



Analysis of Principal Leadership, Work Environment Work Motivation and Work Discipline and Their Influence on Teacher Performance

Suarani Norawati¹, M. Syarwoqi², Diva Nazla Zaira³

¹Sekolah Tinggi Ilmu Ekonomi Bangkinang, Riau, Indonesia, suarninorawati@pascabangkinang.ac.id

²Sekolah Tinggi Ilmu Ekonomi Bangkinang, Riau, Indonesia, syarkawi733@gmail.com

³SMA Negeri 8 Pekanbaru, Riau, Indonesia divnazaira.07@gmail.com

Abstract: *This study aims to analyze the influence of principal leadership, work environment, work motivation, and work discipline on teacher performance, both partially and simultaneously on teachers of SMAN 1 Kubu, Rokan Hilir Regency. The background of the study is based on the phenomenon of declining teacher performance as reflected in the high number of teacher absences and tardiness, low administrative discipline, and declining National Examination scores in recent years. This study uses a quantitative approach with an associative causal design. The population and sample are all 45 teachers of SMAN 1 Kubu, with a total sampling technique. Data were collected through a Likert scale questionnaire and analyzed using descriptive statistics and multiple linear regression with the help of SPSS 25, preceded by validity tests, reliability tests, and classical assumption tests (normality, multicollinearity, and heteroscedasticity). The descriptive analysis results indicate that the principal's leadership is in the poor category, while the work environment, work motivation, work discipline, and teacher performance are in the fairly good category. The regression test results indicate that principal leadership, work environment, work motivation, and work discipline simultaneously have a significant influence on teacher performance. Partially, these four variables also have a positive and significant influence on teacher performance, with work motivation being the most dominant variable. These findings emphasize the importance of strengthening principal leadership, improving the work environment, enhancing the motivation system, and fostering work discipline to encourage sustainable teacher performance improvement.*

Keywords: *Leadership, Work Environment, Work Motivation, Work Discipline, Teacher Performance*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala sekolah, lingkungan kerja, motivasi kerja, dan disiplin kerja terhadap kinerja guru, baik secara parsial maupun simultan pada guru SMAN 1 Kubu, Kabupaten Rokan Hilir. Latar belakang penelitian ini didasarkan pada fenomena penurunan kinerja guru yang tecermin dari tingginya angka ketidakhadiran dan keterlambatan guru, rendahnya disiplin administrasi, serta menurunnya nilai Ujian Nasional dalam beberapa tahun terakhir. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausal asosiatif. Populasi dan sampel dalam penelitian ini adalah seluruh guru SMAN 1 Kubu yang berjumlah 45 orang, dengan teknik penarikan sampel jenuh

(*total sampling*). Data dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan statistik deskriptif serta regresi linear berganda dengan bantuan SPSS 25, yang didahului oleh uji validitas, uji reliabilitas, dan uji asumsi klasik (normalitas, multikolinearitas, dan heteroskedastisitas). Hasil analisis deskriptif menunjukkan bahwa kepemimpinan kepala sekolah berada pada kategori kurang baik, sedangkan lingkungan kerja, motivasi kerja, disiplin kerja, dan kinerja guru berada pada kategori cukup baik. Hasil uji regresi menunjukkan bahwa kepemimpinan kepala sekolah, lingkungan kerja, motivasi kerja, dan disiplin kerja secara simultan berpengaruh signifikan terhadap kinerja guru. Secara parsial, keempat variabel tersebut juga berpengaruh positif dan signifikan terhadap kinerja guru, dengan motivasi kerja sebagai variabel yang paling dominan. Temuan ini menegaskan pentingnya memperkuat kepemimpinan kepala sekolah, memperbaiki lingkungan kerja, meningkatkan sistem motivasi, dan memupuk disiplin kerja untuk mendorong peningkatan kinerja guru secara berkelanjutan.

Kata Kunci: Kepemimpinan, Lingkungan Kerja, Motivasi Kerja, Disiplin Kerja, Performa Guru

INTRODUCTION

Schools are crucial institutions in the teaching and learning process, where teachers serve as instructors, educators, and mentors in the development of human resources. Teacher performance is a crucial aspect determining the success of educational goals. According to Supardi (2014), the quality of education is greatly influenced by the performance of teachers as educators. This demonstrates that improving the quality of education is inseparable from improving the quality of teacher performance.

Law Number 14 of 2005 affirms that teachers are professionals responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students. Therefore, teachers are required to carry out their duties professionally, both inside and outside the classroom. However, based on initial observations at SMAN 1 Kubu Rokan Hilir, teacher performance is suboptimal. Some teachers are late to class, do not adhere to the teaching schedule properly, and are not punctual in collecting learning materials. Furthermore, low work motivation and weak discipline also affect the quality of teaching. The phenomenon of declining teacher performance is increasingly evident in SMAN 1 Kubu's National Examination (UN) scores, which have continued to decline over the past five years. In the 2020/2021 academic year, the average UN score was 85.13, but in 2023/2024, it dropped to 67.55. Furthermore, attendance data shows a high percentage of teachers not teaching, especially in certain months such as June (49.52%) and December (42.22%). This condition shows low discipline and a lack of effectiveness in implementing the learning system.

