



The Influence of Leadership and Motivation on the Discipline of Naval Academy Cadets (AAL)

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ABSTRACT

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The achievement of goals in the organization has many aspects that are thought to influence it, including elements of leadership, motivation, working conditions and discipline of naval cadets. This research aims to: 1) To partially analyze the effect of leadership and motivation on the discipline of Naval Academy cadets. 2) To analyze the simultaneous influence of leadership and motivation on the discipline of Naval Academy cadets.

This research uses an explanatory research approach, namely the type of research that seeks to explain the influence between variables through hypothesis testing. The independent variables are X1 = leadership, X2 = motivation and the dependent variable is the discipline of naval academy cadets. (Y). The sampling technique uses non-probability sampling with saturated sampling technique so that the entire population is used as a sample. Furthermore, the data were analyzed quantitatively, namely by using a statistical model in a computer program (SPSS 22.0), with descriptive analysis techniques and multiple linear regression analysis.

The results showed that: a) Simultaneously, leadership and motivation simultaneously affect the discipline of Naval Academy cadets. It can be said that well-executed leadership and motivation can improve the discipline of Naval Academy cadets; b) Partially, leadership and motivation variables affect the discipline of Naval Academy cadets. Seeing the results of this study, it is necessary to make a standardized assessment of the leadership of Navy officers who will be placed as caretaker officers at AAL and increased motivation, so that through leadership and motivation, reliable and professional Naval Academy cadets will be obtained.

KEYWORDS:

leadership discipline, motivation, cadets.

INTRODUCTION

The vision and mission of President Joko Widodo's administration for the 2019-2024 period which prioritizes the development of superior human resources to realize an advanced and dignified Indonesia in the international arena. The development of superior human resources is carried out in all ministries including the Ministry of Defense. In order to support the president's policy above, the Minister of Defense instructed the TNI Commander and Chief of Staff of the forces to design policies in order to increase superior human resources. To produce superior human resources,

quality educational institutions are needed. The Naval Academy (AAL) is one of the quality educational institutions that educates the first Naval Officers. AAL is located in the city of Surabaya, with the Vision "The realization of a Naval Academy capable of producing TNI AL Officers who are Responsive, Tanggon and Trengginas" and Mission "Organizing an educational process consisting of effective and efficient teaching, training and nurturing to produce graduates of TNI AL Officers who have a fighting spirit, professionalism, discipline, pride, hard work and smart work and have high physical fitness, through efforts to apply management and educational technology appropriately.

In carrying out all daily activities of AAL cadets, it is regulated by a regulation, namely the Special Regulation for Naval Academy Cadets (Persustar AAL) so that the development of AAL cadets is not excessive because there are clear rules so that the objectives of the institution can be achieved. Persustar AAL includes steps to enforce discipline

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and daily life during education both inside and outside the Naval Academy Ksatrian. In Persustar AAL, one of them regulates the relationship between Senior Cadets and Junior Cadets and sanctions for cadets who commit violations. The implementation of the AAL Cadet Care in the Field of Knowledge and Skills (Tanggap), the Field of Attitude and Behavior (Tanggon) and the Field of Physical Fitness (Trengginas) is carried out by AAL Caregivers and Cadets of the Cadet Corps Regiment Command. Fostering is carried out in accordance with the Implementation Guidelines for the Fostering of AAL cadets issued by the Governor of AAL.

The education of the Naval Academy cadets aims to form TNI / TNI AL soldiers who have the character of *sapta marga* warriors and professional soldiers based on the Soldier's Oath. The upbringing of AAL cadets is organized with the aim of achieving discipline, the ability to lead and be led. However, recently there have been complaints from the operating unit stating that the decline in professionalism of human resources graduates of AAL. The decline in professionalism includes a lack of sense of responsibility for subordinates and their work, a lack of fighting spirit when facing difficulties, and a decrease in discipline when carrying out every activity. So that one user has difficulty if they have to foster young officers, because they think that graduates from the academy will be able to work but the results are not the case. In fact, the resources of AAL graduates cannot immediately work or adjust to the work environment.

