

The Influence of Transformational Leadership and Work Discipline on the Performance of Public Junior High School Teachers Subrayon Sepaku

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Abstract. *The purpose of this research is to analyze the effect of transformational leadership and work discipline on the performance of teachers at public junior high schools in Sepaku Subrayon, Penajam Paser Utara Regency. The method of this research was quantitative with survey approach. The research tool used was a questionnaire randomly given to the respondents. The population of this study consisted of all teachers of the Civil Servant (ASN) in public junior high schools in the Sepaku Subrayon, Penajam Paser Utara Regency with 64 respondents including 2 teachers from SMP Negeri 2 PPU, 6 teachers from SMP Negeri 6 PPU, 12 teachers from SMP Negeri 12 PPU, 20 teachers from SMP Negeri 20 PPU, and 26 teachers from SMP Negeri 27 PPU. The sampling technique employed was saturated sampling wherein the whole population was used as the research sample. The data collected were analysed descriptively and inferentially with the help of SPSS software. After completing the prerequisite tests such as Normality test, Multicollinearity test and Heteroscedasticity test, the hypothesis testing was done using multiple linear regression analysis, t-test and F-test. The findings presented that partially, the leadership (transformational) had no significant influence on teacher performance. In contrast, work discipline had a positive and significant effect on teacher performance. At the same time, transformational leadership and work discipline significantly influenced the teacher performance in public junior high schools in the Sepaku Subrayon, Penajam Paser Utara Regency.*

Keywords: Transformational Leadership, Work Discipline, Teacher Performance

Received: February 23, 2026

Revised: Juny 19, 2026

Accepted: July 10, 2026

INTRODUCTION

Education is a strategic tool for enhancing the quality of human resources and the development of the country (Madani, 2019; Rusdiah, 2024; Zaakiyyah, 2024; Kooli & Abadli, 2022; Hasan et al., 2021). As formal education institutions, the schools are the main place where students are developed as the role of teachers. According to Darling-Hammond (2016) and Masnawati & Darmawan (2022), the effectiveness of education in schools depends, to a large extent, on teachers' performance in executing their professional responsibilities starting from planning, implementation, assessment and evaluation. For the development of students' potentials, teachers are required whose role is not limited to just conveying or teaching a particular subject, but also molding students with characters and abilities that are useful for the country and the state, as stated in the National Education System Law No. 20 of 2003, Chapter 1, Article 1. The most significant part of the learning process is the teacher, who is in direct contact with the student (König et al., 2020; Kim, 2020; Jamshidi et al., 2016; Xie & Derakhshan, 2021). But in the field, the teacher's performance is not yet at an optimum level. For teachers, learning

materials are still shallow in making, there is a lack of variety in learning methods, teachers don't make learning media the most useful, and teachers don't complete the learning administration orderly. These circumstances affect the nature of the learning activity in the classroom.

Teachers are responsible and accountable for effective learning. Management starts with planning, implementation, process assessment, outcome assessment, and evaluation, and is organized properly. With this learning management, students will be able to learn in a smooth way to achieve the learning objectives. Teachers are expected to perform at their best in fulfilling their responsibilities (Gusli, 2024; Afifah et al., 2024; Harto & Madihah, 2025; Asiah, 2016). There are internal and external factors which can impact on teacher performance. The leadership of the principal is one important aspect. The head teacher is a key leader who provides direction, coaching and motivation to teachers in their performance. Transformational leadership will be expected to bring about positive change in a way that will boost the motivation, commitment and responsibility of teachers (Eliophotou-Menon & Ioannou, 2016; Anderson, 2017; Yahya, 2024; Ermita & Baysa, 2025; Liu et al., 2024; Setyaningsih & Sunaryo, 2021). Yet, in practice principals continue to prioritize administrative aspects, generating sub-optimal leadership in the process. The principal as a leader in an organization can impact teacher effectiveness. The principal's performance is highly influential in managing the school, which is the driving force determining the direction of policies towards school and educational success.

