

The influence of principal's leadership, discipline, and teacher motivation on the performance of public elementary school teachers

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Abstract: How well teachers do their jobs in the classroom has a direct bearing on how well their pupils do in school. In order to determine whether pupils are ready to join the commercial and industrial sector, the efficacy of their teachers is essential. Improving the efficiency of educators has a bearing on the quality of the human capital developed via schools. In order to better understand how teacher motivation affects performance, how discipline affects performance, and how principal leadership affects performance, this research will examine all three of these factors. Furthermore, the research evaluates the impact of principal leadership, teacher motivation, and disciplinary measures on student outcomes. The participants in this quantitative study were 295 educators from Banyuasin I District's State Elementary School. We used a simple random selection strategy to identify 75 instructors for our sample. Data collection was conducted through the administration of questionnaires, which were subsequently subjected to analysis via multiple linear regression methodologies. The influence of principal leadership exhibited a partial positive correlation with teacher performance, while teacher discipline also demonstrated a partial positive correlation with teacher performance; conversely, teacher motivation revealed no discernible partial impact on teacher performance. Furthermore, it was determined that principal leadership, discipline, and motivation collectively exerted a significant influence on student achievement.

Keywords: Discipline, leadership, performance, motivation

Abstrak: Seberapa baik guru dalam menjalankan tugasnya di kelas memiliki pengaruh langsung terhadap seberapa baik prestasi siswa di sekolah. Untuk menentukan apakah siswa siap memasuki sektor komersial dan industri, efisiensi guru sangat penting. Peningkatan efisiensi pendidik memiliki pengaruh terhadap kualitas sumber daya manusia yang dikembangkan melalui sekolah. Untuk lebih memahami bagaimana motivasi guru memengaruhi kinerja, bagaimana disiplin memengaruhi kinerja, dan bagaimana kepemimpinan kepala sekolah memengaruhi kinerja, penelitian ini akan mengkaji ketiga faktor tersebut. Lebih lanjut, penelitian ini mengevaluasi dampak kepemimpinan kepala sekolah, motivasi guru, dan tindakan disipliner terhadap hasil belajar siswa. Partisipan dalam penelitian kuantitatif ini adalah 295 pendidik dari Sekolah Dasar Negeri Kabupaten Banyuasin I. Kami menggunakan strategi pemilihan acak sederhana untuk mengidentifikasi 75 instruktur sebagai sampel kami. Pengumpulan data dilakukan melalui pemberian kuesioner, yang selanjutnya dianalisis melalui metodologi regresi linier berganda. Pengaruh kepemimpinan kepala sekolah menunjukkan korelasi positif parsial dengan kinerja guru, sementara disiplin guru juga menunjukkan korelasi positif parsial dengan kinerja guru; sebaliknya, motivasi guru tidak menunjukkan dampak parsial yang nyata pada kinerja guru. Lebih jauh, ditetapkan bahwa kepemimpinan kepala sekolah, disiplin, dan motivasi secara kolektif memberikan pengaruh yang signifikan terhadap prestasi siswa.

Kata kunci: Disiplin, kepemimpinan, kinerja, motivasi

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INTRODUCTION

Educators are specialized professionals whose principal obligation encompasses the instruction, mentoring, guidance, facilitation, training, appraisal, and evaluation of learners within the domains of early childhood education, primary education, and secondary

education (Nasrullah, 2019). Student success in the learning process cannot be separated from teachers' performance in the school (Asmawati, 2018). Teacher performance is critical in realizing the readiness of students to improve their competence to enter the business and industrial world (Sinaga, 2023). Increasing teacher effectiveness impacts the standards of human resources produced by the educational process (Fadila et al., 2020). The quality of education and graduates affects how the learning management process is provided by teachers to students—the more advanced the technology today, the more advanced the science, including education (Nurhuda, 2022).

