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The Influence of Principal's Leadership and Teachers' Work Discipline on Junior High School Teachers' Performance

Miranda Ayu Rahmadini[1], Bukman Lian[2], Muhammad Fahmi[2]
[1]SMP Negeri 01 Buay Pemuka Peliung, OKU Timur, South Sumatra, Indonesia,
[2]Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: mirandaayu097@gmail.com

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Abstract: This study aims to investigate and clarify: (1) The influence of principle leadership on teacher performance; (2) The influence of teacher work discipline on teacher performance; and (3) The combined influence of principal leadership and teacher work discipline on teacher performance. With 57 teacher respondents, this research was conducted at State Junior High Schools located in the Buay Pemuka Peliung and Buay Madang District. The approach of data collection uses surveys, records, and interviews. Content validity and construct validity are among the validity tests. Cronbach's Alpha is used in the reliable evaluation. Using the normality test, autocorrelation test, heteroscedasticity test, and multicollinearity test, the preliminary evaluation of the research finds Both multivariate and simple linear regression techniques were used on the data. The findings of the research showed that: (1) the leadership of the principle affected teacher performance; (2) teacher work discipline affected teacher performance; and (3) both the principal's leadership and teacher work behaviour taken together shaped teacher performance.

Keywords: Principal's Leadership, Teachers' Performance, Teachers' Work Discipline

A. Introduction

Education is often a parameter of the progress of a nation's civilization because education contributes to the development and development of a nation with its role in producing quality and competitive human resources, so that it finally has a positive impact on the progress of national development. In an order or organization, the function and role of the leader in encouraging the sustainability of the organization must be dominant. The current leadership era emphasizes the existence of a high competency value, this competence can be obtained with more experience and scientific skills that he has. Every human being has a leading spirit, as well as an agency must have a chairman or leader who regulates how the agency he leads becomes a prosperous and quality institution. Leadership is always a benchmark for the success of the organizational order under its auspices, because the success or failure of the order under its auspices is determined by the leader concerned. Leadership itself is defined as the ability and directing actions to a person or group of

people in achieving goals. According to (Nainggolan, 2023) It states that leadership is a process, or a series of actions, in which one or more people use influence, authority, or power over one or more people to move a social system toward one or more of the four main system goals. Leadership is the act of guiding group or individual behaviour towards certain goals within a given environment (Wijaya, 2023). Leadership is the capacity to mobilise, influence, motivate, invite, direct, advise, instruct, command, prohibit, and, if necessary, punish, with the aim of ensuring that individuals, as a management resource, are inclined to work towards achieving administrative objectives effectively and efficiently. Syukri, (2024) said that leadership is a needed skill for a leader to effectively mobilise all organisational resources, particularly human resources, to achieve desired outcomes. This capability will subsequently determine a leader's efficacy. Rifa'i, (2023) defines leadership as the process of influencing and articulating the aspirations of followers, emphasising organisational goals and objectives through motivational activities, fostering positive cooperative relationships with members, and offering support to specific internal and external groups.

According to (Hidayat, 2024) there are 7 categories of leadership, including: (1) Charismatic Leadership, Specifically, leaders exhibiting this approach has a distinct vision and can effectively communicate it to their followers. They are willing to take personal risks and are sensitive to the surrounding environment. (2) Democratic leadership, which is a democratic leader involving team members in decision-making, encouraging two-way communication, and building mutual trust and respect. Authority is not completely centralized in the leader, but is partly given to subordinates. (3) Authoritarian leadership, this style is characterized by the centralization of all decisions and policies on the leader. Authoritarian leaders give direct direction and expect full obedience from subordinates, with strict control over the execution of duties. (4) Laissez-Faire leadership where the leader with this style gives complete freedom to team members to make decisions and carry out their duties. The interaction and control of the leader is very limited, so this style is effective if the subordinates have high competence and confidence. (5) Transformational leaders are those that concentrate on inspiring and encouraging their subordinates to realise their best potential and cause positive change in the company. They have a clear vision and can establish solid rapport with their staff. (6) Situational Leadership, this leadership style adapts the approach based on the situation and needs of the team. Situational leaders are flexible in changing their leadership style to achieve maximum effectiveness according to the context they are facing. (7) Authentic Leadership: Authentic leaders demonstrate authenticity in their interactions, build genuine relationships with team members, and encourage a transparent and ethical work environment. They are known for their integrity and consistency between words and deeds. Based on the aforementioned viewpoints, we may deduce that leadership is an individual's capacity to influence subordinates in a manner that enables them to effectively achieve predetermined objectives.