Several factors suspected of causing the decline in teacher performance include the principal's indecisive leadership, lack of in-depth supervision, minimal rewards, and weak oversight of teacher discipline. Other factors include a less conducive work environment, such as the noise of schools located near highways, direct light entering classrooms, dull classroom paint, and inadequate infrastructure such as a lack of LCDs and laboratory facilities. Teacher motivation is also a significant factor. Teachers feel their salaries are not commensurate with their workload, leave is difficult to obtain, and there are no refreshing activities or rewards that can increase work motivation. Furthermore, some teachers lack educational backgrounds, requiring time to adjust to the teaching process, learning materials, and classroom management.

Teacher discipline is also considered low. Attendance data shows that many teachers are absent, arrive late, or leave early. This condition directly impacts the teaching and learning process and student learning outcomes. Hasibuan (2015) states that discipline is a person's awareness and willingness to comply with established rules. In the school context, discipline is crucial to ensuring the quality of the learning process. Several previous studies have shown

mixed results regarding factors influencing teacher performance. Rahmawati (2013) found a positive influence of principal leadership on teacher performance, but Hasan (2017) found the opposite. Similarly, regarding the variables of work environment, motivation, and discipline, some studies have shown significant influences, while others have produced inconsistent results. This inconsistency in research results reinforces the need for further research.

Based on the description above, the research problem is formulated as to how the principal's leadership, work environment, work motivation, and work discipline influence teacher performance, both partially and simultaneously. The purpose of this research is to determine and analyze the influence of the principal's leadership, work environment, work motivation, and work discipline on teacher performance, both partially and simultaneously.

The principal is a central figure in an educational organization who has a strategic role in mobilizing all school resources. Matondang (2018) states that leadership is the process of influencing others to take action in accordance with organizational goals. In the school context, Mulyasa (2010) emphasized that the principal is responsible for the implementation of education, administration, development of educational staff, and optimization of facilities and infrastructure. Therefore, the quality of the principal's leadership will greatly determine teacher performance and educational outcomes. According to Mulyasa (2010), the types of principal leadership consist of: autocratic, decisions are centralized on the leader, democratic, leaders encourage participation and deliberation and *Laissez-Faire*, leaders give full freedom to subordinates. Bass (2003) explains that transformational leadership consists of four indicators: 1) Idealized influence, providing an example and inspiring trust, 2) Inspiration, providing motivation and a clear vision, 3) Intellectual stimulation, encouraging teachers to develop thinking skills and individual attention, providing support and personal attention. These four indicators show that effective principal leadership is able to encourage teachers to work optimally and be committed to school goals.

The work environment is all conditions surrounding employees that affect their comfort and ability to work. Sedarmayanti (2011) defines the work environment as tools, materials, situations, and work arrangements that can affect work effectiveness, both physically and non-physically. A conducive work environment provides a sense of security, reduces stress, and increases teacher productivity. Sedarmayanti (2011) divides the work environment into two: the physical work environment, namely lighting, air temperature, noise, air circulation, color scheme, decoration, and security, and the non-physical work environment consisting of work relationships, communication, and work atmosphere.

The work environment is a crucial factor influencing teacher behavior, comfort, and effectiveness in carrying out their duties. The work environment encompasses not only physical conditions such as lighting, noise, air circulation, security, color schemes, and space for movement, but also non-physical aspects such as relationships between teachers, communication, support from leaders, and a harmonious work atmosphere. According to Sedarmayanti (2011), a good work environment can create psychological and emotional comfort for teachers, enabling them to be more focused, productive, and motivated in carrying out their teaching tasks.

A conducive work environment can also reduce stress, decrease boredom, increase positive interactions, and encourage teachers to carry out their work responsibly. Therefore, the quality of the work environment plays a significant role in shaping teacher performance and the success of the educational process in schools. According to Sedarmayanti (2011), work environment indicators include lighting, air temperature, noise, use of color, space for movement, safety, and relationships between teachers. A good work environment will increase teacher enthusiasm in the teaching and learning process.

Work motivation is an internal or external drive that influences a person's behavior in completing tasks. Malthis and Jackson (2016) state that motivation is the key to improving teacher enthusiasm and performance. Manullang (2016) adds that motivation is the force that

drives someone to work harder to achieve goals. Work motivation theories can be divided into two: Herzberg's two-factor theory, consisting of hygiene factors, namely salary, working conditions, work relationships, organizational policies; and motivator factors, consisting of achievement, recognition, responsibility, and career development. And Maslow's hierarchy of needs theory, namely five human needs: physiological, safety, social, esteem, and self-actualization. Work motivation is an internal and external drive that drives teachers to act, strive, and behave according to the targets they want to achieve in their work. Motivation is a psychological factor that determines how much energy, commitment, and perseverance teachers have in carrying out their professional duties.