The leadership exercised by school principals exerts a profound impact on educators (Romadhon & Zulela, 2021). If the principal can motivate and guide his staff towards the organization's goals, he can be said to be a good leader (Bunbaban et al., 2022). Leadership reflects a leader's views and actions, especially in moving his followers and organizing the duties of each teacher. A good relationship between leaders and subordinates is needed to encourage leadership behavior shaped by attitudes and behavior patterns (Alfiyanto et al., 2021). Leadership style is seen from its association with associates and the qualities of a leader (Madyarti, 2021). Task-oriented leadership is concerned only with the tasks that need to be performed by subordinates without considering the quality of connections (Robiansyah, 2019). Leadership affects teacher effectiveness through changes in school administration or principals. Discipline is one aspect of teacher effectiveness that cannot be ignored (Ratnasari et al., 2022). To improve the effectiveness of teachers in achieving organizational goals, discipline is an attitude that must be considered. The readiness to adhere to the regulations that are pertinent within the organization is the essence of what is denoted by discipline (Zulkifli, 2018).

Based on the observations of researchers in several public elementary schools at the study site, it was found that these schools experienced teacher performance problems. Interviews with several heads of public elementary schools in Banyuasin I sub-district revealed that while teachers had mastered the subject matter, they struggled to effectively convey it to students. Some teachers have not utilized technology or media to enhance learning effectiveness and are impatient when providing guidance to students with learning difficulties. To overcome these problems, principals as leaders can implement programs such as conducting teacher training, utilizing existing learning media, fostering patience in guiding teachers, and evaluating teacher performance (Syarifuddin, 2024). However, each school has different needs, and the programs must be adapted to the conditions and characteristics of the school and its teachers. Additionally, cooperation between principals, teachers, and parents is essential to ensure the success of these programs (Ilyas & Syahid, 2018).

It has been noted that educators within the Banyuasin I District, located in Banyuasin Regency, South Sumatra, exhibit a deficiency in creativity when it comes to fostering an engaging and enjoyable educational environment. Disruptive classroom dynamics, students' tendency to absorb information passively, and teachers' reliance on photocopying resources instead of developing personalized curricula are all indicators of this phenomenon. Such observations suggest a lack of adequate pedagogical competencies among certain educators.

Regarding discipline, many primary school teachers in Banyuasin I District often arrive late to class or choose not to teach due to personal reasons, illness, or social events.

According to the Banyuasin District Education Office, in 2022, the average absentee rate of SDN teachers in Banyuasin I District was 1.2% without explanation and 3.2% with valid permits (e.g., illness). Improving teacher effectiveness can be addressed through motivation, which encompasses various human behavioral processes aimed at goal achievement. Teacher motivation is crucial as it significantly impacts their performance; highly motivated teachers tend to perform better (Aprida et al., 2020; Rohani et al., 2020). The leadership exhibited by principals, in conjunction with disciplinary measures, exerts a favorable and substantial influence on the performance of educators (Rohani et al., 2020). Additionally, the principal's management greatly influences teacher effectiveness. Effective teachers can master classroom management, utilize diverse teaching methods and media, understand school administration, and provide counseling services effectively (Romadhon & Zulela, 2021). Consequently, optimal teacher performance enhances the learning process.

Research by Rohani et al. (2020) the findings suggest that (1) authoritative leadership exhibited by principals exerts a favorable and substantial impact on the performance of educators; (2) disciplinary interventions similarly exert a significant and beneficial impact on the efficacy of educators; and (3) both principal leadership and disciplinary practices concurrently affect the performance of elementary school educators. Similarly, Wahyudi et al. (2019) found that principal supervision, teacher motivation, and discipline impact teacher performance. Enhancing teacher performance can be achieved through improved discipline, motivation, and principal leadership.

Teacher effectiveness served as the dependent variable in this research, with leadership, discipline, and motivation serving as the independent factors. There are several indicators of professional competence that teachers use to describe their performance. Personality, knowledge, authority, and tolerance are some of the leadership factors. Teacher discipline is evaluated through metrics including attendance, compliance with regulations, adherence to professional standards, heightened vigilance, and ethical conduct. Indicators of teacher motivation encompass intrinsic drives as well as inspiration derived from external stimuli.

