

Principal Leadership, Work Experience, Work Discipline, and Information Technology on Teacher Performance at SMK Batik 2 Surakarta

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ABSTRACT

This study aims to analyze the influence of principal leadership, work experience, work discipline, and information technology on teacher performance at SMK Batik 2 Surakarta. This study uses a quantitative method with an explanatory approach. The study population includes all teachers at SMK Batik 2 Surakarta, with the sample determined using a saturated sampling technique. Data collection was carried out through a questionnaire that has been tested for validity and reliability. Data analysis used multiple linear regression, classical assumption tests, and hypothesis testing. The results show that the four independent variables, principal leadership, work experience, work discipline, and information technology, have a positive and significant effect on teacher performance, both partially and simultaneously. This finding confirms that improving the quality of education in SMK can be achieved through strengthening visionary leadership, optimizing teacher work experience, fostering discipline, and utilizing information technology in the learning process. The practical implications of this study are the need for schools to formulate policies that support continuous teacher professional development, provide adequate technological facilities, and build a disciplined and collaborative work culture. From a theoretical perspective, this study enriches educational management studies by confirming the synergistic relationship between leadership, experience, discipline, and technology factors on teacher performance.

Keywords: teacher performance, principal leadership, work experience, work discipline, information technology.

INTRODUCTION

Efforts to improve the quality of education are a strategic process that cannot be separated from the contribution and quality of teacher performance. A teacher's role goes far beyond simply delivering learning materials in the classroom; they also act as facilitators who direct the learning process, mentors who help develop students' potential, and agents who play a role in shaping character and instilling moral values. In the context of Vocational High Schools (SMK), this burden of responsibility becomes even more complex, given that graduates are expected to possess skills and competencies aligned with the demands and standards of the industrial world. Therefore, a broad and in-depth mastery of learning materials, accompanied by relevant practical skills, is an absolute requirement that cannot be ignored. In line with the views of Ashlan and Akmaluddin (Ashlan & Akmaluddin, 2021, 6–14) The quality of teacher performance can be seen from their ability to design thorough lesson plans, implement effective teaching methods, and evaluate learning outcomes using a measurable and objective approach. Emphasis on these

three aspects is crucial, as educational success in vocational schools is reflected not only in academic achievement but also in practical skills ready for application in the workplace.

The transformation of education in the Industrial Revolution 4.0 era, which continues into Society 5.0, presents new challenges for teachers to continuously improve their competencies. They are required to have a high level of adaptability to technological developments, implement learning methods relevant to current situations, and be sensitive to the diverse needs of students. Optimizing teacher performance in this situation directly contributes to improving the quality of the learning process and student learning outcomes. Therefore, a comprehensive analysis is needed regarding the factors that influence teacher performance, both internal factors, such as motivation, competence, and work experience, as well as external factors, including work environment support, availability of facilities, and policies established by the school. The results of this analysis can serve as the basis for formulating sustainable strategies to optimize teacher performance at various levels of education, including vocational high schools.

Within the educational management framework, the principal plays a central role as a leader tasked with directing, managing, and developing the school's vision, mission, and learning strategies. The principal's leadership style significantly influences teacher motivation, the quality of interactions and collaboration between educators, and the creation of a work environment conducive to improved performance. Research by Botutihe and others (Botutihe et al., 2020, 82–88), emphasized that the application of transformational leadership can build a positive work culture, encourage learning innovation, and facilitate effective communication within the school environment. Leadership that is oriented toward a long-term vision and responsive to change will encourage teachers to continuously innovate, develop their potential, and produce quality learning.

Within the scope of vocational education, principals also have the responsibility to connect the learning process with the real needs of the industrial world. This requires principals to formulate targeted policies, serve as professional role models, and provide competency development support for teachers through training, seminars, and collaborations with the industrial sector. A participatory and open leadership approach, involving all school components, can foster a sense of ownership among teachers. When teachers feel valued and recognized for their contributions, their intrinsic motivation increases, which in turn has a direct impact on improving the quality of their performance.

Besides leadership, work experience is also a fundamental element influencing the development of a teacher's professional competence. Teachers with long tenure generally have developed a deeper understanding of learning dynamics, classroom management strategies, and how to overcome various challenges in the field. As explained by Ashlan and Akmaluddin (Ashlan & Akmaluddin, 2021, 51–58) Work experience is positively correlated with teachers' ability to adapt teaching methods,

adapt materials to student needs, and conduct objective evaluations. This experience not only impacts technical mastery but also strengthens teachers' mental resilience when facing complex situations in schools.