The leader of the educational institution should have the capacity to guide, mobilize, inspire and direct people in the institution. This includes giving teachers and students the power to meet pre-determined educational objectives. The principal's leadership can have an impact on the performance of teachers, particularly the teaching style that will result in the long and short-term school strategies. A leader must use a leadership style to guide the followers, a leader will have a significant impact on the success of the organization to reach its goals, one of which is transformational leadership (Jaroliya & Gyanchandani, 2022; Mohiuddin, 2017; Nuel et al., 2021; Steinmann et al., 2018).

According to Nafal et al. (2024), Adinata (2015), Prayudi (2020), Zin et al. (2023), Rivai (2020), Siswatiningsih et al. (2018), transformational leadership is defined as the ability of leaders to change the work environment, work motivation, work patterns and values perceived by subordinates so that they are able to optimize performance to achieve organizational goals, this can be interpreted as a transformational process that occurs in leadership relationships when leaders build awareness that the importance of work values and encourage change towards common interests including organizational interests. Work discipline is another aspect which can affect teacher performance other than transformational leadership. Managers use work discipline as a tool to communicate with their employees and remind them to change their behavior and to raise their awareness and willingness to follow all company rules. In each organization discipline needs to be maintained. If an organization has no employees, it can be very hard for it to achieve its goals (Osabiya, 2015; Upadhyaya, 2014; Akpa et al., 2021). Teacher work discipline refers to the situation in which the teacher is compliant and obedient to the verbal or written regulations of work in a group, organization or educational institution.

This definitely has a relation to the teaching and learning of the class and ultimately the learning process in the school. Due to teacher absences, lateness, and lack of class hours, students voice complaints about the educational services they receive, affecting student discipline both in class and the rate of infractions of school rules (Gahungu, 2018; Welsh & Little, 2018; Gyan, 2021). The research was carried out in Subrayon Sepaku Public Junior High School in North Penajam Paser Regency. The researcher selected the Sepaku Sub-District, because it is the rapidly developing area as a buffer zone of the Indonesian Capital City (IKN) and it needs to improve the quality of education. The results of the initial observation and Teacher Performance Assessment (PKG) indicate that the performance of teachers at SMP Negeri Sepaku Sub-District is generally good, but not all teachers have qualified to the excellent category. Others are considered as satisfactory. It is believed that this difference in teachers' performance is linked to teachers' discipline and the principle transformational leadership (Marlina & Suriansyah, 2019; Baptiste,

2019; Alzoraiki et al., 2024; Ahmad, 2020; Adarkwah & Zeyuan, 2020; Munir & Aboidullah, 2018). This research is necessary to be studied because it aims to find out how much the influence of the principal in terms of transformational leadership and discipline on the performance of teachers at SMP Negeri Sepaku Sub-District, North Penajam Paser Regency. Secondly, the educational policies and environmental conditions of the SMP Negeri in the Sepaku Sub District are more homogeneous, so that the researcher will be easier to get more focused and deep data. Thirdly, the number of schools and teachers in the Sepaku Sub-District is representative, meaning that the results will be representative of the actual situation of teacher performance in the Sepaku Sub-District.

The phenomenon at Subrayon Sepaku Public Junior High School, North Penajam Paser Regency indicates that teacher performance is still varied, and not all teachers have evaluated their performance in the excellent category based on the teacher performance assessment data 2024 (PKG), some teachers are still in the adequate category. In addition, observation and interviews have shown that there are inconsistencies in working discipline in class that include late coming to school, late coming to class, and late finishing of worksheets in administration and learning. In addition, the leadership role of the principal in practice is still dominated by administrative aspects, therefore, the application of transformational leadership has not yet fully optimally to improve teacher performance, specifically in academic development and strengthening the teacher's motivation and professionalism. This situation is a serious matter, particularly in the Sepaku region as a buffer zone to the Indonesian Capital City (IKN) which has requirements for improved quality of education and human resources. Thus, the effectual leadership and good work discipline must exist to create synergy to increase teacher performance sustainably.

