PRINCIPAL LEADERSHIP, WORK DISCIPLINE, AND TEACHER PERFORMANCE: EVIDENCE FROM SMK BUNGA PERSADA, CIANJUR

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Abstract

Purpose: This study aims to determine the extent of the influence of the principal's leadership and teacher work discipline on teacher performance at schools in Indonesia, based on the national education objectives outlined in the Preamble to the 1945 Constitution of the Republic of Indonesia, which emphasizes educating the nation's life and improving public welfare.

Research Methodology: The research employs a quantitative approach using questionnaire-based data collection. Data analysis was conducted using SPSS 25 for Windows, involving validity and reliability tests, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis. Hypothesis testing was performed using t-tests for partial effects, an F-test for simultaneous effects, and the coefficient of determination (R^2) to measure the model's explanatory power.

Results: The results indicate that both the principal's leadership and work discipline have a positive and significant effect on teacher performance. The t-test results show that leadership (t-value = 5.577 > t-table = 2.002; p = 0.000 < 0.05) and work discipline (t-value = 3.381 > t-table = 2.002; p = 0.001 < 0.05) significantly influence teacher performance. Furthermore, the F-test confirms that both variables collectively have a significant effect (F-value = 55.101 > F-table = 3.16; p = 0.000 < 0.05), with a high coefficient of determination indicating a strong model fit.

Limitations: The study is limited to a specific geographical area and relies on self-reported data through questionnaires, which may be subject to response bias. Additionally, external factors such as school facilities, student background, and government policies were not included in the analysis.

Contribution: This research contributes to educational management by providing empirical evidence that strong leadership and high work discipline are critical drivers of teacher performance. The findings support policy development in school leadership and human resource management, promoting more effective and accountable educational practices in line with national education goals.

Keywords: Principal Leadership, Work Discipline, Teacher Performance.

1. INTRODUCTION

Based on the preamble to the 1945 Constitution of the Republic of Indonesia, the goal of national education is to protect the entire nation and its entire homeland, to advance the

general welfare, to improve the nation's intellectual life, and to contribute to the establishment of a world order based on independence, eternal peace, and social justice. The government aims to improve human quality through national development in the field of education, which strives to improve the nation's intellectual life and to develop Indonesians who are faithful and devout, possess noble morals, and master science, technology, and the arts, in order to realize an advanced, just, prosperous, and civilized society based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

To expand and equitable access, improve quality and relevance in order to realize good governance and be able to face the challenges of changing local, national, and global life, it is necessary to improve teacher quality in a planned, directed, and sustainable manner, in accordance with their highly strategic functions, roles, and positions in national development in the field of education. Education is an effort to help students develop both physically and spiritually, from their natural qualities toward a better and more humane civilization, according to Sujana (2019: 29).

No matter how vast the natural resources and infrastructure available, ultimately only in the hands of reliable human resources can the development goals of the nation and state be achieved. From this perspective, a nation cannot achieve progress without a sound education system. Teachers are one of the human resources in schools. Teacher performance in schools plays a crucial role in achieving school goals. Various efforts are made to achieve good performance. Teachers must be truly competent in their fields and able to serve optimally.

Professional teachers are needed to produce quality graduates who must meet the standards of societal needs and maximize students' abilities based on their potential and abilities. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 18 of 2007, there are four competencies for professional educators: pedagogical, social, professional, and personal. Teacher performance is expected to promote the relevance and quality of education applied in the classroom. Among the factors influencing teacher performance are school leadership and work discipline.

Performance refers to the results of work that can be displayed or the work performance of a teacher. Therefore, a teacher's performance can be measured by work results, assignments, or activities over a specific period of time. The purpose of teacher performance is to determine whether an educational, teaching, or training program has been mastered by its participants (Sunarsi, 2020). According to Asterina and Sukoco (2019), teacher performance is a teacher's ability to perform actions in accordance with established objectives, which include aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classrooms, controlling optimal learning conditions, and assessing learning outcomes. Optimal teacher performance is influenced by various factors, both internal and external. The success of a school is determined by several factors, including the leadership of the principal.

Leadership comes from the word "leader," meaning a person who is known and seeks to influence followers to realize their vision. Afework et al. (2021) explain that leaders are agents of change, people whose actions influence others more than others' actions influence them. Purwanto (2019) stated that an appointed principal is expected to possess a good personality, honesty, responsibility, and leadership qualities consistent with their position.

The principal is the overall administrator of education in the school and the formal educational leader of their school. Within the school environment, the principal is fully

responsible for managing and empowering teachers and other educational staff to continuously improve their work abilities. (Widdy, 2020, p. 7). According to Uben and Hughes, the influence of principal leadership on teacher performance is the creation of a school climate that can either stimulate or hinder teacher effectiveness. As the leader of an educational institution, the principal must be the driving force behind the educational process.

