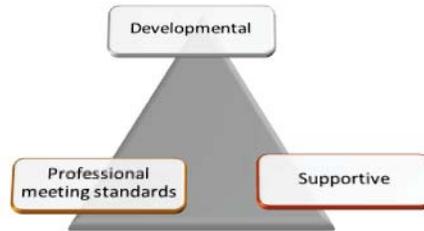


FIGURE 1. Three balance activities of supervision in the field of education ([9])

Developmental is the development of learning goals, the results of positive growth, such as improvement in cognitive, language, and academic functions [10]. Supportive is the effectiveness of services that support learning, which is reflecting on practical education in the development of student personality [7]. Professional meeting standards are following predetermined learning plans [11]. Therefore, the supervision in this paper is to ensure that developmental, supportive, and professional meeting standards.

Work motivation is closely related to work motivation. Motivation is an effort to realize expectations as the basis for achieving a goal, the future of organizational success [2]. Motivation is a high-level willingness to achieve organizational goals [6]. Motivation is an important predictor of performance [1]. Motivation is a pleasant service delivery [3]. Maslow (1943) offers five levels of needs, namely; Physiological needs, security needs, social needs, self-esteem, and self-actualization [12].

At the same time, discipline is a mental attitude that is reflecting in the actions or behavior of individuals, groups, or communities in the form of adherence to the rules established by ethics, norms, and regulations that apply in society for specific purposes [5]. The better the employee discipline, the higher the performance that can be achieved. Timeliness and control are the primary considerations in management effectiveness [13]. Thus, discipline is a mental attitude in behavior to improve performance on time to achieve goals effectively.

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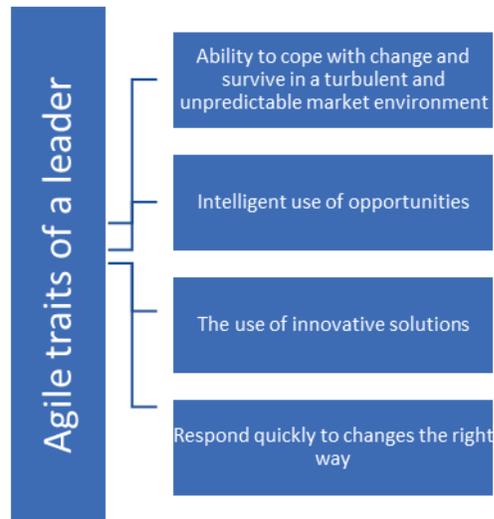


FIGURE 2. Agility leadership ([14])

Agility leadership is the activity of leading an organization so that it can change and survive amid environmental uncertainty [14]–[16]. Smart leadership uses opportunities [16] to minimize threats [17], supported by data and facts [1]. Leadership uses innovation as a way to solve problems for the sake of its future [16], [18]. Finally, agility leadership responds quickly in the right way [14], [16]. Thus, agility leadership is leadership in organizations that are innovative, responsive, and creative to deal with environmental uncertainty for the future and its survival.

MATERIALS AND METHODS

This study uses a quantitative research design because it aims to analyze the application of agility leadership and its influence on work motivation and work discipline of the State Civil Apparatus. This quantitative research design is designing to investigate the relationship between variables. In other words, the research design is carried out to determine the variables that influence the dependent variable.

The study population consisted of 122 teachers (including principals and deputy principals) who worked in elementary and junior high schools in Enrekang Regency, Indonesia, during the home learning program in the era of the COVID-19 pandemic. They carry out the learning process from home with the help of information communication technology via the internet.

Data collection techniques using questionnaires, interviews, and field observations. Data processing techniques using SPSS 16, 2020, mainly for hypothesis testing. To test the truth of the hypothesis in this study, an F test was performed. To find out the effect can be seen by looking at the significance level $\alpha = 0.05$. If the significance value is less than 0.05, then H_0 is rejected, and H_a is accepted. Based on the results of data processing in the ANOVA table, it is known that the calculated F value obtained when compared with a significant level of 0.00 ($F < 0.05$) can mean that the variable relationship between the supervisory dexterity of leadership principals has a considerable influence. On work motivation and work discipline.