Herzberg explained that motivation is formed through a combination of hygiene factors such as salary, organizational policies, job security, and motivator factors such as recognition, achievement, and development opportunities. When teachers are highly motivated, they tend to demonstrate enthusiasm, creativity, greater responsibility, and the ability to overcome challenges in the learning process. Conversely, low motivation can lead to decreased enthusiasm, performance, and the quality of educational services. Therefore, schools need to provide an environment, policies, and reward systems that can continuously increase teacher motivation. Sedarmayanti (2011) suggests that indicators of work motivation include salary, supervision, work relationships, working conditions, the work itself, promotion opportunities, recognition and responsibility, and work success. High motivation creates teacher commitment to carrying out tasks.

Work discipline is an attitude of compliance with organizational regulations, both written and unwritten. According to Hasibuan (2015), discipline is a person's awareness and willingness to obey rules. Imron (2005) states that teacher discipline is reflected in order and regularity in carrying out tasks without committing violations. Work discipline is an attitude and behavior that complies with the rules, procedures, and work standards that apply within the organization, which is reflected in punctuality, adherence to teaching schedules, completion of tasks, and other professional responsibilities. Discipline is an important indicator for assessing a teacher's dedication and integrity in carrying out their role as an educator.

Hasibuan (2015) emphasized that discipline not only reflects adherence to rules but also demonstrates an individual's awareness of the need to work in an orderly and consistent manner. In the school context, teacher discipline significantly impacts the continuity of the learning process, as absences, tardiness, or negligence in carrying out tasks can directly impact the quality of educational services. Therefore, good discipline needs to be built through exemplary leadership, fairness in the administration of sanctions and rewards, and a work environment that supports teacher commitment and responsibility.

Handoko (2016) divides discipline into two: preventive discipline, encouraging employees to comply with regulations, and corrective discipline, imposing penalties for violations. Indicators of work discipline include goals and abilities, leadership role models, rewards, fairness, inherent supervision (supervision), legal sanctions, assertiveness, and human relations. The higher the teacher's discipline, the higher the quality of learning implementation.

Teacher performance reflects the professional abilities, pedagogical skills, and commitment of an educator to effectively carry out all learning tasks. Performance is measured not only by final results such as student learning outcomes, but also by the process, which includes learning planning, classroom management, the use of appropriate methods, evaluation of learning outcomes, and the ability to build positive relationships with students. Rivai (2015) states that performance is closely related to the extent to which an individual meets established standards, targets, and responsibilities within a given period. In the educational context, teachers with good performance will demonstrate consistent work quality, adequate mastery of material, effective use of time, and the ability to collaborate with colleagues. Conversely, low teacher performance can directly impact the quality of the learning process and the quality of

graduates. Therefore, factors such as principal leadership, the work environment, motivation, and discipline are important elements that can strengthen or weaken teacher performance.

Teacher performance is the teacher's ability to carry out learning tasks that include planning, implementation, and evaluation. Supardi (2014) states that teacher performance is the ability to realize the learning process effectively. Mangkunegara (2016) defines performance as the quality and quantity of work results according to responsibilities. According to Gibson (1987), performance is influenced by individual factors (ability, discipline, experience), psychological factors (motivation, attitude, personality), and organizational factors (leadership, rewards, work systems). Mulyasa (2010) adds nine factors that influence teacher performance, including motivation, interpersonal relationships, and principal support. Miner in Sudarmanto (2013) mentions four indicators of teacher performance: work quality, time use, and cooperation. Good teacher performance will improve the quality of student learning outcomes.

Research conducted by Taufiqurrahman and Indarti (2014) shows that work motivation and the work environment have a positive and significant influence on teacher performance at MTs Pangkalan Kerinci, Pelalawan Regency. This finding confirms that psychological aspects and workplace conditions are important factors in determining the quality of teacher performance. This study emphasizes that a conducive work environment and well-maintained motivation can increase teacher effectiveness in carrying out professional duties, thereby improving the overall learning process.

Furthermore, Hasan's (2017) research at SMA Negeri 1 Ampana yielded different results than most other studies. His results showed that the principal's leadership had a significant negative effect on teacher performance, while the physical work environment had a positive effect. This finding indicates a possible mismatch between the principal's leadership style and teachers' expectations or needs, resulting in leadership not functioning as a performance-supporting factor. Nevertheless, the school's good physical condition still encourages teachers to work optimally.

Research by Abdul Wahid Syafar and Mauled Mueyono (2015) confirmed that work discipline, leadership style, and job satisfaction significantly influence teacher performance at SMA Negeri 7 Palu. This finding indicates that teacher performance is not only influenced by internal factors such as satisfaction and discipline, but also by the leadership style implemented by the principal. These three variables are interrelated in creating a motivated and disciplined work environment so that teachers can carry out their duties according to the specified performance standards.