The principal's primary priority is to improve and enhance the quality of learning by enhancing the performance of the teachers under their care. Teachers possess great potential, but this potential is not fully realized in teaching activities due to a lack of stimulation and motivation from supervisors as school leaders or their seniors.

On the other hand, discipline can also improve teacher performance. Discipline shows a condition or attitude of respect that exists in employees towards the regulations and provisions of the agency (Sutrisno, 2019: 86). Keith Davis in Mangkunegara (2020: 129) states that "Discipline is a management action to enforce organizational standards". It can be interpreted that work discipline is the implementation of management to strengthen organizational guidelines. Singodimedjo in Sutrisno (2019: 86) "Discipline is an attitude of willingness and willingness of a person to comply with and obey the norms that apply around him and employee discipline greatly influences the goals of the agency".

In addition, the principal's leadership is required to be able to lead and manage the school. He is also required to create a conducive work environment (a climate maker) to prevent disintegration and encourage all components within the school to unite in achieving the desired goals.

Research conducted at SMK Bunga Persada, one of the educational institutions in Cianjur Regency, revealed problems such as low teacher performance in the implementation of ineffective teaching and learning processes, a lack of teacher discipline, and a lack of teacher responsibility in teaching. As explained previously, teachers must demonstrate commitment to their school, which is determined by their discipline in improving the implementation of the learning process and the development of learning materials, which are still lacking.

SMK Bunga Persada Cianjur currently has a teaching staff of 60 (non-permanent) teachers. Principal leadership and work discipline are highly prioritized in an educational institution, which significantly impacts student achievement. Productive and competent teachers are not the only things schools expect; equally important is how to improve teacher performance. Human resources are considered productive if they possess high work performance and can complete their tasks and responsibilities in a timely manner.

According to the author's observations, at SMK Bunga Persada Cianjur, there are still problems with work discipline among some teachers. Some teachers are present but lazy or irresponsible, resulting in them not attending class. Some teachers are present but frequently leave class during the teaching and learning process. This situation undoubtedly hinders the learning process, preventing students from learning effectively and optimally acquiring knowledge.

Table 1. Percentage of Teacher Absenteeism

Month	Number of absent teachers	Presence	Absence	Description
	15 people	71, 70 %	28, 30 %	Down
December	12 people	77, 36 %	22, 64 %	Down

Month	Number of absent teachers	Presence	Absence	Description
January	9 people	83, 02%	16, 98 %	Down
February	13 people	75 %	25 %	-

Based on the table above, for the quarter (December 2023 to February 2024), there has been a decrease in teacher absenteeism. Meanwhile, the standard for teacher attendance at SMK Bunga Persada Cianjur is 97%. The principal must take firm action against any violations that occur so that all components within the school can provide optimal service to both teachers and students.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT
2.1. Literature Review

The performance of teachers is a crucial factor in determining the quality of education in schools. According to Djaali (2020), teacher performance reflects the extent to which educators achieve their responsibilities in planning, implementing, and evaluating learning processes effectively. Several factors influence teacher performance, among which leadership and work discipline are considered pivotal. This literature review examines previous studies and theoretical foundations related to school principal leadership, work discipline, and their impact on teacher performance.

Leadership and Teacher Performance

Leadership, particularly school principal leadership, plays a strategic role in shaping the working climate and motivating teachers to perform optimally. Sutrisno (2020) defines leadership as the ability to influence, guide, and motivate others to achieve common goals. In an educational context, effective leadership involves building cooperation, demonstrating effectiveness, practicing participative leadership, and delegating tasks appropriately. Research by Halid and Usman (2020) found a significant positive influence of school principal leadership on teacher performance in Islamic education institutions, emphasizing that participative and transformational leadership styles enhance teacher engagement and accountability. Similarly, Helmina and Giatman (2023) concluded that situational and democratic leadership styles positively affect teacher performance in vocational high schools by fostering a supportive and inclusive work environment. These findings are reinforced by Husain et al. (2022), who noted that leadership effectiveness directly correlates with employee performance in organizational settings, highlighting the importance of clear vision, communication, and motivation.

Work Discipline and Teacher Performance

Work discipline refers to the attitude of respect, obedience, and adherence to established rules—both written and unwritten—within an organization (Siswanto, 2020). It encompasses punctuality, responsibility, commitment, and acceptance of consequences for violations. Key indicators of work discipline include leadership example, fairness, rewards, sanctions, and consistency in enforcement. Hafidulloh, Iradawaty, and Mochklas (2021) emphasized that disciplined work behavior significantly contributes to improved teacher performance by ensuring regularity and accountability in professional duties. Kustanto, Muazza, and Haryanto (2022) found that disciplined teachers exhibit higher levels of professionalism and are more likely to meet educational targets. Furthermore, Roswirman and Elazhari (2021) highlighted that in the post-pandemic "new normal" era, maintaining work discipline is essential for sustaining educational quality, particularly in private vocational schools. The study by Suhendrik (2022) also confirmed that disciplined work habits, such as punctuality and task completion, are strongly associated with better teaching outcomes.