The principal is the top authority in the school, seen effective if capable of enhancing teacher performance via a series of coaching aimed at improving the quality of instruction. Consequently, school leaders must possess a comprehensive understanding of their responsibilities as educational managers, administrators, and supervisors. It is hoped that the principal will be able to foster good and harmonious cooperation between teachers and other school employees (Jonisar, 2022). In line with that, according to (Arafat & Putra, 2024) Principals who provide role models and role models for educators help develop patterns and improve the character of responsibility, fostering empathy and cooperation. Susanto, (2016) said that the principal is a crucial component in the management of education inside the school to attain educational objectives; hence, the principle must possess sufficient knowledge, talents, and skills. Kadarsih, (2020) asserts that the principle, as a leader, has certain tasks and responsibilities. In fulfilling these obligations, the principal is supposed to provide optimal outcomes to ensure the school attains its established objectives. The principal's tasks and responsibilities are as follows: (a) Understanding the mission and main duties (b) Knowing the number of assistants (c) Knowing the names of the assistants (d) Understanding the duties of each assistant (e) Pay attention to the presence of the assistant (f) Pay attention to the equipment used by the assistant (g) Assess the assistant (h) Pay attention to the career of the assistant (i) Pay attention to the welfare (j) Create a family atmosphere (k) Give a report to the superior.

From some literature, the low performance of teachers comes from the individual teachers themselves and from the surrounding environment. The quality or competency of teachers, work discipline, job happiness, the institution where they teach, the leadership of school administrators and government policies on education all have bearing on their bad performance. The same was said by (Tanjung, 2022) leadership and work discipline have an effect on teacher performance. Thus, one of the important factors that plays a role in improving teacher performance is teacher work discipline. This is supported by research conducted by (Nurhayati, 2022) In his research, it was explained that work discipline plays an important role in increasing teacher success in teaching. In line with that, according to (Hamid, 2022) Leaders have to be able to foster discipline, particularly in terms of self-control; they should also assist staff members in forming patterns and raising their standards of behaviour and use rule implementation as a means of enforcing discipline.

Discipline is essential for fostering respect for authority, promoting collaboration, and cultivating respect for others. Teacher work discipline refers to a teacher's capacity to consistently, conscientiously, and constantly do their duties in accordance with the established regulations of the educational institution while fulfilling the position of an educational leader. (Susanto, 2016) said that the Principal is a pivotal role in the management of education inside their school to achieve the objectives assigned to them. According to (Jonisar, 2022), a key indication of teacher performance issues is inadequate discipline and insufficient understanding of learning materials and instructional methodologies. According to (Hamid, 2022) Teacher work discipline

refers to a teacher's capacity to maintain regularity, diligence, continuity, and adherence to established regulations without contravening the prescribed norms (Fatmaningrum & Supriyoko, 2024). According to (Nurmalawati, 2023), teacher discipline is deemed satisfactory if the educator fulfils several criteria: 1) punctuality and orderliness, 2) appropriate attire, 3) effective utilisation and management of equipment, 4) production of commendable work, 5) adherence to prescribed work methods, and 6) a strong sense of responsibility. Yuliani, (2023) claimed that job discipline is impacted by several internal and external influences. Internal variables refer to aspects associated with an individual's traits, including work motivation, work morale, and work initiative. External influences, including those originating from the environment, include the degree of welfare, principle leadership, decisiveness, oversight, and incentives. Furthermore, Halisah, (2022) claims that a teacher's work discipline consists in an attitude of respect, admiration, and adherence to both written and unwritten rules as well as in their ability to carry out their obligations and accept consequences for any deviations of their authority and responsibility. With regard to teacher job discipline, many metrics might be employed: (1) punctuality, (2) organisational contribution, (3) provision of recommendations and guidance, (4) adherence to designated departure times, and (5) compliance with regulations. Moreover, factors influencing employee discipline inside an organisation include 1) objectives and competencies, 2) leadership exemplars, 3) compensation (pay and benefits), 4) equity, 5) intrinsic oversight, 6) disciplinary measures, 7) decisiveness, and 8) humane interactions. The field findings indicated that insufficient instructor discipline was characterised by frequent tardiness, delays in class commencement for different reasons, and a failure to finish the learning implementation plan. The quality of teachers in Indonesia may be evaluated from two perspectives: the welfare of teachers and their ability. From the perspective of teacher welfare in Indonesia, the situation remains significantly unprosperous, and regarding competence, several educators in Indonesia exhibit poor qualifications. This results from a lack of enthusiasm in learning, a deficient reading culture, inadequate writing, and a low production of educational media (Veirissa, 2021). In terms of educational quality, Indonesia ranks 12th out of 12 Asian countries and 69th out of 203 countries worldwide according to a survey *by Political and Economic Risk Consultant* (PERC) (Fuad, 2023). This statistic indicates the limited competitiveness of education in Indonesia, particularly in comparison to ASEAN nations like Singapore, Malaysia, and Thailand. This competition is a significant signal of the subpar quality of education in Indonesia, particularly regarding teacher performance.