Several previous research works have investigated the factors that affect teachers' performance, particularly those related with the transformational leadership and work discipline. The results of the study conducted by Budiwibowo (2016), Riski et al. (2024), Kurniawati (2023), Juwantini et al. (2022), Alexander (2023), Mustotiah et al. (2025) showed that transformational leadership and work discipline positively and significantly influenced teacher performance. The findings of this study show that principal leadership in motivating and inspiring teachers, as well as good work discipline, can improve teacher performance in implementing their duties. In the same way, Kurniawati (2023) obtained that transformational leadership has a positive and significant influence on the teacher performance in the amount of 45.8%, work motivation on teacher performance 50.5%, work discipline on teacher performance 53.9%, and transformational leadership, work motivation and work discipline on teacher performance 64%. The study by Miharja & Aryanto (2023) on the influence of transformational leadership, work motivation, and work culture on public junior high school teachers' performance resulted in a lack of consistency.

The results showed that transformational leadership did not significantly affect teacher performance, but work motivation and work culture had a significant effect. The results show that the principal's transformational leadership style is not always significant on the improvement of teachers' performance directly, but rather the internal aspects and the teacher's work environment. From the research results that have been obtained in the past, it can be concluded that research on the effect of transformational leadership on teacher performance still has some gaps in the results. Some research suggests that transformational leadership has a notable impact on teachers' performance, and others suggest that this impact is indirect, and only through work discipline. Some of the differences in the findings of these studies raise a question about the research that needs to be investigated.

METHODS

Research Design

This study employed a quantitative explanatory research design using a cross-sectional survey approach to examine the influence of transformational leadership and work discipline on

teacher performance among public junior high school teachers in Sepaku Subrayon, North Penajam Paser Regency. An explanatory design was selected because the primary objective of the study was to test the hypothesized causal relationships between independent variables and the dependent variable using empirical data and statistical analysis. The cross-sectional survey enabled the researcher to collect data from all respondents at a single point in time, providing an accurate representation of the existing organizational conditions without manipulating the research environment. The study incorporated both descriptive and inferential statistical analyses. Descriptive analysis was conducted to summarize respondents' demographic characteristics and describe the distribution of responses for each research variable, including transformational leadership, work discipline, and teacher performance. Inferential analysis was subsequently performed to examine the magnitude and significance of the relationships among the variables. Multiple linear regression analysis was employed because the study investigated the simultaneous and partial effects of two independent variables on one dependent variable. This analytical approach allows researchers to determine not only whether the independent variables significantly influence teacher performance but also the relative contribution of each predictor while controlling for the effects of the other variable.

Research Setting

The study was conducted in five public junior high schools located within the Sepaku Subrayon, North Penajam Paser Regency, East Kalimantan, Indonesia. The schools included SMP Negeri 2 Penajam Paser Utara, SMP Negeri 6 Penajam Paser Utara, SMP Negeri 12 Penajam Paser Utara, SMP Negeri 20 Penajam Paser Utara, and SMP Negeri 27 Penajam Paser Utara. The research setting was intentionally selected because Sepaku has become a strategic educational area following its designation as part of the buffer zone for Indonesia's new national capital (IKN). Consequently, improving teacher performance has become an important educational priority in the region. Since all participating schools operate under similar educational regulations, administrative systems, and leadership structures, the research setting provides a relatively homogeneous environment for investigating the influence of school leadership and teacher discipline on teacher performance.

Population and Sampling Technique

The target population consisted of all State Civil Apparatus (ASN) teachers employed in the five participating public junior high schools. This population included both Permanent Civil Servants (PNS) and Government Employees with Work Agreements (PPPK), resulting in a total population of 64 teachers. Because the population size was relatively small and every member was accessible to the researcher, this study employed a saturated sampling technique (total sampling). Saturated sampling is recommended when the researcher intends to investigate every member of the population, thereby minimizing sampling error and maximizing the representativeness of the collected data. Consequently, all 64 ASN teachers were invited to participate in the study. The questionnaires were successfully distributed to the entire population, all questionnaires were returned completely, and no responses were excluded from the analysis due to incomplete information. Therefore, the final sample analyzed in this study consisted of 64 respondents, representing 100% of the target population. This consistency between the population and sample enhances the internal validity of the statistical findings and eliminates concerns regarding sampling bias.