However, long tenure does not automatically guarantee consistently high performance quality if it is not accompanied by updates to knowledge and skills. Even teachers with extensive experience can experience burnout or resistance to innovation if they lack opportunities for ongoing professional development. Therefore, an in-depth study of the impact of work experience on teacher performance is crucial for formulating policies to improve education quality that are relevant to technological developments and industry needs.

Another equally important factor is work discipline, which reflects a teacher's level of commitment to their professional duties. Teachers with high levels of discipline tend to demonstrate consistent, systematic, and accountable performance. According to Hafidulloh and others, (Hafidulloh et al., 2021, 39–46) Discipline is a key determinant of teacher productivity, encompassing aspects such as punctual attendance, adherence to learning schedules, and adherence to regulations and professional codes of ethics. This discipline not only improves learning effectiveness but also shapes teachers' professional image among students, colleagues, and the wider community.

In vocational schools (SMK), discipline is crucial, given the technical nature of the learning process and the tight schedule. Discipline violations can hinder the learning process, disrupt the achievement of curriculum targets, and even undermine industry confidence in the competency of graduates. Therefore, understanding the relationship between teacher discipline and performance is a strategic step in improving the quality of vocational education.

Advances in information technology in the digital era of the 21st century have also brought fundamental changes to the learning paradigm. Teachers are now required not only to master technological devices but also to utilize them creatively in the teaching and learning process. Munir (Munir, 2010, 7–14), stated that the use of information technology, such as Learning Management Systems (LMS), digital presentation media, and interactive devices, has been proven to increase learning effectiveness while strengthening the teacher's role as a facilitator. Technology integration allows learning to be more flexible, interactive, and relevant to industry developments.

In the context of vocational schools (SMK), the application of technology plays a strategic role in supporting vocational training, industrial simulations, and the delivery of complex technical materials. However, the level of technology utilization by teachers varies, influenced by factors such as limited digital literacy, minimal supporting facilities, and a lack of targeted training. Therefore, a study of the impact of information technology mastery on teacher performance is relevant as a reference for developing effective policies to improve the quality of learning in vocational schools.

RESEARCH METHODS

This study uses a quantitative approach. The research design chosen is a survey method, with the aim of determining the extent of influence and level of significance of the variables of principal leadership, work experience, work discipline, and information technology on teacher performance. This study was conducted at SMK Batik 2 Surakarta located on Jalan Sere I, Pajang Village, Laweyan District, Surakarta City, Central Java Province, with a postal code of 57146. The research was conducted for two months. The objects in this study were all educators or teachers who teach at SMK Batik 2 Surakarta. In this study, the population used included all teachers at SMK Batik 2 Surakarta, totaling 55 people. This study used this technique, where all 55 teachers were used as samples. Thus, all 55 teachers who teach at SMK Batik 2 Surakarta were involved in this study. In this study, two types of variables were used: the independent variable (principal leadership, work experience, work discipline, and information technology), and the dependent variable (teacher performance). All data were processed using multiple linear regression analysis. The multiple linear regression model can be expressed in the following equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information:

Y = Teacher Performance

a = Constant

X1 = Principal leadership

X2 = Work experience

X3 = Work discipline

RESULTS AND DISCUSSION

Multiple Linear Regression Test

Table 1 Multiple Linear Regression Results

Variables	Unstandardized B	Information
(Constant)	25,124	Positive
Principal Leadership	0.021	Positive
Work experience	0.071	Positive
Work Discipline	0.229	Positive
Information Technology	0.014	Positive

Source: data processing

Based on the table, the resulting regression equation is:

$$Y = 25.124 + 0.021$$

Information:

1. Constant (a)

The constant value of 25.124 shows that if all independent variables (principal leadership, work experience, work discipline, and information technology) are zero, then the performance of teachers at SMK Batik 2 Surakarta remains at 25.124.

2. Principal leadership coefficient (b1)

A coefficient of 0.021 with a positive sign indicates that an increase in principal leadership by one unit will increase teacher performance by 0.021, assuming other variables do not change.

3. Work experience coefficient (b2)

A positive coefficient value of 0.071 means that every one unit increase in work experience will increase teacher performance by 0.071, assuming other variables are constant.

4. Work discipline coefficient (b3)

The coefficient of 0.229 shows the largest positive influence among the independent variables, which means that an increase in work discipline by one unit will increase teacher performance by 0.229, assuming other variables remain constant.

5. Information technology coefficient (b4)

The coefficient of 0.014 with a positive value indicates that every increase in the use of information technology by one unit will encourage an increase in teacher performance by 0.014, assuming that other variables do not change.