The efficacy of human resources is shown by the attitude and conduct of discipline, since discipline significantly influences an organization's effectiveness in attaining its objectives. Discipline is crucial, as it serves as a motivating factor for the willingness and desire to adhere to established parameters. Consequently, it is essential for teachers to possess work discipline to facilitate the success of the learning process. A leader must foster discipline, particularly self-discipline. Leaders should assist staff in

developing behavioural patterns and enhancing their standards, use rule implementation as a mechanism to impose discipline. Discipline is essential for fostering respect for authority, promoting collaboration, and cultivating respect for others. A teacher is obligated to guide student learning activities to attain educational objectives and must effectively communicate knowledge. Consequently, educators must have mastery of the subject matter to be imparted. Prior to executing the teaching and learning process, educators must meticulously prepare themselves regarding the subject matter by consulting diverse sources, perusing contemporary literature, seeking online references pertinent to the lessons, and consistently monitoring the progression of the material to be presented. Strategy and technique are an indivisible entity. Strategy comprises a sequence of operations aimed at accomplishing objectives. A technique is a systematic approach to executing a plan aimed at achieving objectives effectively and efficiently. Consequently, throughout the educational process, an instructor must proficiently use instructional techniques and tactics while simultaneously cultivating an engaging, innovative, and enjoyable learning environment to prevent student ennui, which may lead to apathy towards learning.

The discipline of teachers contributes to educational challenges, despite the expectation that teacher certification allowances would enhance their performance in fulfilling their tasks and responsibilities. This condition contributes to the extensive array of challenges present in Indonesia's educational landscape, an undeniable reality amid the ongoing globalisation and the advancing Industrial Revolution, which parallels technological progress and human needs (Iswadi, 2024). The role of teachers is crucial in education; even with sufficient educational facilities, their impact is diminished without corresponding teacher quality. In essence, a teacher is a professional educator integral to the teaching process and a key contributor to the development of the nation's future generation. Aswan Djamarah (Salsabilah, 2021) asserts that a teacher is a seasoned professional whose expertise enables pupils to attain intelligence. Consequently, teacher performance might serve as a criterion for evaluating educational progress. Teacher performance is a criterion that reflects a teacher's capability to fulfil their responsibilities at school and characterises the actions shown by the instructor during instructional activities (Muspawi, 2021). As per (Zakiah, 2022) the objectives of work discipline include: (1) motivating employees, (2) fostering mutual respect, (3) enhancing employee performance, (4) boosting morale, work ethic, and overall effectiveness and efficiency, and (5) promoting industrial harmony and organisational citizenship. An education professional (Saifulloh & Darwis, 2020), said that teaching effectiveness is determined by: (1) the characteristics of instructors and pupils. (2) Subject content, and (3) Additional elements pertinent to the study context.