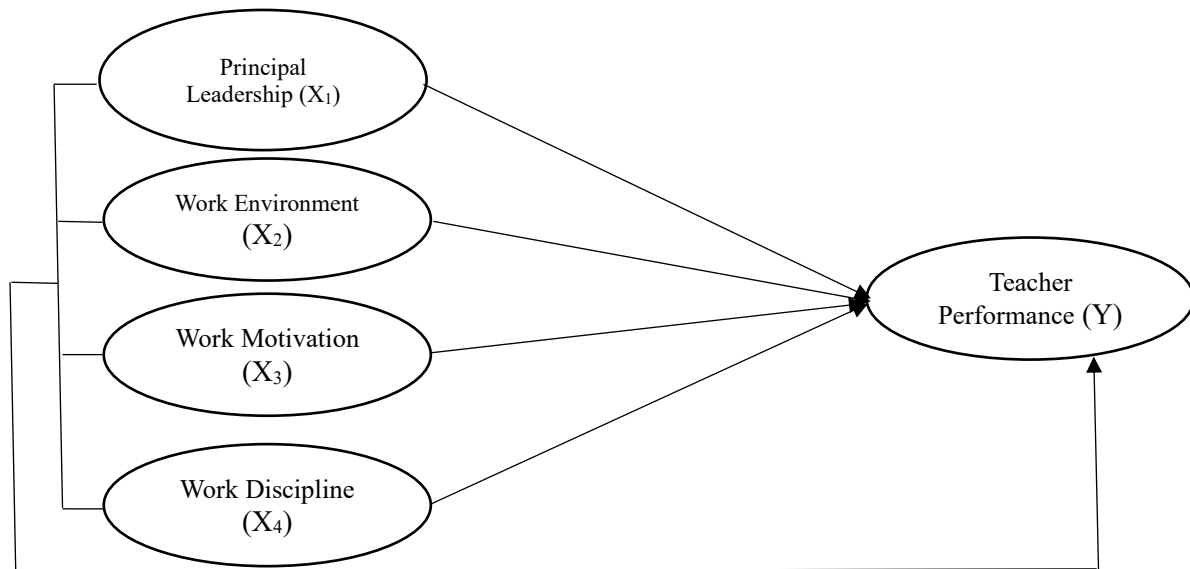
Sirhi's (2017) research at Muhammadiyah Senior High School in Ende Regency found that work motivation and discipline have a positive and significant influence on teacher performance. These results reinforce the theory that intrinsic motivation and adherence to organizational rules are key determinants in improving teacher work quality. Teachers with high work motivation tend to develop stronger creativity and dedication in the learning process, while work discipline ensures teachers carry out their duties consistently and responsibly. Prapti Ningsih's (2016) research also shows that commitment, competence, and work environment have a positive and significant influence on teacher performance in Pasangkayu District, North Mamuju Regency. This study confirms that in addition to motivation and leadership factors, other variables such as organizational commitment and teacher professional competence play an important role in improving performance. A supportive work environment strengthens teacher commitment and competency utilization, thereby creating more optimal and sustainable performance.

The hypothesis of this research is:

- 1) There is a simultaneous positive and significant influence between principal leadership, work environment, work motivation, and work discipline on teacher performance.

- 2) There is a positive and significant influence between principal leadership and teacher performance.
- 3) There is a positive and significant influence between the work environment and teacher performance.
- 4) There is a positive and significant influence between work motivation and teacher performance.
- 5) There is a positive and significant influence between work discipline and teacher performance.

This research model can be seen in Figure 1



Source: Research Data

Figure 1. Research Model

METHOD

This study used a quantitative approach with an experimental design, as it aimed to test the effect of independent variables on the dependent variable under strictly controlled conditions. The study was conducted at SMA Negeri 1 Kubu, Rokan Hilir Regency, Riau Province, for three months, from June to August 2024. The population and sample in this study were all 45 teachers at SMA Negeri 1 Kubu, so the sampling technique used was total sampling. The types of data used were primary and secondary data.

Data analysis techniques included descriptive and inferential analysis. The questionnaire data were tested using validity and reliability tests to ensure the instrument's suitability. Next, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests. Inferential analysis used multiple linear regression with the help of SPSS version 25 to test the hypotheses simultaneously (F test) and partially (t test). The correlation coefficient (R) and the coefficient of determination (R²) were used to determine the level of relationship and contribution of the independent variables to the dependent variable.

RESULTS AND DISCUSSION

Based on the results of the respondent characteristics analysis, this study involved 45 teachers of SMAN 1 Kubu who were considered representative to describe the conditions of the research object. Based on gender, female teachers dominated with 28 people (62.2%), this indicates that the teaching profession is mostly carried out by women who psychologically have a higher character of patience and empathy in the learning process. When viewed from age, most respondents were in the range of 41-50 years, which indicates that the majority of

teachers are in the productive age with a stable level of emotional maturity and teaching experience, thus having high loyalty and commitment to the institution. In terms of the latest education, most respondents have met the minimum academic qualification standards for teachers according to Law Number 14 of 2005, namely Bachelor's Degree (S1) as many as 36 people (80%), reflecting their readiness to carry out professional and pedagogical duties optimally. Thus, the characteristics of respondents in this study show the profile of teachers who are quite competent, experienced, and qualified to be relevant and credible sources in supporting the analysis of research variables.