This investigation is structured to elucidate the following inquiries: 1) In what manner does the leadership of principals impact the professional efficacy of public elementary school educators in the Banyuasin I District?; 2) To what extent does teacher discipline affect the operational performance of public elementary school educators within the Banyuasin I District?; 3) What is the impact of educators' motivation on the performance indicators of public elementary school teachers within the Banyuasin I District?; 4) In what ways do the elements of principal leadership, teacher discipline, and educator motivation synergistically influence the performance results of public elementary school teachers in the Banyuasin I District?.

METHOD

This investigation constitutes a quantitative analysis that seeks to assess the impact of principal leadership, disciplinary measures, and educators motivation on the efficacy of public SDN educators within the Banyuasin I District. A descriptive survey methodology was employed as the framework for the study. The Slovin formula was applied to ascertain a sample size for a population comprising 295 educators, utilizing a 10% margin of error. The sampling is calculated as follows: $n = N : 1 + N.e^2 = 295 / 1 + 295 (0.1)^2 = 295 / 3.95 = 74.68$

(rounded to 75). The symbols are N for population, n for sample, and e for 10% error rate. After obtaining the number of samples, the next step is to determine the sample using a simple random sampling technique (Sugiyono, 2014).

Table 1. Identity of respondents

Characteristics of Respondents	Information	Total Respondents	Percentage
Gender	Man	27	36
	Woman	48	64
	Sum	75	100
Age	< 30 Years	12	16
	31-45 Years	21	28
	46-55 Years	42	56
	Sum	75	100
Recent Education	DII/III	0	0
	S1	71	95
	S2	4	5
	Sum	75	100
Period of Service	< 5 Years	6	8
	5-10 Years	21	28
	> 10 Years	48	64
	Sum	75	100

The instruments underwent a thorough analysis through the examination of the reliability testing of the instruments in conjunction with Cronbach's alpha. A device is considered credible if Cronbach's alpha exceeds the threshold of 0.70 (Riduwan, 2008). Table 2 displays the findings of the questionnaire reliability test.

Table 2. Questionnaire reliability test results

Variable	Number of Items	Cronbach's alpha	Information
Performance (Y)	10	0.866	Reliable
Principal Leadership (X1)	12	0.858	Reliable
Discipline (X2)	10	0.815	Reliable
Teacher motivation (X3)	8	0.830	Reliable

For the purpose of data analysis, multiple linear regression was utilized to ascertain the interrelationships among the variables. The regression equation employed is represented as: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$. Where:

- Y represents teacher performance,
- β_0 is the intercept,
- $\beta_1, \beta_2, \beta_3$ are the coefficients for the independent variables (principal leadership, discipline, and teacher motivation, respectively),
- X_1, X_2, X_3 are the independent variables,
- ε is the error term.

The importance of the regression coefficients was evaluated through the application of t-tests, while the comprehensive fit of the model was determined utilizing the F-test. The coefficient of determination (R^2) served as a metric for assessing the degree to which the independent variables clarified the fluctuations in the dependent variable. Statistical analyses were conducted employing software platforms such as SPSS.

RESULTS AND DISCUSSION

Normality test result

Table 3. Data normality test X1, X2, and X3 to Y with one-sample Kolmogorov-Smirnov test

		Unstandardized Residual
N		75
Normal Parameters	Mean	0.000
	Std. Deviation	2.39
Test Statistic		0.082
Asymp. Sig. (2-tailed)		0.200

According to the findings presented in Table 3, the outcomes of the Kolmogorov-Smirnov test, which yielded an Asymp value of Sig. 0.200 and a Monte Carlo Sig. of 0.242, indicate that the dataset adheres to a normal distribution since the significance value exceeds 0.05; conversely, a significance value at 0.05 would imply a deviation from normal distribution. In a similar vein, the data concerning performance factors, principal leadership, order, and teacher motivation also conform to a normal distribution. You can also use the Normal P-P Plot graph test and the Kolmogorov-Smirnov One-Sample test as data normality tests.

