



The Influence of The Principal's Leadership, Teacher Work Discipline, and Teacher Work Motivation on Teacher Performance at State Senior High School Karangpandan

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Abstract. Teacher performance is a crucial factor for teachers' success in accomplishing their tasks and responsibilities in their professional duties. Several factors, namely the leadership of the principal, teacher work discipline, and teacher work motivation, can influence teacher performance. This study seeks to examine the following aspects: 1) The impact of principal leadership on teacher performance, 2) The influence of teacher work discipline on teacher performance, 3) The effect of teacher work motivation on teacher performance, 4) The combined influence of principal leadership, teacher work discipline, and teacher work motivation on teacher performance. The research methodology employed is quantitative research, conducted through a survey design, and the study took place at State Senior High School Karangpandan. The research population included all teachers, totaling 65 respondents. Data collection involved survey techniques, which entailed distributing questionnaires. Data analysis encompassed various steps such as testing analysis prerequisites (Normality Test, Linearity Test, Multicollinearity Test, and Heteroscedasticity Test), multiple linear regression analysis, and hypothesis testing (t-Test, F-Test, and Coefficient of Determination). The findings of the study conducted at State Senior High School Karangpandan revealed the following results: The leadership of the principal significantly impacts teacher performance, contributing effectively by 22.10%. Teacher work discipline has a substantial effect on teacher performance, with an effective contribution of 30%. Teacher work motivation significantly influences teacher performance, contributing effectively by 10.80%. The combined impact of principal leadership, teacher work discipline, and teacher work motivation significantly affects teacher performance, with a joint contribution of 62.90%.

Keywords: Work Discipline, School Principal Leadership, Teacher Performance, Work Activation.

1 Introduction

Education is the key to success for a nation, through education a person can be productive by developing one's potential. In general, education aims to improve the quality of human resources, with quality education able to realize the ideals of an intelligent and noble character nation (Joseph & Holy, 2018). Efforts to improve professionalism in education can

be done through improving teacher performance guided by the Ministry of Education and Culture so that the education sector runs according to the expected goals (Zuldesiah et al., 2021). In an institution certainly has goals to be achieved. In achieving this goal, it certainly requires someone who has the ability to build and control an institution. An institution certainly has capital, activity procedures, and time to carry out something that is beneficial for the growth and development of an institution.

Principal leadership is a person's attitude in carrying out his duties to lead, guide, direct, and motivate his subordinates to achieve results in accordance with school goals (Oktaviani & Son, 2021). Leadership concerns the process of structuring activities and relationships within an organization. The principal as a leader must be able to move, set an example, and provide assistance to human resources in the school to optimize teacher discipline by providing full support in the cognitive processes experienced by teachers (Rahayu et al., 2014). Findings (Saleem et al., 2020) explained that in particular the principal plays a role in promoting teacher performance in secondary schools.

Work discipline is an attitude carried out by a person to obey, obey, respect, and respect the rules that apply to carry out their duties in order to achieve the expected goals (Amalda & Prasojo, 2018). Teacher work discipline is the teacher's compliance and obedience to work procedures in carrying out his duties as a teacher. Work discipline is very influential on schools because it can achieve optimal performance results. In line with this (Sutama et al., 2016) explained that the higher the work discipline, the more it will be able to improve teacher performance. This is in line with the findings (Makovec, 2018) That being a teacher must have a professional personality, because teachers play an important role in student development.

Work motivation can be defined as the drive, enthusiasm, or encouragement that propels individuals to engage in their work with the aim of achieving their anticipated goals (Aprida et al., 2020). It originates from within, fueling the efforts necessary to attain desired outcomes. Work motivation plays a pivotal role in determining success in reaching one's objectives. In line with this, Hakim & Yahya (2018) assert that higher work motivation leads to improved teacher performance. Additionally, Comighud et al. (2020) explain that motivation is the willingness of an employee to dedicate a significant level of effort to their work, and it is influenced by the capacity of this effort to meet personal needs and the work environment.

Teacher performance serves as a critical yardstick for a teacher's achievement in fulfilling their tasks and responsibilities, ultimately contributing to the attainment of educational goals (Slameto et al., 2017). An individual can attain work results through a combination of responsibility, willpower, experience, competence, and sincerity in their work. Teacher performance encompasses the efforts exerted by teachers in adhering to the educational program, executing teaching and learning activities, and evaluating student learning outcomes. A teacher's obligations must align with the standards of professional competence within the school (Adelia et al., 2021). Teacher performance is instrumental in evaluating a school's success in educating students and molding their character (Slameto et al., 2017). Effective teacher performance not only fosters a conducive learning environment but also contributes to a successful educational process. This perspective coincides with the findings of Olsen & Huang (2019), emphasizing the importance of sustaining a professional community where teachers can collaborate with the support of the principal. Furthermore, research by Baluyos et al. (2019) underscores how teacher job satisfaction is positively influenced by effective principal supervision.