Then the results of the descriptive analysis on the principal leadership variable, obtained an average value of 2.54 which is in the poor category. Of the eight statement indicators, there are four aspects that are considered quite good, namely the principal's ability to control and manage teachers and education staff, building cooperative and high-achieving schools, improving teacher abilities and skills in learning, and providing encouragement to teachers to work optimally. However, the other four indicators are still in the poor category, especially in terms of the ability to work rationally, objectively, disciplined, and exemplary, lack of experience and professional knowledge about leadership, not optimal in leading teacher development in schools, and minimal appreciation given to high-achieving teachers. These results reflect that the principal's leadership has not been fully effective and still needs improvement in the aspects of exemplary behavior, professional development, and awarding to support improved teacher performance.

The results of the descriptive analysis of the work environment variables showed an average value of 2.82, which is in the fairly good category, which means that the work environment at SMAN 1 Kubu is generally supportive of the implementation of teachers' duties, but not yet optimal. The aspect of harmonious relationships between teachers and the principal is the best indicator in the good category, illustrating the existence of positive coordination, communication, and social work support, in accordance with the concept of organizational climate according to Robbins (2016). Meanwhile, most indicators are in the fairly good category, such as classroom comfort, facility order, spatial layout, cleanliness, security, and conflict management, which indicates that the physical and social environment is relatively conducive to supporting teacher performance. However, several aspects of the physical environment such as lighting, noise and sound dampening, as well as low solidarity among teachers are still in the poor category, which can affect comfort and work cohesion. This finding supports Herzberg's theory that the physical and social work environment are hygiene factors that do not increase motivation when good, but decrease performance when bad.

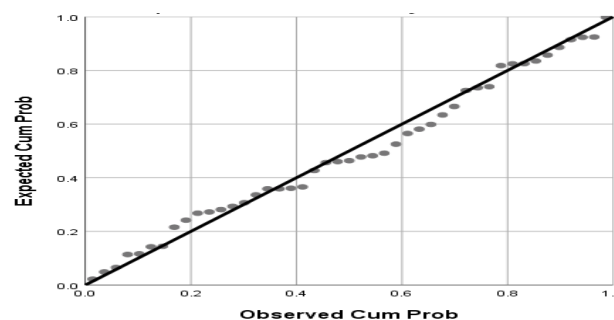
The descriptive analysis of work motivation showed an average score of 2.80, which is in the fairly good category, indicating that teacher motivation is at a moderate level and is not yet fully optimal in supporting performance. Aspects of extrinsic motivation such as timely salary receipt and the principal's concern were categorized as good, in line with Herzberg's theory that hygiene factors such as compensation and interpersonal relationships can prevent job dissatisfaction. Meanwhile, most indicators were in the fairly good category, reflecting the partial fulfillment of middle-level needs in Maslow's hierarchy, such as social needs (coworker support) and the need for recognition (recognition and responsibility as an educator). However, several indicators related to career development opportunities, incentives, and the realization of self-potential were still considered less than good, indicating that the need for self-actualization as proposed by McClelland through the need for achievement has not been met. Thus, teacher motivation in this school still needs to be improved through strengthening the reward system, career development, and ongoing professional empowerment.

The descriptive analysis of the work discipline variable showed an average of 2.71, which is in the fairly good category, indicating that teacher discipline is at a moderate level but not yet optimal. Indicators considered quite good include the principal's exemplary behavior, compliance with rules, attendance coordination, and changes in behavior after the

implementation of sanctions, indicating that normative discipline is starting to form. However, most indicators related to punctuality, consistency of task implementation, and effectiveness of sanctions are still considered less than good. This indicates that teacher process and time discipline are still weak, especially in completing administrative tasks and adherence to teaching schedules. In line with Hasibuan's theory, good work discipline should reflect compliance, a sense of responsibility, and commitment to tasks. Therefore, although work discipline is in the fairly good category, ongoing coaching and strengthened supervision are still needed to ensure teacher discipline becomes more consistent and effective.

The results of the descriptive analysis show that the teacher performance variable obtained an average score of 2.94, which is in the fairly good category, indicating that the quality of teacher performance is quite adequate but not optimal. Only one indicator is categorized as good, namely the suitability of tasks given by fellow teachers with the teaching materials and objectives, which indicates coordination and collaboration between teachers in learning. Most of the other indicators are in the fairly good category, such as the ability to compile teaching programs, competency-based planning, and detailed presentation of material. However, technology-based learning planning is still considered less than good, which is a major weakness in teacher performance. This finding indicates that although teachers have carried out pedagogical tasks in general, mastery of technology, learning innovation, and strengthening professional competencies still need to be improved to achieve ideal teacher performance standards.