However, in the current development, there are many violations committed by AAL cadets, both by senior cadets and by junior cadets. The number of violations is an indicator of the decline in discipline from AAL cadets. One of the discipline indicators is obeying the rules in the AAL education environment. With so many violations, it means that many cadets do not obey these regulations, so that violations occur. To find out what factors influence these violations, researchers will look for the influence of leadership and motivation factors on the discipline of AAL cadets. Does the caregiver leadership variable positively affect the discipline of AAL cadets. Furthermore, looking for the influence of motivation on the discipline of AAL cadets. From these variable relationships, it is known which variable is the most influential. After knowing the magnitude of the relationship between variables, the leadership will be able to

make decisions more precisely targeted, some previous studies have examined naval academy cadets, such as in the research below.

According to (Dwi Hartono, et al., 2017.) in his research looking for the influence of the leadership of cadet care officers on the formation of prospective cadres of Navy officers. For the variable used in the study is the leadership of the caregiver officer to the cadets scientifically, then in the study carried out the calculation of the influence of the leadership of the cadet caregiver officer on the motivation and discipline of the cadets. In another study (Gendis Sonia Mayranda et al., 2022) This study aims to determine the effect of transformational leadership on work engagement carried out on sailor corps cadets at the Naval Academy. The study found that it has a positive influence on work engagement by 37% and the inspirational motivation dimension has the greatest and significant influence on work engagement by 21.28%.

In research conducted by (Muhlis Muhayyang, 2020) this study examines the role of personality formation, the role of upper secondary education and options that can be developed in the formation of cadet discipline. The results showed that cadet discipline is closely related to character education and can improve cadet discipline. The role of the campus as a discipline generator is needed in the implementation of character education accompanied by academic coaching to produce quality and prospective graduates. Character development of cadets can be developed by providing character education in each course where lectures on these values are assessed at the end of each lecture to determine whether the cadets are eligible to graduate or not.

There have been many studies on discipline. The measures commonly used to detect variables that are thought to affect discipline include leadership and motivation. This research is a replication of research by Dwi Hartono, et al, (2017); Ewi Darwati, et al (2014); Yunus Russamsi, et al (2020); Bradley Setiyadi & Feki Febrianto (2020); Trio Saputra, (2016); Jeli Nata Liyas (2017); Muhammad Fauzan (2017); Mela Aryani, et al, (2021); Daru Amanta Rahmadani, et al (2023); Andre Budi Anto, et al., (2015); Zainur Ihsan & Ardiansyah. (2020) where previous research shows inconsistencies with disciplinary research as presented in Table 1.

Table 1. Gap Research Relevant Research

No	Researcher / Year	Discipline	
		Leadership	Motivation
1	Dwi Hartono, <i>et al.</i> , (2017);	Significant	Significant
2	Ewi Darwati, <i>et al</i> (2014);	Significant	-
3	Yunus Russamsi, <i>et al</i> (2020);	Significant	-
4	Bradley Setiyadi & Feki Febrianto (2020);	-	Significant
5	Trio Saputra, (2016);	-	Significant

6	Jeli Nata Liyas (2017);	Significant	
7	Muhammad Fauzan (2017);	Not significant	Not significant Not significant
8	Mela Aryani, <i>et al.</i> , (2021);	Not significant	Significant
9	Daru Amanta Rahmadani, <i>et al</i> (2023);	Significant	Significant
10	Andre Budi Anto, <i>et al.</i> , (2015);	Significant	Significant
11	Zainur Ihsan & Ardiansyah (2020)	Significant	Tidak signifikan

Source: previous research, processed (2023)

There are a number of differences in findings (gap research) as described in Table 1. proves that there are still problems related to variables that affect discipline. In order to solve the problem, so that the research will use multiple linear models because related to the statement of variables that affect discipline must get an empirical explanation. The explanation is adjusted to the occurrence of empirical conditions of variables and research gaps, so that the research problem formulated is "How the role of these variables in determining the variables that affect discipline". Then it must be developed how the right model, which can show these variables become variables that determine the influence on the discipline of AAL cadets.

Meanwhile, this study will look for the influence of leadership, and motivation on the discipline of human resources graduates of the Naval Academy so that violations that occur at AAL will decrease. In previous studies there were several that discussed the effect of leadership on the discipline of AAL cadets, some discussed the effect of motivation on discipline. However, no one has discussed the effect of discipline and motivation on the discipline of AAL cadets. So that the research gap will be added in this study. The implementation of this research will use the classical assumption test in determining the relationship between variables. So that it can be concluded what variables are strongly related to the discipline of AAL cadets and can be input to the Navy leadership in determining further policies.