Performance is an action undertaken to execute and fulfil duties and obligations in alignment with established expectations and objectives (Hendri Fauza, 2020). Accordingly (Shaban, 2023) Work accomplishment, also referred to as performance, is defined as the concrete outcomes shown by instructors in fulfilling their

responsibilities, reflecting their capabilities, particularly in delivering services to students to yield excellent graduates. The efficacy of teachers directly influences the educational quality for every student. An improvement in the teacher's performance correlates with an enhancement in the quality of instruction. This indicates that effective teacher performance correlates with positive outcomes in the teaching and learning process. Consequently, performance is crucial for attaining optimum educational objectives. Considering the significance of this performance role, educational institutions must enhance teacher efficacy to effectively attain instructional objectives. The researcher discovered, during the field study conducted from May 5 to May 11, 2024, across five State Junior High Schools (SMP) in Buay Pemuka Peliung and Buay Madang Districts, Ogan Komering Ulu Timur Regency, that teacher performance remains suboptimal. This is evident from various phenomena identified by researchers in the field, including (1) suboptimal learning planning due to the prevalence of a copy-and-paste culture in lesson plans and educational tools; (2) the continued dominance of conventional methods by some teachers during instruction; (3) the insufficient utilisation of diverse media and learning resources by certain educators; (4) incomplete compilation of assessment data from supervisors regarding classroom teachers' performance. Researchers identified other issues, notably the diminishing influence of professors in guiding pupils towards success in certain eventsThe second concern is the performance of teachers without professional competency as educators. This is evident in their discipline, as they often abandon class hours for various reasons, such as engaging in supplementary duties that are not their primary responsibilities as teachers.

Study by (Pudjiastuti & Sriwidodo, 2013) indicated that teacher performance remains an issue requiring attention, with signs including insufficient discipline and suboptimal grasp of subject matter and instructional methodologies among educators. Consequently, the quality of the profession and the competency of educators are seen to be below par. Teacher performance focused on theoretical mastery and rote memorisation hinders the optimum and comprehensive development of students' talents. It is expected that the poor performance of teachers results from both internal and external aspects concerning the specific teachers. Factors like competence, work discipline, workplace contentment, the educational institution, the leadership of school administrators, and government policies around education influence the poor performance of teachers. This is consistent with (Siagian, 2013) claim that various factors influence performance, including the work environment, organisational culture, leadership, work motivation, work discipline, compensation, job satisfaction, and more features. Work discipline is one important factor affecting the increase of teacher effectiveness. Apart from the component of work discipline, the leadership of the principal influences teacher performance as well. Teacher performance is strongly influenced by the principal's leadership. (Khobir, 2021).) also said this. The leadership of the principle greatly affects the performance of the teachers; so, it is clear that teacher effectiveness is integrally related to the leadership of the principal; hence,

better principal leadership corresponds with better performance in their educational duties.

B. Methods

In this study, the researcher used a quantitative approach. The quantitative approach is a research approach that tends to use numbers and statistical formulas (T. Rusman Nurhakim, 2019). The partial impact among the research variables was investigated in this work using a quantitative descriptive method. The main factors under investigation were the principal's leadership (X1) and how it affected teacher performance (Y), along with teacher work discipline (X2) and how it affected teacher performance (Y). Following quantitative data analysis, the hypotheses that of the principal's leadership (X1) and the teachers' work discipline (X2) are investigated simultaneously with respect to instructors's performance (Y).

The research was conducted at State Junior High Schools in the Buay Pemuka Peliung and Buay Madang districts. The school is regarded as excellent and satisfies the criteria described in this study. The investigation will run from September 2024 to November 2024. All the teachers from BP District State Junior High School make up the study population. There are 132 teachers in Peliung and Buay Madang Sub-district; a sample of 57 teachers was chosen from this total. The techniques of data collecting employed consist of documentation and questionnaires.

C. Results and Discussion

Descriptive data of this study attempts to estimate the maximum, minimum, average, standard deviation, standard error, variance, frequency distribution, histogram of the questionnaire results from 57 respondents concerning the three variables: principal's leadership, teacher work discipline, and teacher performance. This will describe the results of the dissemination of the questionnaire.

Partial Influence of Principal's Leadership (X1) on Teachers' Performance (Y)

Ha1 : There is an influence of the principal's leadership on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.
Ho1 : There is no influence of the principal's leadership on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.