Model Feasibility Test (F Test)

Table 2 Model Testing Results

Model	F count	Ftable	Sig.	Standard	Information
Regression	25,075	2.61	0,000	0.05	Eligible Model

Source: data processing

The test results presented in Table 2 show that the F-value of 25.075 is greater than the F-table of 2.61, with a significance level of 0.000 (<0.05). This finding indicates that H_0 is rejected and H_a is accepted. Thus, it can be concluded that principal leadership, work experience, work discipline, and information technology have a simultaneous and significant influence on teacher performance. The model used in this study is declared feasible.

Hypothesis Test (t-Test)

Table 3 Hypothesis Testing Results

Hypothesis	thitung	ttable	Sig.	Standard	Information
H1	2,247	$>1,660$	,005	0.05	H_a Accepted
H2	2,627	$>1,660$	,002	0.05	H_a Accepted
H3	5,110	$>1,660$	,000	0.05	H_a Accepted
H4	2,168	$>1,660$	,037	0.05	H_a Accepted

Source: data processing

Based on the table, the partial test results can be described as follows:

- a. The influence of principal leadership
The t-value of $2.247 > 1.660$ with a significance of $0.005 (< 0.05)$ indicates that H_0 is rejected and H_a is accepted. This means that principal leadership has a positive and significant effect on teacher performance.
- b. The influence of work experience on
The t-value of $2.627 > 1.660$ with a significance of $0.002 (< 0.05)$ indicates that H_0 is rejected and H_a is accepted. This means that work experience has a positive and significant effect on teacher performance.
- c. The influence of work discipline
The t-value of $5.110 > 1.660$ with a significance of $0.000 (< 0.05)$ indicates that H_0 is rejected and H_a is accepted. Thus, work discipline has a positive and significant influence on teacher performance.
- d. The influence of information technology
The t-value of $2.168 > 1.660$ with a significance of $0.037 (< 0.05)$ indicates that H_0 is rejected and H_a is accepted. This means that information technology has a positive and significant effect on teacher performance.

Coefficient of Determination Test (R^2)

Table 4 Results of the Determination Coefficient

Model	R	R Square	Adjusted R Square	Information
1	,718a	,516	,946	Eligible Model

Source: data processing

The analysis results showed an adjusted R-square value of 0.946. This indicates that the variables of principal leadership, work experience, work discipline, and information technology together can explain 94.6% of the variation in teacher performance at SMK Batik 2 Surakarta. Meanwhile, the remaining 5.4% is influenced by other factors not included in this research model.

Discussion

1. The Influence of Principal Leadership on Teacher Performance at SMK Batik 2 Surakarta

The results of the statistical test in Table 3 show that the principal's leadership variable has a calculated t value greater than the t table ($2.247 > 1.660$) with a significance level of $0.005 < 0.05$. This indicates the rejection of H_0 and acceptance of H_a , so it can be concluded that the principal's leadership has a positive and significant effect on the performance of teachers at SMK Batik 2 Surakarta.

This finding is in line with research by Suryadi and others. (Suryadi et al., 2024, 222–229) and Janah and Nurhadi (Janah & Nurhadi, 2023, 78–88), which states that leadership has a positive relationship with teacher performance. Effective leadership

can provide clear direction, create a conducive work climate, and motivate teachers to achieve optimal performance.

A principal who emphasizes teacher competency development and well-being can increase teacher motivation and productivity in carrying out their duties. The principal's role extends beyond administrative aspects to include functions as a director, motivator, and facilitator of teacher professional development. Therefore, a leadership style that fosters harmonious relationships, effective communication, and a productive work environment is essential.

Improved teacher performance significantly impacted the quality of education at SMK Batik 2 Surakarta. This finding implies that efforts to improve educational quality must be accompanied by strengthening the principal's leadership competencies, including decision-making skills, providing moral support, and creating a positive work climate. Therefore, the principal's active involvement in improving teacher competency and well-being is a crucial strategy for achieving optimal educational goals.

2. The Influence of Work Experience on Teacher Performance at SMK Batik 2 Surakarta

The statistical test results listed in Table 3 show that the work experience variable obtained a calculated t value of 2.627, greater than the t table of 1.660, with a significance level of 0.002 (<0.05). This condition indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, so it can be concluded that there is a positive and significant influence between work experience and teacher performance at SMK Batik 2 Surakarta.

This finding is consistent with research conducted by Amri and Kamaruddin (Amri & Kamaruddin, 2023, 1–10) and Fazira and others (Fazira et al., 2023, 1314–1326), which both demonstrate that work experience significantly contributes to improved teacher performance. Both studies confirm that longer work experience allows teachers to gain a deeper understanding of student characteristics, implement effective learning methods, and resolve learning problems wisely and efficiently.