Based on initial observations, researchers found phenomena or problems related to teacher performance at State Senior High School Karangpandan including: First, the leadership aspect of the principal still has not given firm action against teachers who lack discipline or who still violate established regulations. Second, in terms of teacher work discipline, there are some teachers who still lack awareness in carrying out their duties, such as lack of time discipline when entering class. Third, there are teachers who teach not according to their fields because of lack of lesson hours and lack of teachers who are in accordance with their fields so that additional hours are given. So that teachers are required to learn in new fields to carry out their duties as teachers, this can trigger students' incomprehension in capturing the material taught if the teacher does not master the material. Fourth, there is a gap in teacher motivation that is lacking due to changes in the new curriculum, namely difficulties in making learning tools that refer to curriculum changes, in addition to IT development factors where there are some teachers who are less able to master IT. Based on these problems, this study aims: 1) to determine the influence of the principal's leadership on teacher performance at State Senior High School Karangpandan 2) to determine the influence of teacher work discipline on teacher performance at State Senior High School-Karangpandan 3) to determine the influence of teacher work motivation on teacher performance at State Senior High School Karangpandan 4) to determine the influence of the principal's leadership, teacher work discipline, and teacher work motivation on teacher performance at State Senior High School Karangpandan.

2 Method

This study employs a quantitative research approach, which is centered on the quantification of numerical data and the utilization of statistical analyses to assess the validity of research hypotheses (Hardani et al., 2020). The research design adopted for this investigation was a survey, conducted at State Senior High School Karangpandan. The research population consisted of all the teachers at State Senior High School Karangpandan, totaling 65 respondents. The sampling strategy employed in this study involved utilizing a saturated sample of 65 respondents. Saturated samples encompass all members of the population and are chosen for the purpose of making generalizations with an exceptionally low margin of error (Sugiyono, 2019). Data analysis in this research was conducted with the use of value intervals and variable categories. Various prerequisites for analysis were addressed, including the Normality Test, Linearity Test, Multicollinearity Test, and Heteroscedasticity Test. The analytical methods applied encompassed multiple linear regression analysis, as well as hypothesis testing, involving the t-Test, F-Test, and the Coefficient of Determination.

The key variables of this study encompass the following:

- 1) Principal's Leadership (X1), assessed through indicators related to instructional leadership, management of teaching and learning improvement, fostering a positive and collaborative teacher culture, development and enhancement of the school curriculum, coaching professional development to enhance teacher capacity, and the promotion of connections with external stakeholders.
- 2) Teacher Work Discipline (X2), evaluated using indicators such as attendance, adherence to work procedures, obedience to superiors, work commitment, and responsibility.
- 3) Teacher Work Motivation (X3), assessed through intrinsic and extrinsic motivation indicators.
- 4) Teacher Performance (Y), measured using indicators associated with professional skills, learning and innovation skills, proficiency in technology, and utilization of information media. The objective of this research was to comprehend how

these variables interrelate and to what extent they collectively influence teacher performance at State Senior High School Karangpandan.

3 Result

The data collection for this study involved the distribution of questionnaires to 65 teachers at State Senior High School Karangpandan. After acquiring the data, the following steps were taken to ensure its quality and validity:

Test Validity and Reliability

Prior to using the questionnaire, validity and reliability tests were conducted to demonstrate that the questionnaire was both valid and reliable. Validity is a measure that indicates the extent to which an instrument is valid or accurate (Arikunto, 2019). Reliability, on the other hand, signifies the trustworthiness and consistency of an instrument, making it suitable for data collection (Arikunto, 2019). Questionnaire validity was assessed using the product-moment correlation formula. A question on the questionnaire was considered valid if the calculated value exceeded the r -table. For a degree of freedom (df) of $(n-2 = 40-2 = 38)$, the r -table was 0.312. Reliability was evaluated using the Cronbach's Alpha formula, with a coefficient range between 0 and 1. A Cronbach's Alpha coefficient of ≥ 0.7 indicates good questionnaire reliability.