Table 1. Results of the First Hypothesis Test

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**44,312**	8,274		5,355	0,000
	Principal Leadership	**0,657**	0,092	0,642	**7,114**	**0,000**

a. Dependent Variable: Teacher Performance

According to Table 1, the regression equation constant is a = 44.312 and the variable coefficient is b = 0.657, resulting in the regression equation Y = a + bX = 44.312 + 0.657X. The principal's leadership favourably affects the teacher's performance, with a correlation of 0.657. In other words, teacher performance will improve with effective leadership from the principal. Furthermore, the probability value (0.000) was determined to be less than the α value (0.05). Furthermore, the tcount value of 7.114 exceeds the t(0.05)(72) value, which is not shown in the table. To ascertain the size of the t-table value from the t-distribution, the interpolation formula may be used as follows.

$C = C\frac{C_1 - C_0}{B_1 - B_0}(B - B)$

$=1{,}671 + (72\text{-}60)\frac{1{,}658 - 1{,}671}{120 - 60}$

$= 1{,}671 + (12) = 1{,}673\frac{-0{,}013}{60}$

The interpolation computation yielded a t-table value of 1.673. Consequently, the value of tcount (7.114) exceeds the value of ttable (1.673), leading to the conclusion that Ha1 is accepted. The principal's leadership significantly influences the performance of teachers at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. To see the impact of the principal's leadership on teacher performance, refer to the table below.

Table 2. Test Results of the First Hypothesis Determinant Coefficient Test

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.642A	**0,413**	0,405	4,018

a. Predictors: (Constant), Principal leadership

The computation of the determinant coefficient in Table 2 yielded an R-squared value of 0.413. The principal's leadership significantly impacts the performance of teachers at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. 41.3% is attributable to a modest degree of connection, whereas the remaining 58.7% is affected by extraneous factors not examined in this research.

Partial Effect of Teachers' Work Discipline (X2) on Teachers' Performance (Y)

Ha2 : There is an influence of teacher discipline on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.

Ho2 : There is no influence of teacher discipline on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.

Table 3. Results of the Second Hypothesis Test

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**41,970**	9,772		4,295	0,000
	Teacher Work Discipline	**0,423**	,067	0,594	**6,261**	**0,000**

a. Dependent Variable: Teacher Performance

Based on table 3, the value of the regression equation constant a = 41,970 and the value of the variable coefficient b = 0.423 were obtained so as to produce the regression equation Y = a + bX = 41,970 + 0.423X2. This means that teacher performance is positively influenced by teacher work discipline with a coefficient value of 0.423. Or in other words, teacher discipline will provide an improvement in teacher performance. In addition, the probability value (0.000) is also obtained to be smaller than the value of α (0.05), in addition, for the t-value calculated as 6.261 with $t_{(0.05)(72)}$ for the t-table value is not available in the t-distribution table, then to determine the magnitude of the ttable value can use the following interpolation formula.

$C = C \frac{C_1 - C_0}{B_1 - B_0} (B - B)$

$= 1{,}671 + (72\text{-}60)\frac{1{,}658 - 1{,}671}{120 - 60}$

$= 1{,}671 + (12) = 1{,}673\frac{-0{,}013}{60}$

The results of the interpolation calculation above, a ttable value of 1.673 was obtained. Thus the value of tcount (6.261) is greater than the value of ttable (1.673) so it can be concluded that Ha2 is accepted. This means that there is an influence of teacher discipline on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. To see the influence of teacher work discipline on teacher performance, you can see the table below.

Table 4. Results of the Second Hypothesis Determinant Coefficient Test

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,594a	,353	,344	4,219

a. Predictors: (Constant), Teacher Work Discipline

Regarding the results of the calculation of the determinant coefficient contained in Table 4, the Rsquare value of 0.353 was obtained. This means that the influence of teacher work discipline on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts is 35.3% with a low level of relationship and the remaining 64.7% is influenced by other factors that are not variables in this study.

Simultaneous Influence of Principal's Leadership (X1) and Teachers' Work Discipline (X2) on Teachers' Performance (Y)

Ha3 : There is an influence of the principal's leadership and teachers' work discipline together on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.

Ho3 : There is no influence of the principal's leadership and teachers' work discipline together on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts.

Table 5. Results of the Third Hypothesis Test

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**23,069**	9,363		2,464	0,016
	Principal Leadership	**0,473**	0,097	0,462	4,870	0,000
	Teacher Work Discipline	**0,261**	0,068	0,367	3,860	0,000

Dependent Variable: Teacher Performance

According to Table 5, the regression equation constant an is 23.069, while the coefficients for the independent variables are b1 at 0.473 and b2 at 0.261. The derived regression equation is Y = a + b1X1 + b2X2 = 23.069 - 0.473X1 + 0.261X2. The principal's leadership and teachers' work discipline are crucial aspects in enhancing teacher performance in schools. To see the impact of the independent variable on the dependent variable using the F test, as shown in Table 6 below.