RESEARCH METHOD

In carrying out this research, researchers used an associative method with a quantitative approach. This method is called associative because it aims to determine the effect or relationship between two or more variables. While the quantitative approach is used because the research data is in the form of numbers and analysis using statistics. The variables used in this study are leadership (X1), motivation (X2) and discipline of AAL cadets as the dependent variable (Y). Research variable is an attribute or trait or value of people, objects or activities that have certain variations set by researchers to study and then draw conclusions. Research variables consist of independent variables or independent variables and dependent variables or dependent variables. Independent variables are variables that affect or cause changes or the emergence of dependent variables. Meanwhile,

the dependent variable is the variable that is influenced or that becomes the result, because of the independent variable. The most appropriate data collection technique is needed so that valid and reliable data is obtained. Data collection techniques that researchers can use in quantitative research are questionnaires, scales, tests and observations. After the data is collected, the next process is to process the data. The data processing process is adjusted to the needs of the analysis to be done.

Validity Test. The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured on the questionnaire. The validity test can be done by correlating the score of the question items with the total variable score. The validity test criteria according to Suharsimi Arikunto are if the correlation between the scores of the question items and the total variable score is equal to 0.3 or more (at least 0.3), then the instrument item is declared valid (Suharsimi Arikunto, 2012).

Reliability Test: A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. Variable reliability is determined based on the Cronbach alpha value, if the Cronbach alpha value is greater than 0.6, it is said that the variable is reliable or reliable. Multiple regression test is an analysis that has more than one independent variable called multiple linear regression analysis. Multiple linear regression techniques are used to determine whether or not there is a significant effect of two or more independent variables on the dependent variable (Y).The multiple linear regression model for the population can be shown as follows

$$\hat{y} = b_0 + b_1x_1 + \dots + b_kx_k,$$

\hat{y} = Estimated value of variable Y
 b_0 - b_k = Estimates for constant parameters
 x_1 - x_k = Independent variable

In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables from all respondents, presenting data from each variable studied, performing calculations to answer problem formulations and performing calculations to test hypotheses that have been proposed. Data analysis techniques in quantitative research use statistics, there are two types of

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statistics used, namely descriptive statistics and inferential statistics which include parametric statistics and non-parametric statistics.

$$\text{Internal class} = \frac{\text{Highest score} - \text{lowest score}}{\text{Number of classes}}$$

RESULTS AND DISCUSSION

Descriptive variable analysis describes the results of responses from 100 respondents related to service quality, patient satisfaction and patient loyalty. In the discussion of this study, it will be explained about the average respondent's response to the variable indicators as a whole. The description of responses will be explained based on the frequency and calculation of the mean (average) of each variable. Then the calculated mean (average) is categorized with the following rules:

Description :

The highest value is 5, the lowest value is 1, the number of classes is 5. From the above formula, the class interval value is obtained as follows:

$$\text{Class interval} = \frac{5-1}{5} = 0,8$$

The value of 0.8 is the class interval distance in each category, so that the category provisions apply with the following results:

Table 2. Assessment Categories

Interval	Assessment
1,00 < X ≤ 1,80	Very Bad
1,81 < X ≤ 2,60	Ugly
2,61 < X ≤ 3,40	Simply
3,41 < X ≤ 4,20	Good
4,21 < X ≤ 5,00	Very good

Source: calculation results of the assessment category formula

The following is presented descriptive statistics of leadership variables (X1), motivation (X2), and discipline (Y) can be explained as follows:

Description of Leadership Variables

The leadership variable is measured using 7 indicators. The description of respondents' assessment of the leadership variable at the Surabaya naval academy is explained as follows:

Table 3. Description of Leadership Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	100	2.00	5.00	4.3200	.73691
X1.2	100	2.00	5.00	4.0200	.63532
X1.3	100	2.00	5.00	3.8900	.80271
X1.4	100	2.00	5.00	3.9000	.83485
X1.5	100	2.00	5.00	3.6900	.82505
X1.6	100	1.00	5.00	3.9400	.87409
X1.7	100	1.00	5.00	3.8900	.94168
Kepemimpinan	100	2.29	5.00	3.9500	.52218
Valid N (listwise)	100				