RESULTS AND DISCUSSION

Results

Based on the results of data collection and then processed using statistical instruments and tools, each variable is describing as follows:

TABLE 1. Recapitulation of Principal Supervision Indicators (X1)

Respondents' Responses	Percentage (%)
Changes in every school activity that need to be well-coordinated	80,60

Respondents' Responses	Percentage (%)
(Ability to cope with change and survive in a turbulent and unpredictable market environment)	
Democratic leaders with skills and need to go through training according to stages (ability to cope with change and survive in a turbulent and unpredictable market environment)	82,00
Achieve a goal both in the field and within the scope of the school with new things (The use of innovative solutions)	84,00
Creating an atmosphere that can increase the potential of teachers and staff to be more active in school activities (The use of innovative solutions)	78,80
Improving the quality of human resources and equipment from weaknesses and strengths found in the school (Intelligent use of opportunities)	93,80
Improve teacher and student activities with experience and feedback on learning (Intelligent use of opportunities)	86,80
Equipping each teacher or staff with new knowledge and skills (Respond quickly to changes the right way)	82,40
Integrate and harmonize educational goals and shape abilities (Respond quickly to changes the right way)	72,60
Percentage average	62,62

By collecting the results of the average percentage of the eight-question items on the principal's supervisory indicator above, the average percentage result is 82.62%, so it can be concluded that this indicator is included in the very good category. One of the teachers asked about how the principal carried out his supervision was, "The principal supervised me in carrying out learning from home using social media".

TABLE 2. Recapitulation of Teaching Motivation Indicators

Respondents' Responses	Percentage (%)
Physiological needs provided by the Principal	84,60
Safety and security available at the School	82,80
School Principal socialization to teachers / staff in the School	88,00
Recognition or award given to teachers by the School Principal	88,00
Achieving goals by using the abilities, skills and optimal potential of a school principal	88,00
Percentage average	86,28

By accumulating the average percentage results of the five-question items on the teaching motivation indicator in Table 2, the average percentage result is 86.28%. So it can be concluded that this indicator is in the very good category. The teachers really feel the importance of the learning process being carried out. As a result of an interview with one of the teachers said, "The principal encouraged me to carry out my teaching obligations even in an atmosphere of the Covid-19 pandemic."

TABLE 3. Recapitulation of Performance Discipline Indicators

Respondents' Responses	Percentage (%)
Attendance schedule	90,80
Certainty working time	89,00
Compliance with orders	85,40
Compliance with rules	86,40
Produce more and better quality, with the same effort	84,20

Respondents' Responses	Percentage (%)
The attitude of the teacher and staff especially in the school environment accept work uniforms	83,60
Percentage average	86,50

By collecting the average percentage results of the six question items on the performance discipline indicator above, the average percentage result is 86.5%, so it can be concluded that this indicator is included in the very good category. An interview with one respondent said, "The principal is very disciplined in watching me, so I am very disciplined in teaching from home, even though sometimes the internet is not good."

TABLE 4. ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	55.624	2	27.812	9.364	.000 ^a
Residual	154.376	52	2.969		
Total	210.000	54			

- a. Predictors: (Constant), Teaching Motivation, Supervision of School Principals
- b. Dependent Variable: Performance Discipline

The F test was performing. To find out that there is an influence between variables can be determined by looking at the level of significant $\alpha = 0.05$. If the significance value is less than 0.05, then H_0 is rejected, and H_a is accepted. Based on the results of data processing in the ANOVA table, it knows that the F count value obtained is 9,364 with a significant level of 0.00 ($F < 0.05$) which means that the variable relationship between the Principal's supervision has a significant influence on work motivation and performance discipline.

TABLE 5. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 ^a	.265	.237	1.723

- a. Predictors: (Constant), motivation to teach, supervision of the principal
- b. Dependent variable: performance discipline

R Square: $0.265 \times 100\% = 26.5$ (the influence of X1 and X2 to Y) the remaining $100\% - 26.5\% = 73.2\%$ (the rest is influenced by other factors). The coefficient of determination (R^2) is used to measure how far the model's ability to explain variations in the dependent variable. Based on the summary model table of the coefficient of multiple determination (R^2) or R squared = 0.265, it means that the effect of X on Y is 26.5% change in the work discipline variable (Y) can be explained by the supervising variable and the principal's motivation, or in other words the influence of the independent variable on dependent variable at 26.5%.