Integrated Influence of Leadership and Work Discipline

Several studies have examined the combined effect of leadership and work discipline on teacher performance. Elvi J (2020) conducted a quantitative study at SMPN 12 Prabumulih and found that both variables simultaneously and significantly influence teacher performance, with leadership contributing more dominantly. Anja Natalia Putri (2024) supported this finding in a study involving vocational schools in Palembang, showing that leadership and discipline together explain a substantial portion of the variance in teacher performance. Tri Seftiani (2023) further confirmed these results in a study of physics teachers in Bandar Lampung, where the simultaneous effect of leadership and work discipline was statistically significant ($p < 0.05$). These consistent findings across different regions and school types suggest a robust relationship between the independent variables and teacher performance.

Theoretical and Conceptual Underpinning

The theoretical foundation of this study is rooted in management theory, particularly human resource management (HRM), as proposed by Hasibuan (2020), who views management as both an art and a science in organizing resources efficiently and effectively. Middle-range theory in this research draws on organizational behavior concepts, emphasizing that leadership and discipline are key determinants of employee performance. The Grand Theory of management supports the idea that effective leadership and structured discipline are essential for organizational success, including in educational institutions.

Despite the abundance of research confirming the positive impact of leadership and work discipline, some gaps remain. For instance, RD Husna (2022) focused on leadership and motivation's effect on teacher discipline but did not assess performance as an outcome. Meanwhile, Yusuf and Suci (2018) included additional variables such as professional competence and motivation, suggesting that while leadership and discipline are important, they are part of a broader ecosystem influencing performance.

2.2. Hypothesis Development

1. The Relationship Between Leadership and Teacher Performance

According to Adam & Efni (2021), leadership is a relationship within an individual, or leader, that influences others to work consciously within a task relationship to achieve desired goals. Leadership plays a significant role in improving employee performance. The leadership role arises because a leader understands that they are not working alone, as they are surrounded by diverse environments that require integration. Each leader plays three primary roles: the interpersonal role, the information role, and the decision-making role. The influence of leadership on employee performance is supported by research by Samsul Arifin (2019), which found that leadership has a significant positive influence on employee performance at a shoe company in Sidoarjo City.

2. The Relationship between Work Discipline and Teacher Performance

According to Rivai (2019), work discipline is a tool used by managers to communicate with employees to encourage them to change their behavior and as an effort to increase awareness and willingness to comply with all company regulations and applicable social norms. Research by Kusumaningrum & Sari (2019) proves that work discipline influences employee performance.

3. The Relationship between Principal Leadership and Discipline and Teacher Performance.

According to Ernest McCormick, leadership is a condition that influences the generation, direction, and maintenance of behavior related to the work environment. A leader's ability to motivate subordinates is essential for achieving optimal performance. Teachers who work with maximum ability and skill indicate that they have strived to meet predetermined work targets. According to John Kotter, leadership is someone who has the authority to assign tasks and has the ability to influence others through positive relationships to achieve predetermined goals. A principal's leadership is considered successful if he or she understands the school as a complex and unique organization and is able to fulfill the role of principal as the person entrusted with the responsibility of leading the school. Studies on principal success indicate that the principal determines the focal point and rhythm of a school.

Teachers' work discipline also significantly contributes to the achievement of organizational goals, such as their awareness and willingness to comply with all school regulations and applicable social norms. According to Leslie W. Rue, principal leadership is the initial level of management in an organization that can encourage and motivate teachers to communicate positively to achieve organizational goals. Principal leadership improves the quality of teaching and improves teacher work motivation from a low level. Principal leadership and teacher work motivation are two dominant variables needed to improve teacher work motivation. Ideal principal leadership and strong teacher work motivation will encourage teachers to be more productive, love their jobs, and work with full willingness and awareness to achieve the school's goals.