Data Sources

The study utilized both primary and secondary sources of data. Primary data were obtained directly from teachers through a structured questionnaire developed based on established theoretical constructs of transformational leadership, work discipline, and teacher performance. The questionnaire served as the principal instrument for measuring respondents' perceptions regarding each research variable. Secondary data were collected from official school documents and supporting literature. These included teacher performance assessment (PKG) reports, teacher attendance records, school regulations, Dapodik data, curriculum documents,

personnel records, and other administrative reports relevant to the research context. Scientific books, peer-reviewed journal articles, government regulations, and previous empirical studies were also consulted to strengthen the theoretical framework and support the interpretation of the findings. Secondary data were not included in the statistical analysis but were used to provide contextual understanding and support the discussion of the research results.

Data Collection Procedure

Data collection was conducted during the 2025 academic year after obtaining permission from the principals of the participating schools. The questionnaires were administered directly to all eligible ASN teachers through an offline distribution process coordinated with each school's administration. Before completing the questionnaire, respondents received a brief explanation regarding the objectives of the study, the voluntary nature of participation, and the confidentiality of their responses. They were informed that the collected information would be used exclusively for academic purposes and that no personally identifiable information would be disclosed during data analysis or publication. Respondents completed the questionnaires independently during their available time, requiring approximately 20–30 minutes for completion. After completion, the questionnaires were returned directly to the researcher for verification. Each returned questionnaire was examined to ensure completeness before being coded for statistical analysis. Since all distributed questionnaires were returned with complete responses, no questionnaires were discarded or excluded from the final dataset.

Research Variables and Operational Definitions

This study investigated one dependent variable and two independent variables. Transformational leadership served as the first independent variable, work discipline served as the second independent variable, and teacher performance served as the dependent variable. All variables were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating stronger agreement with the statements presented. Transformational leadership refers to the principal's ability to inspire, motivate, guide, and empower teachers toward achieving organizational goals through visionary leadership and individualized support. The construct was operationalized using ten indicators reflecting the four dimensions proposed by Bass and Avolio, including idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, role modelling, communication of organizational vision, teacher empowerment, encouragement of innovation, achievement motivation, and professional guidance. Work discipline refers to teachers' commitment to complying with organizational rules, fulfilling professional responsibilities, maintaining punctuality, and demonstrating consistent work behavior within the school environment. This variable was measured through ten indicators including punctuality, attendance, adherence to school regulations, compliance with teaching schedules, responsibility for instructional duties, completion of administrative tasks, commitment to work, time management, consistency in implementing school policies, and professional accountability. Teacher performance represents the quality and quantity of teachers' professional accomplishments in fulfilling their instructional responsibilities. This variable was measured using ten indicators covering lesson planning, instructional implementation, classroom management, utilization of learning media, teaching methods, student assessment, evaluation of learning outcomes, professional competence, responsibility in carrying out educational duties, and overall teaching effectiveness.

Research Instrument

The research instrument consisted of a structured questionnaire developed from established theories and previous empirical studies concerning transformational leadership, work discipline, and teacher performance. The questionnaire comprised thirty statement items, with ten indicators assigned to each research variable. Prior to hypothesis testing, the quality of the instrument was evaluated through validity and reliability testing. Construct validity was examined using the Pearson Product-Moment correlation coefficient by comparing each item's correlation coefficient with the critical value at the 5% significance level. Items with correlation

coefficients exceeding the critical value and significance values below 0.05 were considered valid. Instrument reliability was evaluated using Cronbach's Alpha coefficient, with values equal to or greater than 0.70 indicating satisfactory internal consistency.