The existence of supervision and motivation affects the work discipline of teachers in carrying out teaching assignments from home during the Covid-19 pandemic. The results of an interview with a deputy principal as well as a respondent said, "the principal supervises and motivates teachers in the process of implementing lessons from home, so that teachers remain disciplined in carrying out their duties."

Discussion

Supervision in this study is closely related to the leadership of the principal's agility. Changes in each school activity that need to be well-coordinated based on table 1 reached 80.6%. Very good categories are the ability to cope with change and survive in a turbulent and unpredictable market environment [14]–[16]. Similarly, respondent answers related to democratic leaders with a skill, need to go through training according to stages that have 82% are in the very good category.

Supervision of school principals directed towards achieving a goal both outside the school environment and within the scope of the school with the use of new things 84%, very good category. Likewise, the ability of supervision to create an atmosphere that can increase the potential of teachers and staff to be more active in school activities by

78.8%, good category. Both are categorized as supervising principals who apply leadership in agility in the dimension, the use of innovative solutions. Leadership uses innovation as a way to solve problems for the survival of future organizations [16], [18].

In another dimension, namely, intelligent use of opportunities [16], [19], to minimize threats [17] can be seen in the ability to improve the activities of teachers and students with experience and feedback on learning by 86.8%, categories very good. As well as improving the quality of human resources and equipment from weaknesses and strengths contained in the school by 93.8%, the category is very good. Therefore, with very good and ready human resources, the opportunities that occur from the environment can be controlled [20].

Respond quickly to changes the right way [14], [16], its application to the ability to equip each teacher or staff with new knowledge and skills was 82.4%, very good category. Although the ability to integrate and harmonize educational goals and form new abilities is 72.6%, the category is good. However, it is still categorized as having a good response to change.

Table 2 explains about meeting needs according to Maslow (1908-1970) that leadership must understand the needs of individuals if they want to motivate their employees [1], [18], [21]. Likewise, the teachers, as employees of the school led by the principal, are also relevant using this theory. The results of the questionnaire showed, the average answer was 86.28%, the category was outstanding. That is, the headmaster in motivating the teachers had done very well. Indeed the purpose of education should be to help someone become the best or help someone actualize what his potential" [22], [23]. Research conducted in Nigeria found that motivating teachers can improve the quality of education, especially motivational incentives [24]. The research conducted analyzed the application of Maslow's motivation theory. In this study, it was founded that the use of the motivational theory was proven to be superior in achieving educational goals [25]. There was a significant correlation between meeting needs on indicators of teacher success [26]–[28].

Likewise, the results of the study in table 3 regarding the discipline of teachers in teaching during the Covid-19 pandemic, averaging 86.5%, are in the very good category. The better the discipline of the teacher, the higher or very good performance that can be achieving [4], [29]. The better the discipline of work, the better the teacher's performance [5]. The more disciplined the teacher is in teaching, the better the quality of education [30]–[32], even the discipline to improve behaviour [33], [34]. Thus, the results of the study indicate that discipline is very good at improving teacher performance.

By using the F test in table 4, data was obtained that the leadership of agility in the form of the supervision of the principal has a significant influence on the work motivation and work discipline of the teacher [35]. Research on teachers and principals in primary schools in Klaten Regency, Indonesia, found that principals used work discipline strategies, teacher motivation, provided education supervision to develop teacher professionalism [36]. Research in Muara Sugihan and Makarti Jaya Regencies, Indonesia, also found that there was a positive and significant influence on the supervision of school principals on teacher performance [37]. From the results of those studies, it is increasingly supported that agility leadership increases work motivation and teacher work discipline.

CONCLUSION

Agility leadership through the supervision of the principal, work motivation, and work discipline of the teachers have been very well implemented. Supervision of the principal during the Covid-19 pandemic learning process has a significant effect on the work motivation and work discipline of teachers. The supervision of learning is determined by the principal's leadership role. Principal agility leadership is significant, especially in the ability to deal with change to stay afloat, to innovate, to have the ability to predict the future, and to be very responsive to change by doing the right thing.

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