The results of this study are in line with the findings of Musagus Ahmad Ibrahim, Happy Fitria, Mulyadi (2023) in the title The Influence of Principal Leadership and Work Discipline on the Performance of Elementary School Teachers in Sematang Borang District, which concludes that there is an influence of principal leadership (X1) and work discipline (X2) simultaneously on the performance of Elementary School teachers (Y) in Sematang Borang District, Palembang..
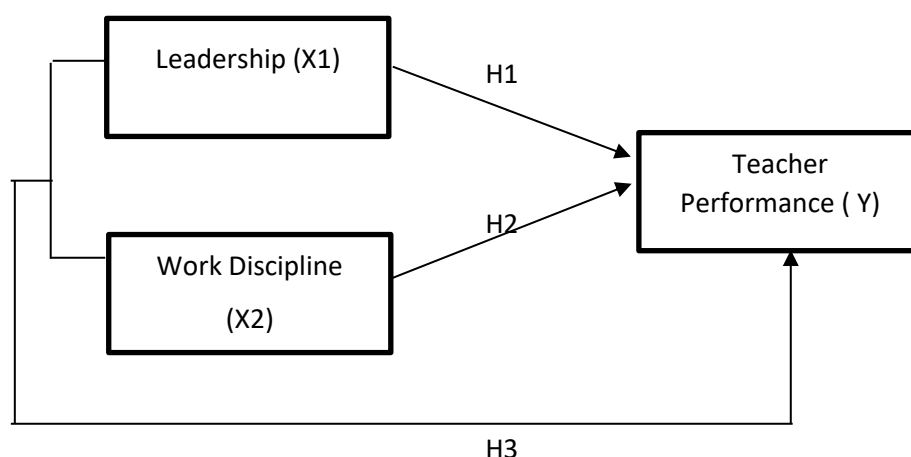

Figure 1. Reseach Framework

A hypothesis is a temporary answer to a research problem formulation. Therefore, the research problem formulation is usually structured in the form of a question (Sugiyono, 2019). The hypotheses in this study are as follows:

H1: Leadership is suspected to have a significant influence on the performance of teachers at SMK Bunga Persada Cianjur

H2: Work discipline is suspected to have a significant influence on the performance of teachers at SMK Bunga Persada Cianjur

H3: Leadership and work discipline are suspected to have a significant influence on the performance of teachers at SMK Bunga Persada Cianjur.

3. RESEARCH METHODOLOGY

This study employed a quantitative survey-based research design to examine the influence of school leadership and work discipline on teacher performance at SMK Bunga Persada Cianjur. The research adopted an associative approach, aiming to identify and analyze the relationships between independent variables (school leadership and work discipline) and the dependent variable (teacher performance), as suggested by Sugiyono (2020).

Research Design and Approach

The research utilized a causal-comparative (explanatory) design under the umbrella of quantitative methodology, grounded in positivist philosophy. This design enabled the researcher to test hypotheses regarding the direct and combined effects of the independent variables on the dependent variable. Data were collected through structured questionnaires distributed to a defined sample of teachers at SMK Bunga Persada Cianjur.

Population and Sample

The population of this study consisted of all 47 teaching staff members at SMK Bunga Persada Cianjur. Given the manageable size of the population, the census technique was applied, meaning that all members of the population were included as respondents, resulting in a total sample size of 60 participants.

Variables and Operational Definitions

The study involved three key variables:

1. Independent Variables**:**
   a) X_1: School Leadership – Defined as the ability of the principal to guide, influence, and motivate teachers to achieve organizational goals (Sutrisno, 2020). Indicators include cooperative teamwork, effective leadership, participative leadership, and delegation of tasks.
   b) X_2: Work Discipline – Refers to the extent to which teachers adhere to institutional rules and regulations, including punctuality, attendance, and compliance with duties.
2. Dependent Variable:
   a) Y: Teacher Performance – Measured based on planning, implementation, assessment, and professional development activities in teaching (Iradawaty et al., 2021).

Each variable was operationalized into measurable indicators using a Likert scale, as detailed in the research instrument.

Data Collection Methods

Data were collected using both primary and secondary sources:

a) Primary data were gathered through a structured questionnaire (survey instrument**)** administered directly to the respondents.
b) Secondary data were obtained from relevant literature, including journals, books, and institutional documents related to school management and teacher performance.

The questionnaire consisted of closed-ended items rated on a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

The instrument was divided into three sections corresponding to each variable, with 15 items for leadership, 12 for work discipline, and 15 for teacher performance. Additional data collection techniques included:

a) Interviews with school administrators to gain contextual insights.
b) Observation of teacher behavior and school environment to support survey findings.

Research Instrument and Validity/Reliability

Prior to full-scale data collection, the questionnaire was tested for validity and reliability.

a) Validity was assessed using Corrected Item-Total Correlation in SPSS. An item was considered valid if the calculated r value exceeded the table value ($r > 0.254$). All items for each variable showed r-hitung > r-tabel, indicating validity.
b) Reliability was evaluated using Cronbach's Alpha. A coefficient value of ≥ 0.7 was used as the threshold for acceptable reliability. The results confirmed that all constructs were reliable.