Data Analysis

The collected data were processed using IBM SPSS Statistics version 22. Statistical analysis began with descriptive statistics to summarize respondents' demographic characteristics and describe the central tendency and variability of each research variable. Descriptive measures included frequency distributions, percentages, means, and standard deviations. Prior to hypothesis testing, several classical assumption tests were conducted to ensure that the regression model satisfied the assumptions of multiple linear regression analysis. Data normality was assessed using the One-Sample Kolmogorov–Smirnov test. Multicollinearity was evaluated through tolerance values and Variance Inflation Factors (VIF), while heteroscedasticity was examined using scatterplot analysis of standardized residuals. These diagnostic procedures ensured that the regression estimates were unbiased and statistically reliable. Hypothesis testing was performed using multiple linear regression analysis to examine both the partial and simultaneous effects of transformational leadership and work discipline on teacher performance. Partial effects were evaluated using the t-test, while the overall significance of the regression model was assessed using the F-test. The explanatory power of the model was determined through the Adjusted Coefficient of Determination (Adjusted R^2), indicating the proportion of variance in teacher performance explained jointly by transformational leadership and work discipline. All statistical decisions were made at a significance level of 0.05, where probability values below 0.05 indicated statistically significant relationships.

RESULTS AND DISCUSSION

The researchers took the teachers of the Subrayon Sepaku Public Middle School as respondents, these teachers were divided into three types, which were civil service (ASN), civil servant (PNS) and pre-service teachers (P3K) in North Penajam Paser Regency. The choice of ASN teachers as respondents was determined by the fact that research in the areas of teacher performance, work discipline, and principal leadership is of great relevance for ASN teachers, who have permanent employment, and are directly linked to government administration systems and policies. In this study, the description of the respondents is anticipated to give a general picture of profile of the respondents used in the study. The respondents were divided according to several parameters – gender, age, employment status, education level and length of service. This study population was considered appropriate for respondents and representative of the study population based on a sample size of 57. As such, the responses given by the respondents should give an objective and accurate picture of the influence of transformational leadership and work discipline as variables on the teacher's performance. Here respondent data by gender is presented, which is intended to give an overview of the characteristics of the respondents of this study.

Table 1. Frequency of Respondents Based on Gender

Gender	Frequency	Percentage
Female	44	68.75%
Male	20	31.25%
Total	64	100%

Source: Employee Data of Sepaku Subrayon (2025)

From Table 1. it can be observed that the respondents of this study were 64 teachers. Thereof, 20 were male teachers, and 44 female teachers. Male teachers made up 31.25% (64) and the female teachers made up 68.75% (170) of the respondents in percentage terms. It can also be seen from the table that the women respondents were more dominant than the male respondents. The dominance of female teachers in the State Junior High School in Sepaku Sub-district of Penajam Paser Utara Regency is actually reflected in the teacher number of both female and male

teachers in the school, which is the Permanent Civil Servant (PNS) and Government Employee with Work Agreements (PPPK), both of whom are female.

Table 2. Frequency of Respondents Based on Age

Age	Frequency	Percentage
< 30 years	5	7.81%
30–40 years	23	35.94%
41–50 years	26	40.63%
> 51 years	10	15.63%
Total	64	100%

Source: Employee Data of Sepaku Subrayon (2025)

The respondents were classified into four age groups from Table 2 namely under 30 years, 30-40 years, 41-50 years and above 51 years. The youngest age group (less than 30 years) had the least number of respondents (5), with a percentage of 7.81%. There were 23 respondents (35.94%) aged 30-40 years. About age, 26 people or 40.63% were aged between 41 and 50 years. The number of respondents aged 51 years and older were 10 or 15.63%. The results show that most of the respondents are in the mature age range and have sufficient work experience to perform their role as educators. This condition indicates that the respondents have adapted and developed professionally in the education field, and this can be expected to help them to have a good understanding of the school policy and the best implementation of their roles and responsibilities.

