

Leadership Style, Work Motivation, and Work Discipline on Teacher Performance at Miftahul Jannah Elementary School in Sragen Regency

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ABSTRACT.

The influence of leadership style, work motivation, and work discipline on teacher performance at SDIT Miftahul Jannah. This study uses a quantitative approach with a causal associative research type. In this study, the influence of leadership style, work motivation, and work discipline on teacher performance at SDIT Miftahul Jannah in Sragen Regency will be analyzed. The data collected are in the form of numbers from the questionnaire results which are processed and analyzed using statistical methods. This research was conducted at SDIT Miftahul Jannah, Sragen Regency. The research implementation time was carried out for two months, namely in November - December 2025. The population in this study was 40 teachers who worked at SDIT Miftahul Jannah, Sragen Regency, consisting of class teachers and subject teachers, and the sample used was 40 respondents. The sampling technique used in this study was saturated sampling (census). The variables in this study consisted of the Free Variable (Independent), namely Leadership Style, Work Motivation, Work Discipline. Then the Dependent Variable variable was Teacher Performance. To determine the influence of leadership style, work motivation and work discipline on teacher performance at SDIT Miftahul Jannah in Sragen Regency, multiple regression analysis was used. Based on the results of research and discussion regarding the influence of leadership style, work motivation and work discipline on teacher performance at SDIT Miftahul Jannah, the following conclusions can be drawn: Leadership style, work motivation and discipline have a positive and significant effect on teacher performance.

Keywords: leadership style, work motivation, work discipline and teacher performance

INTRODUCTION

Education is a crucial foundation for developing high-quality, character-driven human resources capable of competing in the global era. The quality of education is greatly influenced by the performance of educators, particularly teachers, who are at the forefront of the teaching and learning process. In various educational institutions, common variations in teacher performance are still common, such as a lack of innovation, low discipline, and a misalignment of learning implementation with established professional standards.

This phenomenon is also evident in the Merdeka Belajar (Freedom to Learn) policy era, which demands teachers to be more creative, adaptive, and able to deliver learning that is oriented towards student needs. However, in practice, not all teachers are able to optimally meet these demands. This indicates that teacher performance, as a crucial variable, still faces various challenges, both internal and external.

Teacher performance reflects the extent to which teachers are able to carry out their professional responsibilities in planning, implementing, and evaluating learning activities. High-performing teachers are able to create a pleasant learning environment, innovate in their teaching, and contribute to improving student achievement. Conversely, low-performing teachers are characterized by a lack of discipline, low work motivation, and weak classroom management, which can result in a decline in the quality of learning.

One factor that significantly influences teacher performance is the principal's leadership style. The principal is responsible for organizing, developing, and directing all school resources to ensure they operate effectively and efficiently. (Aprizal & Yanti, 2024) The principal's leadership style had a 44.1% influence on improving teacher performance at SDN 078 North Bengkulu. These results indicate that an effective leadership style can foster work enthusiasm, enforce discipline, and increase teacher responsibility in carrying out their duties.

In line with that, according to (Fiannisa et al., 2024) explains that a good leadership style can improve teacher discipline and work motivation, ultimately impacting performance. A principal who is able to serve as a role model, provide direction, and motivate teachers will create a harmonious and productive work environment. Therefore, an effective leadership style plays a crucial role in fostering teacher enthusiasm and responsibility for their duties.

Besides leadership, work motivation is also a crucial factor in improving teacher performance. Motivation is an internal drive that fosters enthusiasm for better work. Teachers with high motivation will show more initiative and commitment to their work. According to (Riski et al., 2024) Transformational leadership style, work motivation, and work discipline collectively have a significant impact on teacher performance. This suggests that teachers will perform more optimally when supported by inspiring leadership and a motivating work environment.

Another equally important factor is work discipline. Discipline is a form of compliance with rules, punctuality, and responsibility in carrying out tasks. Disciplined teachers will arrive on time, prepare learning materials, and carry out the teaching and learning process in an orderly manner. Research (Juniarti et al., 2020) This study shows that leadership style and work discipline have a positive influence on teacher performance at SD Kartika 1-11 Padang. This means that the discipline enforced by the principal will encourage teachers to work more optimally.

This finding is reinforced by (Bachri et al., 2025) which states that work discipline, motivation, and leadership style have a mutually supportive relationship in improving teacher performance. Principals who are able to provide motivation and build good communication can foster a sense of discipline in teachers without pressure or coercion. However, on-the-ground observations indicate that teacher performance is not yet fully optimal.

Based on initial observations at Miftahul Jannah Islamic Elementary School in Sragen Regency, some teachers still arrive late, are less active in professional

development activities, and are not yet optimal in developing learning materials. This indicates that there are still challenges in implementing a leadership style that can consistently build teacher motivation and discipline. This situation highlights the gap between the demands of teacher professionalism and the actual conditions on the ground.