Data Analysis Techniques

Data were analyzed using IBM SPSS Statistics 25 for Windows, a widely used statistical software package in social science research. The following analytical steps were performed:

1. Descriptive Analysis: To summarize respondent profiles (gender, age, education, marital status).
2. Classical Assumption Tests:
   a) Normality Test: Assessed using P-P Plot and Kolmogorov-Smirnov test to ensure residuals were normally distributed.
   b) Multicollinearity Test: Evaluated using Tolerance and VIF values to detect inter-correlation among independent variables.
   c) Heteroscedasticity Test: Detected via Scatter Plot of standardized residuals (SRESID) against predicted values (ZPRED); absence of systematic patterns indicated no heteroscedasticity.

3. **Multiple Linear Regression Analysis**: To determine the magnitude and direction of the influence of independent variables on teacher performance. The regression model was expressed as:
   $$Y = a + b_1 X_1 + b_2 X_2 + e$$
   where Y = teacher performance, X1 = leadership, X2 = work discipline, a = constant, b1 ,b2 = regression coefficients, and e = error term.]
4. **Hypothesis Testing**:

   a) **Partial Test (t-test)**: To assess the individual significance of each independent variable.
   b) **Simultaneous Test (F-test)**: To evaluate the collective impact of leadership and work discipline on teacher performance.
   c) **Coefficient of Determination (R^2)**: To measure the proportion of variance in teacher performance explained by the independent variables.

This study received ethical approval from the School Management Board of SMK Bunga Persada. All participants provided informed consent prior to data collection, and confidentiality of responses was ensured.

4. RESULTS AND DISCUSSIONS
4.1. Results

4.1.1. Respondent Profile
The research involved 60 respondents, consisting of teaching staff at SMK Bunga Persada Cianjur. The demographic profile of respondents is summarized in the following tables:

Table 2. *Distribution of Respondents by Gender*

NO	Gender	Frequency	Percentage
1	Male	17	28,3 %
2	Female	43	71,7 %
	Number	**60**	**100 %**

The majority of respondents were female (71.7%), indicating a higher proportion of female teachers in the institution.

Table 3. *Distribution of Respondents by Age*

NO	Age	Frequency	Percentage
1	25-28 Years	8	13, 3 %
2	31-35 Years	43	71, 7 %
3	≥ 35 Years	5	8,3 %
4	≤ 24 Years	4	6,7 %
	Number	**60**	**100 %**

The largest group of respondents was aged between 31–35 years (71.7%), indicating that most teachers are in their early to mid-career stage.

Table 4. *Distribution of Respondents by Educational Background*

No.	Education	Number of Respondents	Percentage (in %)
1	Master's Degree (S2)	4	6,7 %
2	Bachelor's Degree (S1)	49	81, 7%
3	Diploma 3	7	11,6%
	Totals	**60**	**100%**

Most respondents held a bachelor's degree (70%), followed by a master's degree (16.7%), indicating a relatively high level of academic qualification among the teaching staff.

4.1.2. Instrument Validity and Reliability
To ensure the quality of the questionnaire, validity and reliability tests were conducted using SPSS 25.

Table 5. *Validity Test Results (Corrected Item-Total Correlation)*

Variable	No Of Item	r Table (a=0.005)	Criteria	Result
School Leadership (X_1)	15	0.254	All items r-hitung > r-tabel	All Valid
Work Discipline (X_2)	15	0.254	All items r-hitung > r-tabel	All Valid
Teacher Performance (Y)	15	0.254	All items r-hitung > r-tabel	All Valid

All 45 items across the three variables showed correlation values greater than the critical value (r > 0.254), indicating that each item is valid.

Table 6. *Reliability Test Results (Cronbach's Alpha)*

Variable	Crobach Alfa	Criteria	Interpretation
School Leadership (X_1)	0.945	> 0.6	Highly Reliable
Work Discipline (X_2)	0.95	> 0.6	Highly Reliable
Teacher Performance (Y)	0.962	> 0.6	Highly Reliable

All constructs demonstrated Cronbach's Alpha values above 0.9, indicating excellent internal consistency and reliability of the measurement instruments.

4.1.3. Classical Assumption Tests
Prior to regression analysis, classical assumption tests were performed to validate the regression model.
a) Normality Test
The normality of residuals was tested using the Kolmogorov-Smirnov test.

Table 7. *Normality Test Result*

Test	Significance Value	Criteria	Conslusion
Kolmogorov-Smirnov	0.2	> 0.05	Residuals are normally distributed

Since the significance value (0.200) is greater than 0.05, the data are normally distributed, satisfying the normality assumption.

b) Multicollinearity Test
Multicollinearity was assessed using Tolerance and Variance Inflation Factor (VIF).

Table 8. *Multicollinearity Test Result*

Variable	Tolerance	VIF	Criteria	Conslusion
School Leadership (X_1)	0.956	1.046	Tolerance > 0.1; VIF < 10	No multicollinearity
Work Discipline (X_2)	0.956	1.046	Tolerance > 0.1; VIF < 10	No multicollinearity

All variables met the criteria, indicating no multicollinearity issues in the model.

c) Heteroscedasticity Test
Heteroscedasticity was examined using a scatter plot of standardized residuals (SRESID) against predicted values (ZPRED). The plot showed no discernible pattern or funnel shape, indicating homoscedasticity. Thus, the model is free from heteroscedasticity.