Source: SPSS calculation results (Appendix)

Table 3. shows that leadership at the Surabaya naval academy is perceived well by respondents, this is indicated by the average answer score of 3.95 which is in the range of 3.41 < X ≤ 4.20 (agree / good). The leadership indicator that is rated highest by respondents is Every senior cadet can set an example to junior cadets, with an average value of 4.32 (very good category), while the leadership indicator that is rated lowest by respondents is The existence of command hours from caregivers to give to build relationships between caregivers and cadets, with an average value of 3.69 (good

category).

Description of Motivation Variable

Motivation is a condition that makes cadets have a good will that comes from both inside and outside the cadets, so that these cadets will have high enthusiasm, desire and willingness and will contribute as much as possible for mutual success. Motivation variables are measured using 7 indicators. The description of the respondents' assessment of

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the motivation variable at the Surabaya naval academy is explained as follows:

Table 4. Description of Motivation Variable
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	100	2.00	5.00	4.2200	.85965
X2.2	100	3.00	5.00	4.0700	.72829
X2.3	100	3.00	5.00	4.4300	.59041
X2.4	100	1.00	5.00	3.3200	1.02376
X2.5	100	1.00	5.00	3.4500	1.28216
X2.6	100	2.00	5.00	4.1200	.76910
X2.7	100	1.00	5.00	3.8100	.87265
Motivasi	100	3.00	5.00	4.1057	.47862
Valid N (listwise)	100				

Source: SPSS calculation results (Appendix)

Table 4. shows that the motivation of cadets at the Surabaya naval academy is perceived well by respondents, this is indicated by the average answer score of 4.1057 which is in the range of $3.41 < X \leq 4.20$ (good). The work motivation indicator that is rated highest by respondents is about Carrying out briefings by nurturing cadets to increase the enthusiasm of junior cadets, namely with an average value of 4.43 (very good category), while the work motivation indicator that is rated lowest by respondents is Providing rewards and punishments to junior cadets, namely with an average value of 3.32 (good category).

Description of Discipline Variable

Discipline is an action used by cadet caregivers to communicate with junior cadets so that they are willing to change a behavior and as an effort to increase the awareness and willingness of junior cadets to obey all applicable rules and norms. The application of this discipline is useful in educating cadets to obey and obey the rules, procedures, and policies that exist at the naval academy. Discipline variables are measured using 7 indicators. A description of the respondents' assessment of the discipline variable at the Surabaya naval academy is described below:

Table 5. Description of Discipline Variable
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y1	100	3.00	5.00	4.1400	.65165
Y2	100	2.00	5.00	4.0600	.73608
Y3	100	2.00	5.00	3.6500	.84537
Y4	100	2.00	5.00	3.5900	.97540
Y5	100	1.00	5.00	3.5700	.92392
Y6	100	1.00	5.00	4.0200	.73828
Y7	100	1.00	5.00	3.7400	.93873
Kedisiplinan	100	2.71	4.86	3.8243	.51841
Valid N (listwise)	100				

Source: SPSS calculation results (Appendix)

Table 5. shows that the discipline of cadets at the Surabaya naval academy is perceived as good by respondents, this is indicated by the average answer score of 3.8243 which is in the range of $3.41 < X \leq 4.20$ (good). The indicator of discipline that is rated highest by respondents is Every cadet carries out all PHST activities according to time, namely with an average value of 3.57 (good category), while the indicator of discipline that is rated lowest by respondents is During the implementation of the lesson there were no cadets sleeping in

class, namely with an average value of 3.32 (good category).

2. VALIDITY AND RELIABILITY TEST RESULTS

2.1 Validity Test Results

Validity shows the extent to which this test is a measuring instrument to measure what you want to measure. The validity test was carried out on each dimension using the product moment pearson correlation method. The analysis was carried out by correlating each item score with the total

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score. The total score is the sum of all items. The validity test criteria according to Suharsimi Arikunto are if the correlation between the question item scores and the total variable score is equal to 0.3 or more (at least 0.3), then the instrument item

is declared valid (Suharsimi Arikunto, 2011). The results of the validity test on leadership variables (X1), motivation (X2), and cadet discipline (Y). Presented in Table 5.