RESEARCH METHODS

This study uses a quantitative approach with a causal associative research type, namely research that aims to determine the relationship and influence between two or more variables. In this study, the influence of leadership style, work motivation, and work discipline on teacher performance at SDIT Miftahul Jannah in Sragen Regency will be analyzed. The data collected are in the form of numbers from the results of questionnaires that are processed and analyzed using statistical methods. This research was conducted at SDIT Miftahul Jannah, Sragen Regency. The research implementation time was carried out for two months, namely in November - December 2025. The population in this study was 40 teachers who worked at SDIT Miftahul Jannah, Sragen Regency, consisting of class teachers and subject teachers, and the sample used was 40 respondents. The sampling technique used in this study was saturated sampling (census). Thus, all teachers at SDIT Miftahul Jannah were used as respondents so that the research results reflect the real conditions regarding the principal's leadership style, work motivation, work discipline, and teacher performance. The variables in this study consist of the Independent Variable, namely Leadership Style, Work Motivation, and Work Discipline. The Dependent Variable is Teacher Performance. To determine the influence of leadership style, work motivation and work discipline on teacher performance at SDIT Miftahul Jannah in Sragen Regency, multiple regression analysis was used.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Information:

α = Constant or the magnitude of the coefficient of each variable is equal to zero

β_1 = The size influence of leadership style

β_2 = The magnitude of the influence of work motivation

β_3 = The size the influence of work discipline

X_1 = Leadership style variables

X_2 = Work motivation variables

X_3 = Variables work discipline

Y = Teacher performance

e = Factor Error

RESULTS AND DISCUSSION

Regression analysis was used to determine the extent of influence of the variables used in the study, namely the Leadership Style (X_1), Work Motivation (X_2),

and Work Discipline (X3) variables on Teacher Performance at SDIT Miftahul Jannah in Sragen Regency. The regression analysis used was multiple regression analysis because there was more than one independent variable.

Table 1 Multiple Regression Analysis Results

Variables	Beta Coefficient	t	Sig
(Constant)	4,020	2,520	0.016
Leadership Style	0.324	6,215	0,000
Motivation	0.321	5,056	0,000
Work Discipline	0.201	3,404	0.002
R	= 0.901 F count= 51,578		
R2	= 0.811 Sig = 0.000		
Adjusted R2	= 0.796		

Source: Processed Primary Data, SPSS 25, (2026)

Based on the results of the multiple regression analysis in Table 1, it is known that the independent variables used in this study are leadership style, work motivation, and work discipline, with the dependent variable being teacher performance. The multiple linear regression equation is as follows:

$$Y = 4.020 + 0.324X_1 + 0.321X_2 + 0.201X_3$$

Based on the data above, it can be concluded that:

- Constant (α) = 4,020 this shows that if leadership style, motivation, and work discipline are considered constant or have a value of zero, then teacher performance has a value of 4.020.
- Coefficient β_1 = 0.324 has a positive value, this shows that if the leadership style increases, teacher performance will increase by 0.324.
- Coefficient β_2 = 0.321 has a positive value, this shows that if motivation increases then teacher performance will increase by 0.321
- Coefficient β_3 = 0.201 has a positive value, this shows that if work discipline increases, teacher performance will increase by 0.201.

t-test (Partial)

The t-test is an inferential statistical test used to compare the means of two groups and determine whether the difference is statistically significant. Based on the test results above, we can conclude:

1. The Influence of Leadership Style on Teacher Performance (H1)
Based on the analysis results, the leadership style variable has a t-value of 6.215 with a significance value of 0.000. Because the significance value is less than 0.05 (0.000 < 0.05), H1 is accepted. This means that partially, leadership style has a positive and significant effect on teacher performance. Thus, the better the leadership style, the better teacher performance will be.
2. The Influence of Work Motivation on Teacher Performance (H2)

The work motivation variable has a t-value of 5.056 with a significance value of 0.000. Because the significance value is less than 0.05 ($0.000 < 0.05$), H2 is accepted. This indicates that work motivation has a partial positive and significant effect on teacher performance. This means that the higher the work motivation, the higher the teacher performance will be.

3. The Influence of Work Discipline on Teacher Performance (H3)

The work discipline variable has a t-value of 3.404 with a significance value of 0.002. Because the significance value is less than 0.05 ($0.002 < 0.05$), H3 is accepted. Thus, partially, work discipline has a positive and significant effect on teacher performance. The higher the work discipline, the better the teacher performance.

F Test (Simultaneous)

Based on Table 1, the significance value (Sig.) is smaller than 0.05 (Sig. < 0.05). Thus, H_0 is rejected and H_4 is accepted. This means that simultaneously, leadership style, work motivation, and work discipline have a significant effect on teacher performance. This shows that the three independent variables together are able to explain changes in teacher performance variables. Therefore, it can be concluded that increasing leadership style (X1), work motivation (X2), and work discipline (X3) will simultaneously improve teacher performance (Y).