4.1.4. Multiple Linear Regression Analysis
The multiple linear regression model was used to determine the influence of school leadership and work discipline on teacher performance. The regression equation is as follows:

$Y\hat{} = 3.797 + 0.613X1 + 0.358X2$

Where:
- $Y\hat{}$ = Predicted teacher performance
- X1 = School leadership
- X2 = Work discipline

This indicates that:
a) A one-unit increase in school leadership (X_1) leads to a 0.613 increase in teacher performance, holding work discipline constant.
b) A one-unit increase in work discipline (X_2) leads to a 0.358 increase in teacher performance, holding leadership constant.

Table 9. *Multiple Linear Regression Coefficients*

Variable	B	Std Error	Beta	T Value	Sig
Constant	3.797	4.64	—	0.818	0.417
School Leadership (X_1)	0.613	0.11	0.556	5.577	0
Work Discipline (X_2)	0.358	0.106	0.337	3.381	0.001

(Source: SPSS Output, 2024)

4.1.5. Hypothesis Testing
a) Partial Test (t-test)
The t-test was used to examine the individual effect of each independent variable on teacher performance.
- **H$_1$**: School leadership has a significant positive effect on teacher performance.
  → t-hitung = 5.577 > t-tabel (2.002), p = 0.000 < 0.05 → H$_1$ accepted
- **H$_2$**: Work discipline has a significant positive effect on teacher performance.
  → t-hitung = 3.381 > t-tabel (2.002), p = 0.001 < 0.05 → H$_2$ accepted

Both variables have a statistically significant positive partial effect on teacher performance.

b) Simultaneous Test (F-test)
The F-test was conducted to assess the combined effect of both independent variables.

Table 10. *ANOVA Result (F-test)*

Source	Sum Of Squares	DF	Mea Square	F Value	Sign.
Regression	6073.46	2	3036.728	55.101	0
Residual	3141.39	57	55.112		
Total	9214.85	59			

(Source: SPSS Output, 2024)

F-hitung = 55.101 > F-tabel (3.16), with a significance value of 0.000 < 0.05. Therefore, H$_3$ is accepted: school leadership and work discipline together have a significant effect on teacher performance.

4.1.6. Coefficient of Determination (R^2)

Table 10. Model Summary

R	R Square	Adjusted R Square
0.814	0.662	0.647

The Adjusted R Square value of **0.647** indicates that 64.7% of the variation in teacher performance is explained by school leadership and work discipline. The remaining 35.3% is influenced by other factors not included in this study, such as motivation, work environment, or professional development.

4.2 Discussions

4.2.1. The Influence of School Leadership on Teacher Performance

The results show that school leadership (X_1) has a significant positive effect on teacher performance, with a regression coefficient of 0.613 and a *p*-value of 0.000 (< 0.05). This indicates that effective leadership by the principal plays a crucial role in enhancing the quality of teaching and overall performance of teachers at SMK Bunga Persada Cianjur.

This finding aligns with the theory of educational leadership proposed by Sutrisno (2020), who emphasizes that leadership is not merely about authority, but about the ability to guide, motivate, and build collaborative relationships among staff. When principals demonstrate participative leadership, delegate tasks effectively, and foster teamwork, teachers are more likely to feel valued and supported, which in turn increases their motivation and job performance.

Furthermore, the result supports the study conducted by Husain et al. (2022), which found that transformational and participative leadership styles significantly improve employee effectiveness in organizational settings. In the educational context, a principal who actively involves teachers in decision-making processes creates a sense of ownership and responsibility, leading to higher commitment and better performance outcomes.

The high loading of leadership indicators—such as cooperation, effective guidance, and delegation—suggests that teachers at SMK Bunga Persada respond positively to inclusive and empowering leadership. This is consistent with Hasibuan's (2020) human resource management theory, which posits that leadership is one of the key functions of management that directly influences employee behavior and productivity.

4.2.2. The Influence of Work Discipline on Teacher Performance

Work discipline (X_2) was also found to have a statistically significant positive effect on teacher performance, with a regression coefficient of 0.358 and a *p*-value of 0.001. This implies that when teachers adhere to institutional rules—such as punctuality, attendance, task completion, and professional conduct—their performance improves significantly.

This outcome can be explained through Ajbar's (2020) perspective on human resource management, which states that discipline is a critical mechanism for maintaining order, accountability, and efficiency within an organization. In schools, where routines and schedules are essential for effective teaching and learning, disciplined behavior ensures consistency and reliability in instructional delivery.