Table 5. Validity Test of Statement Items on Leadership, Motivation and Discipline Variables

Variabel	Pernyataan	Corrected Item-Total Correlation	r tabel	Keterangan
Kepemimpinan (X ₁)	X1.1	0,624	0,30	Valid
	X1.2	0,422	0,30	Valid
	X1.3	0,512	0,30	Valid
	X1.4	0,456	0,30	Valid
	X1.5	0,415	0,30	Valid
	X1.6	0,464	0,30	Valid
	X1.7	0,509	0,30	Valid
Motivasi (X ₂)	X2.1	0,576	0,30	Valid
	X2.2	0,571	0,30	Valid
	X2.3	0,347	0,30	Valid
	X2.4	0,336	0,30	Valid
	X2.5	0,547	0,30	Valid
	X2.6	0,418	0,30	Valid
Kedisiplinan (Y)	X2.7	0,361	0,30	Valid
	Y1	0,365	0,30	Valid
	Y2	0,471	0,30	Valid
	Y3	0,598	0,30	Valid
	Y4	0,617	0,30	Valid
	Y5	0,412	0,30	Valid
	Y6	0,372	0,30	Valid
	Y7	0,380	0,30	Valid

Source: SPSS calculation results (Appendix)

By using a significance level of 5% as a test standard, the t table value is 0.30, so from Table 5. it can be seen that all indicators measuring leadership variables (X1), motivation (X2) and leadership (Y) have valid status, because r count or corrected item-total correlation value > r table of 0.30, so it can be concluded that all statement items used to measure each indicator on leadership, motivation and discipline variables are valid and can be used for further analysis.

2.2 Reliability Test Results

The reliability test is used to determine the reliability (consistency) of the instrument (measuring instrument) in the form of a questionnaire. This reliability test was carried out using Cronbach's alpha technique, where the questionnaire was declared reliable if it had a Cronbach's alpha value ≥ 0.60 (Ghozali, 2016).

Table 6. Research Variable Reliability Test

Variable	Number of Statement Items	Cronbach's Alpha	Description
Leadership	7	0,763	Reliabel
Motivation	7	0,699	Reliabel
Discipline	7	0,731	Reliabel

Source: SPSS calculation results (Appendix)

Based on table 6. it is known that the Cronbach's alpha value for all research variables has a value greater than 0.60, so it can be concluded that the preparation of questionnaire statement items on leadership, motivation, compensation, and

discipline variables can be declared reliable and can be trusted as a measuring tool that produces consistent answers.

3. CLASSICAL ASSUMPTION TEST RESULTS

3.1 Normality Test

The normality test is carried out to test whether in the regression model, confounding or residual variables have a normal distribution (Ghozali, 2016). The test used for

normality in this study is the One-Sample Kolmogorov-Smirnov test. Data can be said to be normally distributed if the asymp. Sig (2 -tailed) is more than 0.05. If the significant value is less than 0.05, then the data is not normally distributed.

Table 7. One-Sample Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.39481626
Most Extreme Differences	Absolute	.070
	Positive	.070
	Negative	-.043
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: SPSS calculation results

Based on the results of the One-Sample Kolmogorov-Smirnov test after data transformation contained in table 7. above, it can be seen that the sample data used in this study is normally distributed because Asymp. Sig (2 -tailed) shows a value of 0.200 which is greater than 0.05.

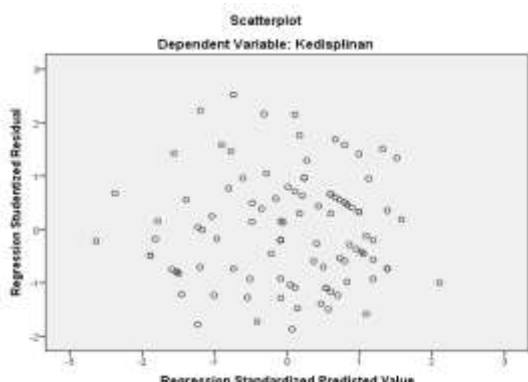
3.2 Heteroscedasticity Test

The way to determine symptoms of heteroscedasticity is by using the graph method. If there is no certain pattern (wavy, widening then narrowing) and the points spread above and below the number 0 on the Y axis then there is no heteroscedasticity. The following is the detection of heteroscedasticity with a scatter plot graph between residuals and fits.