Table 3. Frequency of Respondents Based on Years of Service

Years of Service	Frequency	Percentage
< 5 years	7	10.94%
5–10 years	15	23.44%
> 10 years	42	65.63%
Total	64	100%

Source: Employee Data of Sepaku Subrayon (2025)

Table 3 explains that respondents were categorized into three groups based on years of service. Respondents with less than 5 years of service totaled 7 individuals (10.94%). Those with 5–10 years of service numbered 15 individuals (23.44%). Meanwhile, respondents with more than 10 years of service represented the largest group, totaling 42 individuals or 65.63%. These results indicate that the majority of ASN teachers in the Sepaku Subrayon have relatively long work experience and possess a strong understanding of their duties and responsibilities as educators. This condition is expected to support and enhance teacher performance. Furthermore, extensive work experience enables teachers to adapt effectively to educational policies and changes. With such experience, teachers are generally more skilled in managing the teaching and learning process and addressing various challenges within the school environment.

Table 4. Frequency of Respondents Based on Employment Status

Employment Status	Frequency	Percentage
Civil Servant (PNS)	45	70.31%
Government Employee with Work Agreement (PPPK)	19	29.69%
Total	64	100%

Source: Employee Data of Sepaku Subrayon (2025)

Based on Table 4, the 64 respondents consisted of 45 teachers with Civil Servant (PNS) status (70.31%) and 19 teachers with Government Employee with Work Agreement (PPPK) status (29.69%). The data indicate that the majority of respondents are Civil Servant teachers. However, both PNS and PPPK teachers hold equal professional positions and are equally bound

by government regulations. There is no difference in performance evaluation standards, as both groups are recognized as ASN teachers with the same duties, responsibilities, and professional obligations.

Table 5. Statistical Description of the Transformational Leadership Variable

Indicator	Minimum	Maximum	Mean	Std. Deviation
X1.1	4	5	4.53	0.50
X1.2	4	5	4.50	0.50
X1.3	3	5	4.53	0.53
X1.4	4	5	4.45	0.48
X1.5	4	5	4.36	0.50
X1.6	4	5	4.47	0.51
X1.7	4	5	4.44	0.47
X1.8	3	5	4.42	0.52
X1.9	4	5	4.38	0.46
X1.10	4	5	4.52	0.49
Average			4.46	0.53

Source: Primary Data, processed (2025)

Based on Table 5, the statistical description of the Transformational Leadership variable shows that the average mean score is 4.46, which falls into the very high category. The average standard deviation is 0.53. This indicates that the data distribution is relatively even, with moderate variability and fluctuation. Since the mean value (4.46) is greater than the standard deviation (0.53), it suggests that the data results are stable and well distributed. The highest mean scores are found in indicators X1.1 and X1.3, both with a mean of 4.53. These findings indicate that respondents perceive that the principal has implemented transformational leadership practices very effectively.

Table 6. Statistical Description of the Work Discipline Variable

Indicator	Minimum	Maximum	Mean	Std. Deviation
X2.1	4	5	4.23	0.51
X2.2	3	5	4.25	0.55
X2.3	4	5	4.38	0.48
X2.4	4	5	4.42	0.50
X2.5	3	5	4.34	0.52
X2.6	4	5	4.41	0.46
X2.7	4	5	4.34	0.49
X2.8	3	5	4.48	0.54
X2.9	4	5	4.39	0.47
X2.10	4	5	4.41	0.50
Average			4.37	0.52

Source: Primary Data, processed (2025)

Based on Table 6, the average mean score for the Work Discipline variable is 4.37, which is categorized as very high. This value is higher than the average standard deviation of 0.52, indicating that the data distribution is relatively even with moderate variability. The highest mean score is shown in indicator X2.8, with a mean of 4.48 and a standard deviation of 0.54. The relatively low overall standard deviation (0.52) indicates that respondents' answers are fairly homogeneous, meaning that teachers demonstrate a relatively consistent and evenly distributed level of work discipline.