Prerequisite Tests:

Normality Test

This test assessed whether the data used for predicting the construct followed a normal distribution. The results of the normality test indicated that the asymp. sig (2-tailed) values for all variables exceeded 5% (0.05), demonstrating that the data was normally distributed. Thus, the use of parametric statistics was considered valid.

Linearity Test

This test was performed to determine whether there was a linear relationship between two or more variables. The results of the linearity test revealed that the F -values calculated for linearity were smaller than the F -table values at the 5% significance level. Moreover, the sig values for each variable were greater than 0.05, leading to the acceptance of the null hypothesis indicating linearity between variables ($X1Y$, $X2Y$, and $X3Y$). This allowed for the continuation of linear regression tests.

Multicollinearity Test

This test assessed whether significant correlations existed between independent variables. In regression analysis with multiple independent variables, it is essential that no strong correlations exist among them. The results of the multicollinearity test showed that the tolerance values for each variable were greater than 0.10, and the VIF values for each variable were less than 10.00. This indicated the absence of multicollinearity in the regression model.

Heteroscedasticity Test

Heteroscedasticity testing assessed whether there were variations in variance within the regression model. A good regression model should not exhibit signs of heteroscedasticity. The results of the heteroscedasticity test revealed that the regression model had unequal variance in residual values from one observation to another. However, the independent variable regression test results against absolute residual values (Abs_RES) produced a significance value (sig) of > 0.05 , indicating the absence of heteroscedasticity symptoms in the model.

Hypothetical Test:

Partial Test (Test t)

Tcalculate is used to determine how much each independent variable has an effect on the dependent variable. Here is a partial test table:

Table 1. Calculated Test Results (Partial Test)

Type	t	Sig.
(Constant)	.128	.899
Principal's Leadership	4.939	.000
Teacher Discipline	4.384	.000
Teacher Motivation	2.308	.024

The results of the t-test indicate that the calculated values exceed the critical t-table value with degrees of freedom $(n-k-1) = 2.30$, and the significance value (Sig) is less than 0.05. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Consequently, the following conclusions can be drawn:

a. The calculated value for the perception of the principal's leadership (X_1) on teacher performance (Y) is 4.939, and the significance value is 0.000, while the t-table value is 2.30. The fact that the obtained t-value exceeds the critical t-value in the table, and the significance value is less than 0.05, leads to the rejection of the null hypothesis. Thus, it can be inferred that the principal's leadership significantly impacts teacher performance at State Senior High School Karangpandan.

b. The calculated value for the perception of teacher work discipline (X_2) on teacher performance (Y) is 4.384, and the significance value is 0.000, while the t-table value is 2.30. The fact that the obtained t-value surpasses the t-table value, and the significance value is less than 0.05, results in the rejection of the null hypothesis. Consequently, it can be concluded that teacher work discipline significantly affects teacher performance at State Senior High School Karangpandan.

c. The calculated value for the perception of teacher work motivation (X_3) is 2.308, and the significance value is 0.024, while the t-table value is 2.30. The fact that the calculated t-value exceeds the t-table value and the significance value is less than 0.05 leads to the rejection of the null hypothesis. Thus, it can be inferred that teacher work motivation significantly impacts teacher performance at State Senior High School Karangpandan.

Simultaneous Test (Test F)

Simultaneous tests are employed to assess the combined impact of independent variables on the dependent variable. Below is the table for simultaneous tests:

Table 2. Fcalculate Test Results (Simultaneous Test)

Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.535.458	3	511.819	34.522	.000a
Residuals	904.388	61	14.826		
Total	2.439.846	64			
a. Predictors: (Constant), Teacher Work Motivation, Principal Leadership, Teacher Work Discipline					
b. Dependent Variable: Teacher Performance					

The results of the F-calculation test indicate an F-calculation value of 34.522, which is higher than the critical F-table value with degrees of freedom $(n-k) = 2.76$, and a significance value (sig) of 0.000, which is less than the significance level of 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Consequently, it can be inferred that the variables of principal leadership, teacher work discipline, and teacher work motivation collectively exert a significant influence on teacher performance at State Senior High School Karangpandan.

4 Discussion

Principal's Leadership Affects Teacher Performance

The achievement of educational objectives hinges on the competencies and acumen of the principal in their role as a leader. The principal serves as a linchpin in enhancing and elevating the quality of a school, given their pivotal role in shaping the sustainability of the teaching and learning processes. Principal leadership involves the deliberate actions taken by the principal as a leader to influence various stakeholders, including teachers, administrative staff, students, and other stakeholders, through effective communication aimed at realizing the school's objectives. An important indicator of effective leadership is the principal's ability to mobilize all members of the school community to fulfill their assigned duties and responsibilities as outlined by Setiyadi and Rosalina (2021). A competent principal must diligently work towards enhancing teacher performance, recognizing that the quality of education is inextricably linked to the performance of the teaching staff.