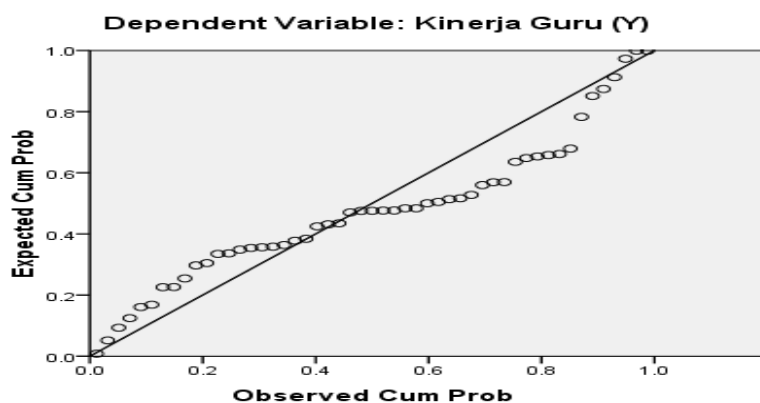


Fig. 1. Data normality test results with normal P-P Plot graph

As can be observed from the graph above, the plot points in the "Regression Standardisation Normal P-P Plot" often approach and adhere to the diagonal trajectory. As a result, it can be argued that the residual values, which serve as the foundation for evaluation recommendations in the normality test of probability plot approaches, are normally distributed. As a result, this study's linear regression analysis may be completed.

Linearity Test Results

A significance threshold of 5% ($\alpha = 0.05$) was used in the linearity testing that was conducted using the One-way Anova on the SPSS software. The assumption of data linearity is that a linear connection exists between the independent and bound variables if the value of Deviation from Linearity Sig is more than 0.05.

Table 4. Data linearity test results with anova

Variable			Sig.
Performance (Y) * Principal Leadership (X1)	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.518
Performance (Y) * Discipline (X2)	Between Groups	(Combined)	0.136
		Linearity	0.001
		Deviation from Linearity	0.637
Performance (Y) * Teacher motivation (X3)	Between Groups	(Combined)	0.473
		Linearity	0.045
		Deviation from Linearity	0.690

We may compute the value of Deviation from Linearity Sig based on the aforementioned result. The significance of the difference from linearity for the performance variable (Y) and principal leadership (X1) is 0.518, above the threshold of 0.05. The significance of the performance variable (Y) multiplied by discipline (X2) is 0.637, above the threshold of 0.05. When teacher motivation (X3) was multiplied by the performance variable (Y), a significant result of $0.690 > 0.05$ was obtained. Data analysis reveals that principal leadership (X1), discipline (X2), and teacher motivation (X3) have a significant linear correlation with the performance indicator (Y).

Heteroscedasticity test results

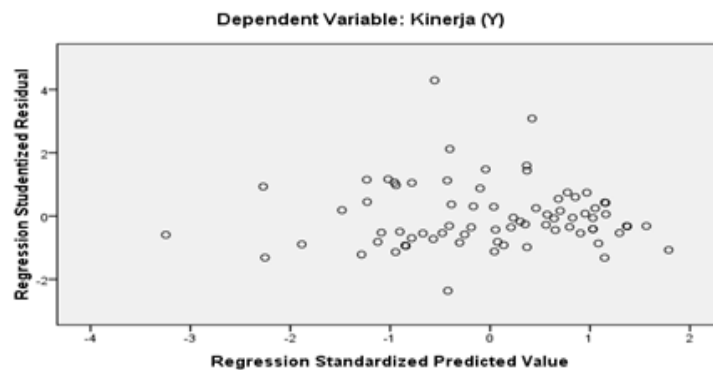


Fig. 2. Data heteroscedasticity test results with normal P-P plot graph

Figure 2 does not exhibit heteroscedasticity, as the plotted points fail to establish a discernible pattern and are uniformly dispersed around the Y-axis value of 0.