Table 7. Statistical Description of the Teacher Performance Variable

Indicator	Minimum	Maximum	Mean	Std. Deviation
Y1	3	5	4.20	0.56
Y2	4	5	4.22	0.44
Y3	3	5	4.17	0.52
Y4	4	5	4.22	0.48
Y5	3	5	4.30	0.51
Y6	3	5	4.14	0.56
Y7	4	5	4.25	0.44
Y8	3	5	4.28	0.52
Y9	3	5	4.22	0.49
Y10	3	5	4.38	0.55
Average			4.24	0.49

Source: Primary Data, processed (2025)

Based on Table 7, the average mean score for the Teacher Performance variable is 4.24, which can be categorized as very high. The indicator with the highest mean score is Y10 (4.38), followed by Y5 (4.30). These results indicate that the majority of respondents assess teacher performance positively and believe that teachers have carried out their duties and responsibilities professionally. The average standard deviation of 0.49 is relatively low, indicating that respondents' answers are highly homogeneous. The minimum and maximum values across indicators show that most respondents selected responses within the neutral to strongly agree categories. These findings suggest that teachers are able to perform their roles optimally in the teaching and learning process and in achieving educational objectives.

Table 8. Validity Test of the Transformational Leadership Variable

Indicator	r-count	r-table	Remark
X1.1	0.847	0.246	Valid
X1.2	0.864	0.246	Valid
X1.3	0.824	0.246	Valid
X1.4	0.867	0.246	Valid
X1.5	0.804	0.246	Valid
X1.6	0.864	0.246	Valid
X1.7	0.844	0.246	Valid
X1.8	0.850	0.246	Valid
X1.9	0.820	0.246	Valid
X1.10	0.817	0.246	Valid

Source: SPSS 22 Output, processed data (2025)

Based on Table 8, the validity test results for the Transformational Leadership variable indicate that all statement indicators used in this study have r-count values greater than the r-table value of 0.246. The r-count values range from 0.804 to 0.867, demonstrating a strong correlation between each indicator score and the total variable score. Therefore, all indicators from X1.1 to X1.10 are declared valid and appropriate for use as research instruments. These results confirm that each statement item accurately measures the Transformational Leadership variable and that the data obtained are suitable for further analysis.

Table 9. Validity Test of the Work Discipline Variable

Indicator	r-count	r-table	Remark
X2.1	0.562	0.246	Valid
X2.2	0.738	0.246	Valid
X2.3	0.764	0.246	Valid

X2.4	0.839	0.246	Valid
X2.5	0.830	0.246	Valid
X2.6	0.749	0.246	Valid
X2.7	0.736	0.246	Valid
X2.8	0.784	0.246	Valid
X2.9	0.786	0.246	Valid
X2.10	0.817	0.246	Valid

Source: SPSS 22 Output, processed data (2025)

The validity test for the Work Discipline variable was also analyzed using Pearson correlation. Based on Table 9, all indicators have r-count values ranging from 0.562 to 0.839, which are greater than the r-table value of 0.246.

Table 10. Validity Test of the Teacher Performance Variable

Indicator	r-count	r-table	Remark
Y1	0.690	0.246	Valid
Y2	0.640	0.246	Valid
Y3	0.763	0.246	Valid
Y4	0.831	0.246	Valid
Y5	0.730	0.246	Valid
Y6	0.741	0.246	Valid
Y7	0.825	0.246	Valid
Y8	0.822	0.246	Valid
Y9	0.844	0.246	Valid
Y10	0.620	0.246	Valid

Source: SPSS 22 Output, processed data (2025)

The validity test for the Teacher Performance variable was also conducted using Pearson correlation analysis. Based on Table 10, all indicators have r-count values ranging from 0.620 to 0.844, which exceed the r-table value of 0.246.

Table 11. Multiple Linear Regression Test

Model	Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1	(Constant)	10.361	3.698	–	2.802	0.007
	Transformational Leadership	0.111	0.086	0.135	1.288	0.203
	Work Discipline	0.620	0.097	0.665	6.364	0.000

Source: Results of SPSS 22 processing, data processed (2025)

The constant (α) of 10.361 indicates that if the Transformational Leadership and Work Discipline variables are assumed to be zero or constant, the Teacher Performance score remains at 10.361. This indicates that there are other factors outside the model that influence teacher performance. The regression coefficient for Transformational Leadership is 0.111, indicating that every one-unit increase in the transformational leadership variable, assuming work discipline remains constant, will increase performance by 0.111 units, indicating a positive relationship between Transformational Leadership and Teacher Performance. The regression coefficient for Work Discipline (X2) is 0.620, indicating that every one-unit increase in work discipline, assuming transformational leadership remains constant, will increase teacher performance by 0.620 units.