This result corresponds to Imhangbe et al., (2019) which found a significant relationship between principal leadership and teacher performance in the Edo Central Senatorial District. In this case Saleem et al., (2020) explained that in particular the principal plays a role in promoting teacher performance in secondary schools. The achievement of educational goals depends on the skills and wisdom of the principal as a leader. Principals directly or indirectly influence teacher performance through their leadership style which can be practiced through the implementation of the roles and functions of the principal's office such as maintaining curricular standards, assessing teaching methods, supervising student achievement, facilitating teachers, making arrangements to create an encouraging atmosphere and achievement-oriented environment as well as removing barriers and clarifying avenues for teachers to perform their work.

Teacher Work Discipline Affects Teacher Performance

This, in line with the findings made by Makovec, (2018) That being a teacher must have a professional personality, because teachers play an important role in student development. A good form of discipline will be reflected in the atmosphere, namely: 1) High teacher concern for the achievement of educational goals, 2) High sincerity and enthusiasm and teacher initiative in carrying out duties, 3) The magnitude of the teachers' sense of responsibility to carry out their duties as well as possible, 4) The development of a high sense of community and solidarity among teachers, 5) Increase teacher skills and productivity (Isma Rohani et al., 2020). Discipline encourages productivity and as a means to achieve productivity. This is because discipline acts as a growing force in the teacher's body and causes teachers to voluntarily conform to decisions, rules, and high work and behavioral values.

Teacher Work Motivation Affects Teacher Performance

This is because motivation has emerged as a prominent factor in administration due to its significant influence on performance, productivity, and job success (Demir, 2020). In line with the findings of Comighud et al. (2020), it is agreed that teachers perceive their motivation levels as "very high" across several dimensions, including (a) existing needs, (b) connections, and (c) growth requirements. Furthermore, the research indicates that teacher performance is at a "highly satisfactory" level. Comighud et al. (2020) have clarified that motivation reflects an employee's willingness to exert a substantial effort in their work, which is shaped by the potential of this effort to fulfill their needs and the influence of their personal environment. The motivation of teachers is intricately linked to effective management, particularly at the school level. When the systems and structures put in place to manage and support teachers function effectively, teachers are more **likely to uphold their sense of professional responsibility and commitment.**

Principal's Leadership, Teacher Work Discipline, and Teacher Work Motivation Simultaneously Affect Teacher Performance

The results of this research align with the discoveries made by Olsen and Huang (2019), highlighting the importance of fostering a professional community where educators can engage in interactions and collaborations with the backing of the school principal. Additionally, the study by Baluyos et al. (2019) underscores that teacher job satisfaction is also influenced by effective supervision from the principal. In a similar vein, Kustanto et al. (2021) have elaborated that as the principal's leadership style becomes more intricate, it corresponds to an elevation in teacher performance. Furthermore, the greater the motivation within a teacher and the strength of their work discipline, the more pronounced their performance as educators.

5 Conclusion

Based on the findings of the conducted research, it can be inferred that both individually and collectively, the factors of principal leadership, teacher work discipline, and teacher work motivation have a substantial impact on teacher performance at State Senior High School Karangpandan. The success of students' learning experiences is closely tied to the effectiveness of teacher performance. Enhancing teacher performance necessitates the active involvement of the principal, who plays a pivotal role in providing the motivation required to elevate teacher productivity. Teachers who are

motivated tend to excel, especially when coupled with strong work discipline. This suggests that when there is an improvement in principal leadership, teacher work discipline, and teacher work motivation, there is a corresponding increase in teacher performance. Conversely, a decrease in these factors results in a decline in teacher performance. Teacher performance can be considered successful when they exhibit professional competencies in line with established performance standards. It is important to acknowledge certain limitations in this study, such as the reliance on survey methods with questionnaire instruments for data collection and the restriction of research samples to State Senior High School Karangpandan. In light of these conclusions and their implications, it is advisable for school principals, who serve as both managers and educational leaders, to actively seek ways to enhance their own performance in nurturing and cultivating the abilities of their teaching staff. Teachers should also strive to bolster their work discipline and motivation to promote increased teacher performance. Additionally, future researchers are encouraged to explore further the various factors influencing teacher performance, utilizing larger and more diverse samples encompassing a wider range of SMAs.

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