Moreover, the finding corroborates the research by Kustanto, Muazza, & Haryanto (2022), who reported that work discipline, along with motivation and leadership, significantly affects teacher performance. They argue that disciplined employees are more likely to fulfill their responsibilities systematically, avoid absenteeism, and maintain professionalism—factors that directly contribute to better educational outcomes.

Interestingly, while the effect size of work discipline (β = 0.337) is smaller than that of leadership, its significance underscores the importance of institutional structure and regulatory compliance. As noted by Roswirman & Elazhari (2021), especially in the post-pandemic "new normal" era, maintaining discipline in both physical and virtual teaching environments has become even more critical for sustaining teacher performance.

4.2.3. Joint Influence of Leadership and Work Discipline on Teacher Performance

The simultaneous test (F-test) revealed that school leadership and work discipline together have a significant joint effect on teacher performance (F = 55.101, p = 0.000). The Adjusted R^2 value of 64.7% indicates that these two variables collectively explain a substantial proportion of the variance in teacher performance, while the remaining 35.3% is influenced by other factors such as motivation, work environment, salary, and professional development opportunities.

This synergistic relationship can be interpreted through the lens of system theory in organizational management, which suggests that different components of an organization interact dynamically to produce desired outcomes. Leadership acts as the driving force that inspires and directs, while discipline serves as the structural framework that ensures consistency and accountability. When both elements are present, they create a conducive environment for high performance.

The result is consistent with Elvi J. (2020), whose study on junior high school teachers in Prabumulih also found a significant combined effect of leadership and work discipline on teacher performance. This cross-contextual similarity strengthens the generalizability of the findings, suggesting that these variables are universally relevant in educational institutions regardless of geographic or administrative differences.

Additionally, Suhendrik (2022) emphasized that school leadership sets the tone for organizational culture, which in turn shapes employee behavior, including discipline. Therefore, it is not surprising that strong leadership indirectly reinforces discipline, creating a positive feedback loop that enhances overall performance.

The stronger effect of leadership (β = 0.556) compared to discipline (β = 0.337) suggests that in vocational schools, emotional and motivational support from principals may outweigh rigid rule enforcement. This aligns with Herzberg's theory, where recognition and responsibility act as motivators, while discipline serves as a hygiene factor. Therefore, principals should focus on participative and transformational leadership rather than punitive supervision

4.2.4. Comparative Strength of Predictors

An important insight from the regression analysis is that school leadership (β = 0.556) has a stronger influence on teacher performance than work discipline (β = 0.337). This suggests that while rules and regulations are necessary, the motivational and emotional aspects of leadership—such as trust, recognition, and vision-sharing—are more powerful drivers of performance.

This finding resonates with Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, which distinguish between hygiene factors (e.g., rules, policies) and motivators (e.g., recognition, responsibility). While discipline falls under hygiene factors that prevent dissatisfaction, leadership functions as a motivator that actively enhances job satisfaction and performance. Hence, school administrators should not only enforce disciplinary measures but also cultivate a leadership style that empowers and inspires teachers. A balanced approach that combines authoritative structure with emotional intelligence and participative management is likely to yield optimal results.

4.2.5. Implications for Educational Management

The findings have practical implications for school principals and educational policymakers. First, leadership development programs should be prioritized to enhance principals' skills in communication, team building, and participative decision-making. Second, while maintaining discipline is essential, it should be implemented in a supportive rather than punitive manner to avoid demotivation.

Moreover, the unexplained 35.3% variance in teacher performance highlights the need for future research to explore additional variables such as job satisfaction, organizational commitment, workload, and incentive systems, as suggested by the researcher in the original reseach.

5. CONCLUSION

This study was conducted to achieve three primary objectives: (1) to examine the influence of school leadership on teacher performance, (2) to analyze the effect of work discipline on teacher performance, and (3) to determine the combined impact of school leadership and work discipline on teacher performance at SMK Bunga Persada Cianjur. Based on the data analysis and discussions presented in the previous sections, all research objectives have been successfully accomplished, and the following conclusions are drawn:

1. School leadership has a significant positive effect on teacher performance.

    The results of the partial test (t-test) show that the t-value for school leadership (X_1) is 5.577, which is greater than the critical t-table value of 2.002, with a significance level (p) of $0.000 < 0.05$. This confirms Hypothesis 1 (H_1): school leadership significantly influences teacher performance. Effective leadership—characterized by clear direction, delegation of tasks, participative decision-making, and the ability to build cooperation—motivates teachers, enhances job satisfaction, and directly improves their performance in planning, implementing, and evaluating learning.