Based on the scatterplot graph above, it can be seen that the residual variance from one observation to another does not have a certain pattern and the data points spread above and below the number 0 on the Y axis. So it can be concluded that the regression model does not occur heteroscedasticity.

3.3. Multicollinearity Test

The multicollinearity test is conducted to test whether the regression model finds a correlation between the independent variables (Ghozali, 2016). Multicollinearity testing is done by looking at the tolerance value and variance inflation factor (VIF). Multicollinearity occurs if the tolerance value = 0.10 or the VIF value = 10



Source: SPSS calculation results

Figure 1. Grafik Heteroskedastisitas Scatterplot

Table 8. Multicollinearity Test

Variables	Value <i>Tolerance</i> > 0,1	ValueVIF < 10	Description
Leadership	0,927	1,078	No multicollinearity
Motivation	0,927	1,078	No multicollinearity

Source: SPSS calculation results

In Table 8. the following conclusions can be made:

1. Leadership (X1) with a tolerance value of 0.927 is greater than 0.10 and a VIF value of 1.078 is less than 10.
2. Motivation (X2) with a tolerance value of 0.927 greater than 0.10 and a VIF value of 1.078 smaller than 10.

Because the tolerance value obtained for each variable is greater than 0.10 and the VIF value obtained for each variable is smaller than 10, it can be concluded that the data used in this study are free from multicollinearity problems so there is no need to delete the independent variables.

4. MULTIPLE LINEAR REGRESSION RESULTS

After conducting the classical assumption test and the data used has passed the test, it will be continued with regression analysis and hypothesis testing. In this study, there are 2 independent variables used, namely leadership and motivation variables. The following are the results of multiple linear analysis:

Table 9. Multiple Linear Regression Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constan)	.413	.409		1.008	.316
Leadership	.383	.080	.386	4.806	.000
Motivation	.462	.087	.427	5.316	.000

a. Dependent Variable: Kedisiplinan

Source: SPSS calculation results

Based on Table 9. obtained a multiple linear regression model equation which can be explained through the following equation:

$$\text{Discipline} = 0.413 + 0.383X1 + 0.462X2 + e$$

From the regression equation above it can be interpreted that: The constant is 0.295; meaning that if the leadership (X1) and motivation (X2) value is 0, then the discipline of cadets has a value of 0.383 in other words, discipline has a tendency to increase due to leadership variables (X1) and motivation (X2) has not affected the discipline of cadets.

The regression coefficient of the leadership variable (X1) of 0.383 means that if the other independent variables are constant and leadership (X1) has increased 1 time, then the discipline of cadets has increased by 0.383 assuming that motivation (X2) at the Surabaya naval academy does not change or is constant. The coefficient is positive, meaning that there is a positive relationship between leadership (X1) and discipline (Y). The better the leadership of the caregiver cadets given to the junior cadets, the more the discipline of the naval academy cadets will increase.

5. DISCUSSION OF RESEARCH RESULTS

5.1 The Influence of Leadership on the Discipline of Naval Academy Cadets

Based on the results of the research hypothesis test, it shows that the leadership variable has a significant influence on the discipline of the Surabaya Naval Academy cadets. This result is evidenced by the t value of 4,806 > t 1.69 and the significant probability value of the leadership variable of 0.000 < 0.05,. This can be interpreted that with the ability, need, intelligence, assertiveness, self-confidence will increase the discipline of the cadets of the Surabaya Naval Academy, so that the first hypothesis in the study is supported. This is also in accordance with the existing leadership at the Surabaya Naval Academy, where leaders make decisions in collaboration with junior cadets to achieve predetermined goals, such as decision making through deliberation to hear input or suggestions from junior cadets.

The results of respondents' answers to the average leadership (mean) of respondents' responses of 3.9500 are in the good or good category, on the discipline variable the average respondent response (mean) of 3.8243 is in the good or good category too. This means that leadership at the

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Surabaya Naval Academy can have an impact on the discipline of cadets. In line with Sutrisno's opinion (2017: 214), that leadership is "the ability to influence others through direct or indirect communication" several indicators that influence leadership are ability in their position, need for achievement in work, intelligence, assertiveness, and self-confidence.