Then, a classical assumption test was conducted, consisting of a normality test, a multicollinearity test, and a heteroscedasticity test. The results of the normality test can be seen in Figure 2. Based on the Normal P-P Plot of Regression Standardized Residual graph on the teacher performance variable, it can be seen that the data points (observed cumulative probability) are spread out and follow the diagonal line (expected cumulative probability) quite consistently, although there are slight deviations at the beginning and end of the curve. This pattern indicates that the residual data is distributed approximately normally and there are no significant deviations from the normality line. Thus, it can be concluded that the normality assumption in the regression model is met, so the data is suitable for further regression analysis. These results support the model's feasibility in testing the relationship between variables and allow for the valid use of parametric statistical analysis techniques.



Source: Data Processing Results

Figure 2: Normality Test Results

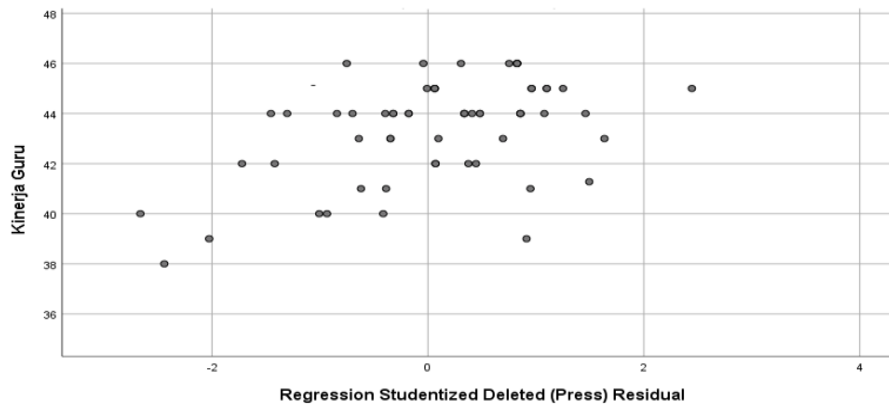
Then a multicollinearity test was carried out and the results obtained were as shown in Table 1:

Table 1. Multicollinearity Test Results

No	Sub Variables	Tolerance	VIF	Information
1	Principal Leadership (X_1)	0.789	2.385	Free from Multicollinearity Cases
2	Work Environment (X_2)	0.810	2.487	Free from Multicollinearity Cases
3	Work Motivation (X_3)	0.895	3.496	Free from Multicollinearity Cases
4	Work Discipline (X_4)	0.781	2.206	Free from Multicollinearity Cases

Source: Data Processing Results

The results of the multicollinearity test indicate that all independent variables have tolerance and VIF values within the required range, thus the regression model is declared free of multicollinearity. This means there is no high correlation between the independent variables, so each variable has good ability to explain the dependent variable individually and simultaneously. Thus, the regression model is suitable for further analysis. Furthermore, the results of the heteroscedasticity test can be seen in Figure 3.



Source: Data Processing Results

Figure 3: Heteroscedasticity Test Results

Based on the scatterplot of the heteroscedasticity test results, it can be seen that the residual points are randomly distributed above and below the horizontal axis and do not form a specific pattern such as a wave, tapering, or widening. This irregular distribution of points indicates that the residual variance is constant or homogeneous (homoscedastic), so this regression model is free from heteroscedasticity problems. Thus, the regression model meets the classic assumptions of heteroscedasticity and is suitable for further analysis because the data does not show symptoms of variance inequality (heteroscedasticity) that can affect the validity of the regression estimate.

After the model was declared to meet the classical assumptions, multiple linear regression analysis was carried out and the results obtained were as in Table 2:

Table 2. Hypothesis Testing Results

Model	Coefficients ^a		
	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	25.466	2.268	-
Principal Leadership (X ₁)	0.214	0.103	0.396
Work Environment (X ₂)	0.233	0.114	0.389
Work Motivation (X ₃)	0.316	0.081	0.736
Work Discipline (X ₄)	0.206	0.084	0.243

Source: Data Processing Results

Based on the results of multiple regression analysis, it is known that the variables of principal leadership, work environment, work motivation, and work discipline have a positive influence on teacher performance. The regression coefficient value shows that work motivation has the most dominant influence with the highest beta value, which indicates that increasing teacher motivation can significantly improve the quality of their performance. This is in line with the theory of motivation which states that motivation is the main driver in forming productive and results-oriented work behavior. Furthermore, principal leadership and work environment also show a fairly strong positive influence on teacher performance, which

confirms that a supportive leadership style and a comfortable and conducive work environment can encourage teachers to work more professionally and optimally.

Meanwhile, work discipline also contributed positively to performance, albeit with a relatively lower influence compared to other variables, indicating that compliance with rules and responsibilities remains an important part of improving teacher work quality. Overall, these results demonstrate that a combination of internal and external factors—motivation, leadership, work environment, and discipline—simultaneously play a role in driving teacher performance toward improvement. The results of the simultaneous hypothesis testing are presented in Table 3.