Table 6. Simultaneous Test Results (F)

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1018,744	2	509,372	**37,642**	**0,000**
	Residual	960,770	71	13,532		
	Total	1979,514	73			

1. Dependent Variable: Teacher Performance
2. Predictors: (Constant), Principal Leadership, Teacher Work Discipline

The calculations in Table 6 yielded a probability value of 0.000, which is less than α (0.05). Furthermore, the calculated F value of 37.642 exceeds F(0.05)(2:71) of 3.98, thus supporting the acceptance of Ha3. This indicates that the principal's leadership and

the teachers' work discipline together impact the performance of teachers at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. Refer to Table 7 below to ascertain the extent of the principal's leadership and teachers' work discipline on teacher performance.

Table 7. Results of the Third Hypothesis Determinant Coefficient Test

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.717A	0,515	0,501	3,679

a. Predictors: (Constant), the leadership of the Principal, the Teacher's Work Discipline
b. Dependent Variable: Teacher Performance

The computation of the termination coefficient in Table 7 shows that, reflecting a modest relationship, the combined effect of the leadership of the principal and the work discipline of the teachers on the performance of teachers at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts is 51.5%; the remaining 48.5% is attributable to other factors not considered in this study.

The Influence of Principal's Leadership on Teachers' Performance

The results of the hypothesis test obtained a probability value (0.000) smaller than the value of α (0.05), in addition, for the tcal value (7.114) it is greater than the table (1.673) so that it can be concluded that Ha1 is accepted. This means that there is an influence of the principal's leadership on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. The influence of the principal's leadership on teacher performance is 41.3%, the remaining 58.7% is influenced by other factors that are not variables in this study. The results of this study show that the leadership of school principals has a significant influence of more than 0.05 on teacher performance. The value of the determinant coefficient gives the meaning that the relationship between the principal's leadership and performance is significant or positive. This means that the better the principal's leadership, the higher the performance.

The Effect of Teachers' Work Discipline on Teachers' Performance

The results of the hypothesis test obtained a probability value (0.000) smaller than the value of α (0.05), in addition, for the calculation value (6.261) it was greater than the table (1.673) so that it can be concluded that Ha2 is accepted. This means that there is an influence of teacher discipline on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. The influence of teachers' work discipline on teacher performance is 35.3%, the remaining 64.7% is influenced by other factors that are not variables in this study. The results of this study show that teacher work discipline has a significant influence of more than 0.05 on teacher performance. The value of the determinant coefficient gives the meaning that

the relationship between teacher work discipline and performance is significant or positive. This means that the higher the level of work discipline of the teacher, the higher the performance.

The Influence of Principal's Leadership and Teachers' Work Discipline on Teachers' Performance

The results of the hypothesis test obtained a probability value (0.000) smaller than the value of α (0.05), in addition, for the value of Fcal of 37.642 greater than $F_{(0,05)(2:71)}$ by 3.98 so that Ha3 was accepted. This means that there is an influence of the principal's leadership and teachers' work discipline together on the performance of teachers of State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts. The influence of the principal's leadership and teachers' work discipline together on the performance of teachers of State Junior High Schools in Buay, Pemuka Peliung and Buay Madang Districts was 51.5%, the remaining 48.9% was influenced by other factors that were not included in the variables in this study.

D. Conclusion

Based on the results of the research and discussion, it can be concluded 1) the performance of teachers in State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts is much influenced by the leadership of the principal; consequently, better principal leadership corresponds with better teacher performance. The degree of the main leadership influence depends on their EMASLIM performance; 2) teachers' performance at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts is highly influenced by their work discipline. This suggests that better work discipline among teachers corresponds with better performance of them. Compliance to school policies, responsibility, attendance, and general discipline define the influence of teachers' employment discipline; 3) the performance of teachers at State Junior High Schools in Buay Pemuka Peliung and Buay Madang Districts is highly influenced by the leadership and work discipline of the principal and other instructors.

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