Multicollinearity test results

If the regression model's independent variables 0,31009 are correlated, then the multicollinearity test finds it. If the independent variables have a correlation, then these variables are not orthogonal. Results from the variance inflation factor (VIF) test corroborate the presence of multicollinearity. Priyatno states that VIF levels below 10 and tolerance values over 0.10 are necessary. In conclusion, the regression model's independent variables do not exhibit multicollinearity (Harsasto, 2011).

Table 5. Results of the multicollinearity assessment utilizing coefficients

Model		Collinearity Statistics	
		Tolerance	BRIGHT
1	Principal Leadership (X1)	0.862	1.161
	Discipline (X2)	0.838	1.194
	Teacher motivation (X3)	0.850	1.177
a. Dependent Variable: Performance (Y)			

According to Table 5, the tolerance values of the principal's leadership variable (0.862), the discipline variable (0.838), and the teacher motivation variable (0.850) are all > 0.10. The three independent variables under investigation had VIF values of 1.161 for the principal's leadership variable, 1.194 for discipline, and 1.177 for teacher motivation, totaling a VIF value of 10 for the three independent variables. It may be said that the regression model's independent variables do not exhibit multicollinearity.

Multiple linear regression test results

Table 6. Multiple linear regression test results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	2.446	3.627	
Principal Leadership (X1)	0.719	0.054	0.836
Discipline (X2)	0.154	0.074	0.132
Teacher Motivation (X3)	-0.091	0.114	-0.051

Based on Table 6, we can get the following equation for multiple linear regression: The equation for Y is 2.446 plus 0.719 times X1 plus 0.154 times X2 minus 0.091 times X3. This is one possible way to interpret the multiple linear regression equation's output: Following the constant coefficient of 2.446, the performance would be 2.446 if no changes were made to the principal's direction, control, and teacher motivation. The regression coefficient for principal leadership is 0.719. If the disciplinary elements and teacher motivation regression coefficient remains positive, then an increase in central administration will lead to a performance improvement of 0.719. With a positive regression coefficient for the major leadership variable and a long-term teacher motivation

component, an improved field will lead to a 0.154 improvement in performance. This is due to the fact that discipline has a positive regression coefficient of 0.154. With a negative regression coefficient of 0.091 and no change in the values of the primary leadership and discipline variables, teacher motivation would reduce performance by 0.091.

Test results of coefficient of determinant (R²)

The extent to which the independent variables (administrative leadership, disciplinary measures, and teacher motivation) affected the dependent variable (performance) is shown in Table 7.

Table 7. Coefficient of determination

Mode 1	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.871	0.759	0.749	2.913

The significance of the correlation/relationship score (R) of 0.871 is explained in Table 7. Squaring R also gives the coefficient of determination, which measures the magnitude of the association between the proportion of independent components (i.e., principal leadership, order, and teacher motivation) and the dependent variable (performance). The adjusted R-squared value for this determination is 0.749. Principal leadership, discipline, and teacher motivation were shown to have an influence on performance (the dependent variable) of 74.9%. Contrarily, other variables, such as job happiness, the workplace, and other factors influencing teacher performance, accounted for the remaining 25.1%.

Partial test (t test)

Principals' ability to inspire, motivate, and lead their SDN instructors has a direct impact on student achievement in Banyuasin I Regency. At the 0.05 level of significance, the t-test was used to evaluate hypotheses in this investigation. Tabulated in Table 10 is the t-test.