Table 3. Results of Simultaneous Hypothesis Testing

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1585.637	4	396.409	64.560	.000b
	Residual	245.608	41	6.140		
	Total	1831.244	45			

Source: Data Processing Results

This proves that the regression model used in this study is simultaneously significant, meaning that the variables of principal leadership, work environment, work motivation, and work discipline together have a significant effect on teacher performance at SMAN 1 Kubu. This finding strengthens the performance theory of Gibson (2014) and Mangkunegara (2017), which states that individual performance is influenced by internal factors (motivation and discipline) and external factors (leadership and work environment). Effective leadership can create work commitment and increase teachers' sense of responsibility, while a conducive work environment provides comfort and supports productivity.

These results align with research by Mariyanti (2019), which showed that leadership and the work environment have a positive and significant contribution to improving teacher performance. Similarly, research by Sari & Rahman (2021) confirmed that motivation and work discipline are dominant factors driving teacher performance by increasing enthusiasm, sense of responsibility, and professional commitment in carrying out teaching tasks. Thus, this study not only supports previous theories but also reinforces the findings of previous research that a combination of internal and external factors simultaneously contributes significantly to improving teacher performance. The results of partial hypothesis testing can be seen in Table 4.

Table 4: Results of the Partial Hypothesis Testing

No	Variables	Significance	Alpha	Information
1	Principal Leadership (X ₁)	0,000	0,050	Influential Influential
2	Work Environment (X ₂)	0,000	0,050	Influential Influential
3	Work Motivation (X ₃)	0,000	0,050	Influential Influential
4	Work Discipline (X ₄)	0,018	0,050	Influential Influential

Source: Data Processing Results

Based on the results of partial hypothesis testing (t-test), it can be seen that all independent variables, namely principal leadership (X₁), work environment (X₂), work motivation (X₃), and work discipline (X₄), have a significance value of less than 0.05. This indicates that each variable partially has a significant effect on teacher performance. The significant influence of principal leadership supports Bass's transformational leadership theory, which states that leaders who are able to provide examples, motivation, and direction will encourage improved performance of their subordinates. These results are in line with research by Mariyanti (2019) which found that principal leadership has a positive effect on teacher performance. Furthermore, the work environment variable also has a significant effect,

indicating that a safe, comfortable, and conducive work atmosphere will create better teacher enthusiasm and work productivity. This is in accordance with Robbins' theory (2016) which states that a conducive work environment can improve psychological comfort and individual performance. This finding is reinforced by research by Sari and Rahman (2021) which states that the work environment has a significant effect on teacher performance.

Work motivation emerged as the variable with the most dominant partial influence, indicating that motivational aspects are the main determining factor in improving teacher performance. This aligns with Herzberg and McClelland's motivation theory, which emphasizes that intrinsic motivations such as responsibility, achievement, and recognition are key to improving performance. These results are corroborated by research by Ramadhani & Putri (2020), which demonstrated that motivation has the most significant influence on teacher performance compared to other factors. Furthermore, work discipline also significantly impacts teacher performance, indicating that punctuality, adherence to rules, and responsibility in carrying out tasks are essential elements of teacher professionalism. This finding aligns with Hasibuan's (2017) opinion, which states that discipline reflects commitment and sincerity in work, which ultimately impacts performance improvement. This also aligns with research by Agustina (2021), which found that work discipline significantly influences teacher performance.

Thus, partially each independent variable has a significant contribution to teacher performance, with work motivation as the most dominant variable, while leadership, work environment, and discipline remain important factors that support the improvement of educational performance.

CONCLUSION

The conclusion of this research is:

1. The results of the first hypothesis test show that the principal's leadership, work environment, work motivation and work discipline have a significant simultaneous influence on the performance of teachers at SMAN 1 Kubu, Rokan Hilir Regency.
2. The results of testing the second hypothesis show that the principal's leadership has a significant partial influence on the performance of teachers at SMAN 1 Kubu, Rokan Hilir Regency.
3. The results of testing the third hypothesis show that the work environment has a significant partial influence on the performance of teachers at SMAN 1 Kubu, Rokan Hilir Regency.
4. The results of the fourth hypothesis test show that work motivation has a significant partial influence on the performance of teachers at SMAN 1 Kubu, Rokan Hilir Regency.
5. The results of testing the fifth hypothesis show that work discipline has a significant partial influence on the performance of teachers at SMAN 1 Kubu, Rokan Hilir Regency.