5.2. The Effect of Motivation on the Discipline of Naval Academy Cadets

Based on the results of the research hypothesis test, it shows that the motivation variable has a significant influence on the discipline of the Surabaya Naval Academy cadets. This result is evidenced by the t value of $5,316 > t 1.69$ and the significant probability value of the motivation variable of $0.000 < 0.05$. This can be interpreted that the better the motivation possessed by a cadet, it will be reflected in the discipline of the cadet. Good work results are of course based on good motivation too. Conversely, if the cadets' work motivation is not well developed, it will lead to perfunctory work results and may threaten the achievement of organizational goals, therefore it is hoped that the academy, especially the Surabaya Naval Academy, will continue to provide motivation to its cadets in improving the discipline of the cadets. In line with the opinion of Mangkunegara (2013: 93), that motivation is "a condition that moves employees to be able to achieve the goals of their motives, so that the second hypothesis in the study is supported.

The results of respondents' answers to the average motivation (mean) of respondents' responses of 4.1057 are in the good or good category, on the discipline variable the average respondent's response (mean) of 3.8243 is in the good or good category too. This means that motivation at the Surabaya Naval Academy can have an impact on the discipline of cadets. This shows that the role of cadet motivation is quite large in influencing cadet discipline. Motivational factors such as remuneration, incentives/benefits, security and social, interested in work, challenged at work, learning new things, creating important contributions, utilizing full potential, and being creative and responsible, are factors that make up the motivation variable.

5.3. Simultaneous Effect of Leadership and Motivation on Cadet Discipline

Tests conducted simultaneously show that leadership (X1) and motivation (X2) variables affect the discipline of cadets (Y) at the Surabaya Naval Academy with a value of $F_{hitung} (35.118) > F_{tabel} (3.1)$ with a significance level of $0.000 < 0.05$. Furthermore, the R Square value is R Square, which is 0.420 or 42.0%. Which means that the cadet discipline variable (Y) is influenced by leadership (X1) and motivation (X2). The rest is influenced by other variables not examined in this study, such as work environment,

remuneration, cadet satisfaction, organizational commitment, work culture and other variables. Thus, leadership and motivation simultaneously and significantly influence the discipline of cadets, so that the third hypothesis in the study is supported. The more effective the leadership and or the higher the motivation, the higher the discipline of the cadets at the Naval Academy.

CONCLUSION

Based on the data collected and the test results that have been carried out using multiple linear regression tests and the discussion in the previous section, the following conclusions can be drawn.

1. There is a positive and significant influence of the leadership variable (X1), on the cadet discipline variable (Y) which is indicated by the t_{count} value ($4.806 > t_{table} (1.69)$) with a significance value of $0.000 < 0.05$, partially that there is a positive and significant influence of leadership on the discipline of cadets at the Surabaya Naval Academy. This means that the better the leadership provided by cadet caregivers at the Surabaya Naval Academy, the higher the discipline of the Surabaya Naval Academy cadets.
2. There is a positive and significant effect of the motivation variable (X2), on the cadet discipline variable (Y) which is indicated by the t_{count} value ($5.316 > t_{table} (1.69)$) with a significance value of $0.000 < 0.05$, partially that there is a positive and significant effect of motivation on the discipline of cadets at the Surabaya Naval Academy. This means that the higher the level of motivation of cadets in completing their academics, the higher the discipline of the Naval Academy cadets.
3. There is a simultaneous significant influence between discipline and motivation on the discipline of Surabaya Naval Academy cadets. The Test Statistics output illustrates N or the number of 100 respondents analyzed, namely 100 respondents, with an R Square value from the Model Summary calculation of 0.420. The correlation coefficient of 0.648 indicates a strong correlation between leadership and motivation towards cadet discipline, with a positive direction. This means that the better the leadership and the higher the motivation of cadets, the higher the discipline of the Surabaya Naval Academy, and vice versa. In the ANOVA output, the count is 35,118 and the df or degree of freedom (df) value is 2. And in the sig column $\leq \alpha (0.1)$ which is 0.000, then H_0 is rejected and H_1 is accepted. That is, there is a simultaneous significant relationship between leadership and motivation on the discipline of cadets at the Surabaya Naval Academy.

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