Table 8. Partial test results (t test)

	Model	t	Sig.
1	(Constant)	0.674	0.502
	Principal Leadership (X1)	13.311	0.000
	Discipline (X2)	2.071	0.042
	Teacher Motivation (X3)	-0.800	0.426

Table 8 shows that the calculated value of the key leadership variable (X1) is 13.311 with a significance level of 0.000. A significant value of 0.000, less than 0.05, is produced when the T statistic of 13.311 surpasses this threshold, in contrast to the t-table value of 1.66571. How the principal of an elementary school in the Banyuasin I sub-district leads has an effect on how well those teachers do in their classrooms. According to Table 8, the calculated value of the discipline variable (X2) is 2.071, and the significance value is 0.042. By comparing the two sets of data, we find that the calculated t-value of 2.111 is higher than the t-table value of 1.66571, and that the significance value is less than 0.05, coming out at

0.045. This suggests that elementary school teachers' actions in the Banyuasin I District have an effect on their students' performance in the classroom.

Simultaneous test (Anova/F test)

The F test ascertains the extent to which the independent variables exert influence on the dependent variable. The following is an overview of how the calculated probability value determines decisions: 1) A significant probability greater than 0.05 or a lower Fcalculate than Ftable, showing that the null hypothesis is unsupported, will be provided by accepting H0 and rejecting Ha. The leadership, discipline, and motivation of principals the variables in question do not exert a cumulative influence on the efficacy of elementary school educators within the jurisdiction of Banyuasin I Regency. 2) If we accept Ha and reject H0, and our significance level is 0.05 or F, then we can say that our hypothesis is true if our calculated F is greater than our tabulated F. This indicates that the leadership of the principle, teacher discipline, and teacher motivation all have a role in determining how well SDN teachers in Banyuasin I Regency perform.

Table 9. F test results (simultaneous)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1895.275	3	631.758	74.427	0.000 ^a
	Residual	602.671	71	8.488		
	Total	2497.947	74			

The regression model's F value was 74.427, with a significance level of 0.000, according to the concurrent testing. Having a significance value of 0.000, which is less than 0.05, Fcalculate (74.427) exceeds Ftable (3.12). Principal leadership, teacher discipline, and teacher motivation all have a role in how well primary school teachers in the Banyuasin I District do in their jobs.

The impact of principal leadership on the effectiveness of elementary school educators Banyuasin I District

The results of the hypothesis test demonstrate that the principal's leadership favorably affects teacher performance in SDN in the Banyuasin I Regency. The computed value for the primary leadership variable (X1) in Table 10 is 13,311, with a significance level of 0.000. Tcalculate (13.311) surpasses Ttable (1.66571), yielding a significant result of 0.000 in comparison to the criterion of 0.05. The results demonstrate that principal leadership improves the efficacy of primary school educators in Banyuasin I Regency.

The study's results corroborate Michigan's theory, which posits that managers influence team performance. The Goal Path Theory substantiates this assertion by stating that: a) when subordinates engage in organized activities, supporting leadership yields elevated performance and employee satisfaction, and b) when tasks are structured, results-oriented leadership heightens employee expectations for advanced abilities (Robbins, 2003). Research conducted by Anam (2018) found that leadership significantly influences teacher performance. Rohani et al. contend that the principal's leadership positively and significantly impacts teachers' performance, as does punishment. Furthermore, the

leadership and regulatory practices of the principal significantly impact the efficacy of educators in primary educational institutions, with the principal's leadership responsible for 49.9% of the effect and other variables comprising 50.1% (Rohani et al., 2020).

The impact of punishment on the efficacy of elementary school educators in Banyuasin I District

According to the results of the hypothesis test, primary school teachers in the Banyuasin I District benefit from severe school discipline when it comes to student achievement. In Table 10, we can see that the disciplinary variables (X2) had an estimated value of 2.071 at the 0.042 significant level. When compared to the t-table value (1.66571) and the significance level (0.05), the estimated t-value (2.111) is greater; nevertheless, the significance value (0.045) is lower than 0.05. When their children exhibit admirable behavior, primary school teachers in the Banyuasin I District do better, according to the data.