Teachers with long tenure have generally faced a variety of complex situations in educational settings. This experience shapes their ability to manage classrooms, adapt to curriculum changes, and design learning strategies relevant to student needs. Furthermore, extensive teaching experience contributes to teacher confidence, as they have a strong empirical basis for decision-making. This makes work experience a crucial asset in shaping teacher professionalism and productivity.

Furthermore, experienced teachers typically have broader social networks, both within and across schools. These networks facilitate the exchange of best practices and support the collective development of professional competencies. Thus, work experience not only plays a role in improving technical and pedagogical skills but also broadens horizons and strengthens collaboration between educators. These findings reinforce the understanding that work experience is a strategic factor in improving the quality of teacher performance at SMK Batik 2 Surakarta.

3. The Influence of Work Discipline on Teacher Performance at SMK Batik 2 Surakarta

Based on the test results in Table 3, the work discipline variable shows a calculated t value of 5.110 which is greater than the t table of 1.660, with a significance value of 0.000 which is below the threshold of 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates a positive and significant influence between work discipline and teacher performance at SMK Batik 2 Surakarta.

These results are in line with the findings of Putri and others.(Putri et al., 2024, 179–208)and Abdurrahman(Abdurrahman, 2021, 11–20), which states that work discipline has a significant positive relationship with teacher performance. Work discipline plays a role in creating a conducive work climate, thus supporting improvements in the quality of teaching and the learning process. Teachers with a high level of discipline tend to be more focused, motivated, and oriented towards achieving optimal results in carrying out their teaching duties.

This research confirms that work discipline is a crucial factor in improving teacher performance. Discipline encompasses not only punctuality and task completion, but also reflects professionalism in carrying out responsibilities. Disciplined teachers are generally able to manage their time and workload effectively and maintain high performance standards.

Furthermore, these findings recommend that school principals and educational management focus on strengthening a culture of discipline within the school environment. This can be achieved through the implementation of clear rules, ongoing coaching, and consistent sanctions for disciplinary violations. Thus, optimal implementation of work discipline at the school organizational level will positively impact overall teacher performance.

4. The Influence of Information Technology on Teacher Performance at SMK Batik 2 Surakarta

The results of the statistical test show that the information technology variable has a greater t -count value than the t -table ($2.168 > 1.660$) with a significance level of $0.037 < 0.05$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means there is a positive and significant influence between information technology and the performance of teachers at SMK Batik 2 Surakarta.

This finding is in line with previous research conducted by Rizki and others.(Rizki et al., 2022, 12370–12379)and Nabilah and others(Nabilah et al., 2024, 7351–7360), which revealed that the use of information technology significantly contributes to improving teacher performance. Increasing the intensity of information technology use is directly proportional to improved teacher performance. In practice, the application of information technology facilitates various aspects of teachers' work, from the learning process and administrative preparation to the evaluation of learning outcomes, thereby accelerating task completion and increasing work efficiency.

Beyond efficiency, the use of information technology contributes to improving the quality of learning. Teachers have faster access to a variety of learning resources and can deliver materials through interactive and engaging media. This approach contributes to increased student motivation and improves the quality of teacher-student interactions. Information technology also opens up opportunities for teachers to collaborate across disciplines through online learning communities and collectively develop teaching materials, which positively impacts teacher professionalism.

Furthermore, supporting factors such as device availability, technology training, and institutional support play a crucial role in optimizing teacher performance. This research shows that teachers with adequate access and strong technological skills tend to be more adaptable to curriculum changes and learning innovations. Therefore, improving teachers' information technology competencies is an essential strategy for strengthening their performance, particularly in the context of learning in the digital era, as seen at SMK Batik 2 Surakarta.

CONCLUSION AND SUGGESTIONS

Based on the results of hypothesis testing and discussion, it was concluded that principal leadership, work experience, work discipline and use of information technology have a positive and significant influence on teacher performance. The analysis results showed an adjusted R-square value of 0.946. This indicates that the variables of principal leadership, work experience, work discipline, and information technology together can explain 94.6% of the variation in teacher performance at SMK Batik 2 Surakarta. Meanwhile, the remaining 5.4% is influenced by other factors not included in this research model.

Based on the conclusions presented, this study recommends the following: For schools, school management is advised to strengthen supporting information technology facilities, including improving the quality of internet networks, providing adequate computer equipment, and optimizing learning applications. This step is expected to maximize teachers' ability to utilize information technology to support performance. In addition, collaborative spaces need to be provided for teachers as a forum for sharing experiences, strategies, and learning innovations on an ongoing basis. Teachers are expected to continue to improve their professional competencies through training, seminars, and independent learning, especially in mastering information technology and strengthening experience-based teaching skills.

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