Coefficient of Determination Test (R²)

Based on the output above, the Adjusted R Square value is 0.796, this means that the influence of the leadership style variable (X1), work motivation (X2), work discipline (X3) on teacher performance (Y) is able to explain 79.6% of the variation in this study. This means that leadership style, work motivation, and work discipline are able to explain teacher performance by 79.6%, while the remaining 20.4% is influenced by other variables outside the study such as the work environment, organizational culture, job satisfaction, and personal factors of teachers.

DISCUSSION

1. The Influence of Leadership Style on Teacher Performance

Based on the results of the hypothesis testing, it shows that leadership style has a positive effect on teacher performance at SDIT Miftahul Jannah, Sragen Regency. This means that the better the principal's leadership style, the higher the teacher's performance in carrying out their duties.

The results of this study align with Rivai's (2015) opinion, which states that leadership is the process of influencing others to achieve organizational goals effectively and efficiently. Leaders who are able to provide direction, coaching, and support will encourage subordinates to work more optimally.

From the results of respondents' statements on the leadership style variable (X1), it can be concluded that most respondents agreed with the proposed indicators, namely the principal's ability to provide direction,

leadership communication, role models, decision making, and leadership attention to teachers. The most dominant statement chosen to agree by respondents on the leadership style variable was the statement regarding "The principal is able to provide clear work directions to teachers." This shows that the principal's ability to provide work directions is an important factor in supporting the implementation of teacher duties at school.

From these results, it can be concluded that the principal's ability to provide direction is the indicator that most influences the implementation of leadership style at SDIT Miftahul Jannah, Sragen Regency. These findings align with research conducted by Riski et al. (2020), which states that leadership style has a positive effect on employee performance. This study explains that leadership that provides direction, coaching, and good communication will improve the performance of organizational members.

2. The Influence of Work Motivation on Teacher Performance

The research results show that work motivation has a positive effect on teacher performance. This means that the higher a teacher's work motivation, the better their performance in carrying out learning tasks.

These results align with Mangkunegara's (2017) theory, which states that work motivation is a condition that drives someone to work optimally to achieve organizational goals. Highly motivated employees demonstrate work ethic, responsibility, and a desire to achieve. Based on the respondents' statements regarding the work motivation variable (X2), it can be concluded that most respondents agreed with the proposed indicators, namely the drive to achieve, work responsibility, recognition, work ethic, and the need for self-development.

The most dominant statement chosen as agreeable by respondents on the work motivation variable was the statement regarding "I have the enthusiasm to carry out teaching duties well." This shows that teacher work enthusiasm is an important factor in forming work motivation.

From these results, it can be concluded that work enthusiasm is the indicator that most influences teacher work motivation at SDIT Miftahul Jannah, Sragen Regency. These findings align with research conducted by Juniarti et al. (2020), which showed that work motivation positively influences employee performance. This study explains that employees with high work motivation demonstrate greater responsibility, high work enthusiasm, and are able to improve the quality of organizational performance.

3. The Influence of Work Discipline on Teacher Performance

The test results show that work discipline has a positive effect on teacher performance. This means that the higher a teacher's work discipline, the better their performance. These research findings align with Hasibuan's (2017) theory, which states that work discipline is a person's awareness and willingness to comply with all organizational regulations. Good discipline reflects a person's responsibility for their work, thus increasing work effectiveness.

According to Sutrisno (2019), high work discipline will make employees work regularly, on time, and according to established procedures. In the context of education, disciplined teachers will be more prepared in learning, orderly administration, and consistent in carrying out their professional duties. From the results of respondents' statements on the work discipline variable (X3), it can be concluded that the majority of respondents stated their agreement with the proposed indicators, namely punctuality in attendance, compliance with rules, responsibility for work, and order in carrying out tasks.

The most dominant statement chosen by respondents to agree with the work discipline variable was the statement regarding "I always try to arrive on time according to the work schedule." This indicates that punctuality is an important aspect in shaping teacher work discipline. From these results, it can be concluded that punctuality is the indicator that most influences teacher work discipline at SDIT Miftahul Jannah, Sragen Regency.

The results of this study align with research conducted by Bachri et al. (2025), which states that work discipline has a positive effect on employee performance. This study explains that the higher the level of employee discipline, the better the resulting performance.

CONCLUSION AND SUGGESTIONS

Based on the results of research and discussion regarding the influence of leadership style, work motivation, and work discipline on teacher performance at SDIT Miftahul Jannah, the following conclusions can be drawn: Leadership style, work motivation, and discipline have a positive and significant effect on teacher performance. Leadership style, work motivation, and work discipline are able to explain teacher performance by 79.6%, while the remaining 20.4% is influenced by other variables outside the research such as the work environment, organizational culture, job satisfaction, and personal factors of teachers.

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