Hasibuan also underscored that exemplary discipline reflects the extent of an individual's accountability for their given responsibilities. It may enhance workplace motivation, morale, and the attainment of organizational, employee, and community objectives (Hasibuan, 2014). Consequently, every leader must consistently endeavor to cultivate robust discipline among their workforce. The findings of this study correspond with Jeine's research, indicating the construct of work discipline exerts a positive and substantial impact on the performance of educators at SMAN 1 Manado (Turangan, 2017). Rohani et al. observed that principal leadership significantly and favorably impacts teacher performance (Rohani et al., 2020).

Teachers' intrinsic motivation and its effect on student achievement in Banyuasin I District primary schools

According to the findings of the hypothesis test, teacher motivation had no impact on how well public elementary school instructors in the Banyuasin I District performed. The estimated value of the teacher motivation variable (X3) in Table 4.10, which has a significance value of 0.426 and a value of -0.800, supports this. When t calculate is used, the results are (-0.800) (1.66571) and significant value $0.426 > 0.05$ when in comparison to the critical value derived from the t-distribution table and the significance level of 0.05. The findings show that instructors in the public Banyuasin I District primary schools perform equally well regardless of their level of motivation. Based on respondents' identity descriptions based on age, most respondents are teachers aged 46-55 years (56%). This means that senior teachers are more difficult to manage than younger teachers, so they consider motivation not too important to improve performance even though they have also received certification allowances. The low basis from within teachers can be seen in attending training, technical guidance, and workshops; most senior teachers do not hear much.

This study's results align with Mohamad et al. (2013) that motivation does not significantly affect teacher performance. However, the results of this study are contrary to Hafid (2017) research, Anam (2018) research, Raharjo (2016) research, and Patarai et al. (2018), which concludes that teaching motivation influences teacher performance.

The influence exerted by the principal's leadership, the enforcement of discipline, and the motivational strategies directed towards educators on the efficacy of elementary school instructors within the Banyuasin I District

The relationship between principal leadership, disciplinary measures, and teacher motivation has been demonstrated to correlate with the performance of elementary school educators in the Banyuasin I sub-district. In the presence of a more disciplined and motivated administrative framework, public elementary school educators in the Banyuasin I sub-district exhibit heightened efficiency in their professional duties. To facilitate the attainment of both institutional and pedagogical objectives, the implementation of discipline is of paramount importance. When disciplinary measures are effectively enacted, educators will possess a heightened awareness of their professional responsibilities and will be motivated to fulfill these obligations to the utmost of their capabilities.

This aligns with Hasibuan's thesis that there exists a partial correlation between employee performance and work-related behavior, whereby behavior is reinforced by behavior (Hasibuan, 2014). The empirical results of the present investigation align with the scholarly work conducted by Asterina & Skoco, which elucidated that (1) the leadership exercised by principals has a the substantial influence on the efficacy of pedagogical practitioners; (2) the motivational levels of employees exert a considerable influence on the efficacy of educators within public elementary academic institutions in the Pagelaran District of Pringsewu Regency; (3) the discipline of teachers plays a crucial role in affecting their performance; and (4) the interrelation among principal leadership, work motivation, and teacher discipline collectively contributes to the overall performance (Asterina & Sukoco, 2019).

CONCLUSION

Upon reviewing the findings of the research, the following conclusions can be drawn:

1. The leadership exhibited by the principal exerts a beneficial influence on the performance of teachers, indicating that educators in public elementary schools within the Banyuasin I District derive advantages from proficient leadership.
2. The impact of teacher discipline on performance appears to be moderate, implying that enhanced discipline correlates with improved performance outcomes.
3. The relationship between teacher motivation and performance is deemed to be insignificant.
4. The aggregated the impact of the principal's leadership, the enforcement of discipline, and the provision of motivation on overall performance indicates that superior leadership, augmented discipline, and elevated motivation contribute to enhanced performance levels.

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