2. Work discipline has a significant positive effect on teacher performance.

    The t-value for work discipline (X_2) is 3.381, exceeding the t-table value, with a significance level of $0.001 < 0.05$, thereby supporting Hypothesis 2 (H_2). This indicates that when teachers adhere to institutional rules—such as punctuality, attendance, task completion, and professional conduct—their overall performance improves. A disciplined work environment fosters accountability, consistency, and responsibility, all of which are essential for effective teaching.

3. School leadership and work discipline together have a significant combined effect on teacher performance.

    The simultaneous test (F-test) yielded an F-value of 55.101, which is greater than the F-table value of 3.16, with a significance level of $0.000 < 0.05$. This confirms Hypothesis 3 (H_3): the joint contribution of school leadership and work discipline significantly affects teacher performance. The adjusted R^2 value of 0.647 indicates that 64.7% of the variation in teacher performance can be explained by these two variables. The remaining 35.3% is influenced by other factors not included in this study, such as motivation, work environment, job satisfaction, and incentives.

In summary, the findings clearly demonstrate that both school leadership **and** work discipline are critical determinants of teacher performance at SMK Bunga Persada Cianjur. The study successfully confirms that strong, participative leadership creates a supportive and motivating environment, while consistent work discipline ensures reliability and

professionalism. When both factors are present and effectively managed, they synergistically enhance the quality of teaching and educational outcomes.

LIMITATION AND STUDY FORWARD
6.1. Limitations of the Study

1. This study focused only on two independent variables—school leadership and work discipline—as predictors of teacher performance. Although these factors were found to explain 64.7% of the variance in performance (Adjusted R^2 = 0.647), the remaining 35.3% is influenced by other unexamined variables. As noted in the original thesis, factors such as work motivation, job satisfaction, organizational commitment, work environment, salary and incentives, and professional development opportunities can significantly affect teacher performance but were not included in this research.

   The study was conducted exclusively at SMK Bunga Persada Cianjur, a single vocational high school. Therefore, the findings may not be fully generalizable to other schools with different management styles, cultural contexts, or educational levels (e.g., public schools, urban vs. rural institutions). The unique characteristics of this school, including its leadership style and organizational culture, may limit the external validity of the results.

   Although the census technique (total sampling) was used, involving all 60 teaching staff members, the relatively small sample size restricts the statistical power and broader applicability of the findings. Furthermore, the use of non-probability sampling (saturated sampling) means that the results may not represent a larger population of teachers across different regions or school types.

   Data were collected primarily through self-administered questionnaires, which rely on respondents' subjective perceptions. This method is susceptible to response bias, such as social desirability bias, where participants may provide answers they believe are more acceptable rather than their true opinions. For example, teachers might overstate their level of discipline or perception of leadership effectiveness due to fear of repercussions or desire to appear cooperative.

   The research employed a cross-sectional survey design, capturing data at a single point in time. This limits the ability to establish causal relationships or observe changes in variables over time. Longitudinal effects of leadership and discipline on performance cannot be assessed, and any observed correlations should be interpreted with caution regarding causality.

   While interviews and observations were mentioned as supplementary methods, the primary analysis was quantitative. A more in-depth qualitative approach—such as focus group discussions or in-depth interviews—could have provided richer contextual understanding of how leadership and discipline are perceived and experienced by teachers in daily practice.

6.2. Future Research Directions

To address the limitations and extend the scope of this study, the following recommendations are proposed for future research:

1. Future studies should incorporate other relevant factors that influence teacher performance, such as:
   a) Work motivation (intrinsic and extrinsic)
   b) Job satisfaction
   c) Organizational climate
   d) Reward and incentive systems
   e) Teacher autonomy and empowerment

This would allow for a more comprehensive model of performance using structural equation modeling (SEM) or multiple regression with expanded predictors.

2. Researchers are encouraged to conduct comparative studies across multiple schools—public and private, urban and rural, vocational and academic—to assess the generalizability of findings and identify contextual differences in leadership and discipline impacts.
3. Adopting a longitudinal approach would enable researchers to track changes in teacher performance over time in response to leadership interventions or disciplinary policies, thereby strengthening causal inference.
4. Combining quantitative surveys with qualitative interviews or case studies can provide a deeper, more nuanced understanding of the dynamics between leadership, discipline, and performance. This triangulation enhances the validity and richness of the findings.
5. Future research could examine specific leadership styles (e.g., transformational, transactional, democratic, or instructional leadership) and their differential effects on teacher performance and discipline, offering more targeted recommendations for school principals.
6. Researchers may design action research or intervention studies to evaluate the impact of training programs for principals or disciplinary policy reforms on actual teacher performance outcomes.

In conclusion, while this study successfully achieves its objectives and contributes to the understanding of key determinants of teacher performance, recognizing its limitations allows for more robust and impactful future research. By expanding the scope, improving methodology, and incorporating diverse contexts, subsequent studies can further advance educational management practices and policy development in Indonesia's vocational education system.

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