REFERENCES

- Andriani, S. (2018). *The Influence of Motivation on Teacher _erformance*. Journal of Education Research, 12 (2), Hal. 45-53
- Atmodiwirio, S. (2013). *Manajemen Pendidikan Indonesia*. Penerbit Ardadizya Jaya, Jakarta.
- Armstrong, M., & Baron, A. (2009). *Performance Management: The New Realities*. London: CIPD
- Bacal, R. (2014). *Performance Management*. New York: McGraw-Hill
- Bass, B. M. (2003). *Leadership and Performance Beyond Expectations*. New York: Free Pres
- Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H. (1987). *Organizations: Behavior, Structure, Processes*. Texas: Business Publications
- Handoko, T. H. (2016). *Manajemen*. Penerbit BPFE, Yogyakarta.
- Hariandja, M. T. E. (2015). *Manajemen Sumber Daya Manusia*. Penerbit Grasindo, Jakarta

- Hasan, M. (2017). *Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja guru di SMA 1 Ampana*. Jurnal Ilmu Pendidikan, 12 (2), Hal. 45-53
- Hasibuan, M. S. P. (2015). *Manajemen Sumber Daya Manusia*. Penerbit Bumi Aksara, Jakarta
- Ilyas, Y. (2007). *Kinerja: Teori, Penilaian dan Penelitian*. Penerbit FKM UI, Jakarta.
- Imron, A. (2005). *Pembinaan Guru di Indonesia*. Penerbit Pustaka Jaya, Jakarta.
- Jackson, J. H., & Malthis, R. L. (2016). *Human Resource Management*. Boston: Cengage.
- Lie, S. (2019). *The Influence of Work Discipline on Teacher Performance*. International Journal of Education, 6(3), 100-110
- Mangkunegara, A. P. (2016). *Manajemen Sumber Daya Manusia Perusahaan*. Penerbit Remaja Rosdakarya, Bandung
- Manik, E., & Bustomi, A. (2012). *Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru*. Jurnal Pendidikan, 3 (2), Hal.72-82.
- Markonah. (2016). *Pengaruh Motivasi Kerja Terhadap Kinerja Guru di SMA Negeri 1 Jakenan Kabupaten Pati*. Jurnal Pendidikan Ekonomi, 9 (1), Hal. 22-32
- Mariyanti, L. (2019). *Pengaruh Kepemimpinan dan Lingkungan Kerja terhadap Kinerja Guru*. Jurnal Administrasi Pendidikan, 26(2), 145–154
- Matondang, Z. (2018). *Teori dan Perilaku Kepemimpinan*. Penerbit Perdana Publishing, Medan
- Rahmawati, D. (2013). *Pengaruh Kepemimpinan Kepala Sekolah dan Iklim Organisasi Terhadap Kinerja Guru di SMK Sandikta Bekasi*. Jurnal Administrasi Pendidikan, 20 (1), Hal. 66-75
- Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior* (17th ed.). New Jersey: Pearson
- Sari, N. (2013). *Pengaruh Lingkungan Kerja Terhadap Kinerja Guru SMP Negeri di Kabupaten Pasaman*. Jurnal Manajemen Pendidikan, 4(2), Hal.15-24
- Sari, D. M., & Rahman, A. (2021). *Pengaruh Motivasi dan Disiplin Kerja terhadap Kinerja Guru Sekolah Menengah*. Jurnal Manajemen Pendidikan, 9 (1), 52-60
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia dan Produktivitas Kerja*. Penerbit Refika Aditama, Bandung
- Sirhi, F. (2017). *Pengaruh Motivasi Kerja Terhadap Kinerja Guru di SMA Muhammadiyah Kabupaten Ende*. Jurnal Administrasi dan Manajemen Pendidikan, 5 (3), Hal. 112-120
- Sudarmanto. (2013). *Kinerja dan Pengembangan Kompetensi SDM*. Penerbit Pustaka Pelajar, Yogyakarta
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Penerbit Alfabeta, Bandung
- Supardi. (2014). *Kinerja Guru*, Penerbit Raja Grafindo Persada, Jakarta
- Suwarto, F. X., Subyantoro, A., & Wahidin. (2018). *The Effect of School Culture, Motivation, and Principal Leadership on Teacher Performance*. International Journal of Education, 13 (2), Hal. 55-70
- Syafar, A. W., & Mueyono, M. (2015). *Pengaruh Disiplin Kerja, Gaya Kepemimpinan, dan Kepuasan Kerja Terhadap Kinerja Guru di SMA Negeri 7 Palu*. Jurnal Manajemen Pendidikan, 12 (1), Hal. 88-97
- Taufiqurrahman, M., & Indarti, S. (2014). *Pengaruh Lingkungan Kerja Terhadap Kinerja Guru di MTs Pangkalan Kerinci Kabupaten Pelalawan*. Jurnal Pengembangan SDM, 3 (2), Hal. 77-86
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen
- Usman, H. (2017). *Motivasi Kerja dan Dampaknya Terhadap Kinerja Guru*. Jurnal Pendidikan Humaniora, 5 (1), Hal. 14-22
- Puspendik. (2021). *Data Hasil Ujian Nasional SMAN 1 Kubu Rokan Hilir Tahun 2020-2024*. Pusat Penilaian Pendidikan
- Wachira, D., & Mbugua, Z. (2017). *Influence of Principal Leadership on Teacher Performance*. Journal of Educational Leadership, 4 (1), Hal. 60-72
- Wibowo. (2016). *Manajemen Kinerja*. Penerbit Raja Grafindo Persada, Jakarta