This section will discuss in more detail the research findings, which have undergone in-depth analysis and review to determine the influence of transformational leadership and work

discipline on teacher performance at Subrayon Sepaku Public Junior High School, North Penajam Paser Regency, as follows:

The Influence of Transformational Leadership on Teacher Performance

Based on the partial test results (t-test), the transformational leadership variable has a significance value of 0.203, which is greater than the 0.05 level. This indicates that statistically, transformational leadership does not have a significant effect on teacher performance at Subrayon Sepaku Public Junior High School. However, the positive regression coefficient of 0.111 indicates a positive relationship between transformational leadership and teacher performance. This means that the better the transformational leadership implemented by the principal, the higher the teacher performance tends to be, although this effect is not yet statistically strong. According to Ghasabeh et al. (2015), Khan et al. (2015), Penava & Sehic (2014) theory, transformational leadership is a leadership style capable of changing the values, beliefs, and attitudes of subordinates through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the educational context, principals who implement transformational leadership are expected to set an example, motivate teachers to perform better, encourage creativity in the learning process, and pay attention to teachers' needs and professional development.

Based on the descriptive analysis, the indicators for exemplary behavior (X1.2) and clarity of vision and mission (X1.7) scored high. This indicates that the principal is perceived as a positive figure with a clear direction. However, exemplary behavior and clarity of vision are normative and structural in nature, so they do not necessarily directly improve individual teacher performance. Indicators for work inspiration, collective spirit, and achievement motivation (X1.1, X1.3, X1.9) also ranked very high. This means that the principal is considered capable of building a shared spirit. However, because almost all respondents gave relatively uniform high ratings, the data variation was small, so its contribution to performance was statistically insignificant. Encouragement of positive thinking, openness to ideas, and learning innovation (X1.4, X1.6, X1.10) indicated good implementation. However, this innovative encouragement may not yet be fully a necessity or a primary factor influencing teacher performance. Indicators of support during difficulties (X1.5) and attention to career (X1.8) had relatively lower values than the other indicators, although they remained in the very high category. However, according to Bass, the individual attention dimension is an important aspect in increasing the commitment and emotional attachment of subordinates. The relative weakness in this dimension may be one of the factors causing transformational leadership to not have a significant impact on teacher performance. Therefore, further efforts are needed to optimize the implementation of transformational leadership by improving the competence of principals in leading, coaching, and empowering teachers.

The results of this study align with those of Miharja & Aryanto (2023), who concluded that transformational leadership of public junior high school principals in Tegal City had no significant effect on teacher performance. These similar findings demonstrate empirical consistency, suggesting that, in certain contexts, transformational leadership is not necessarily the primary determinant of teacher performance improvement. The results of this study may also be influenced by external factors, particularly regional policies regarding teacher supplementary income or incentives. In the context of Subrayon Sepaku Junior High School in North Penajam Paser Regency, policies on reducing or adjusting supplementary income have the potential to impact teacher performance. According to Kuranchie-Mensah & Amponsah-Tawiah (2016), individual performance is influenced by two main factors: ability and motivation. Motivation itself is closely related to reward systems, incentives, and organizational policies. Changes in reward or incentive systems can impact employee motivation. In such circumstances, teachers may be more influenced by welfare factors than by the principal's leadership style. Therefore, even if the principal has implemented transformational leadership, its impact on teacher performance may be less significant if teacher motivation is influenced by external factors such as financial policies.

This indicates that teacher performance is not only determined by leadership style, but also by welfare conditions and applicable organizational policies.

The Effect of Work Discipline on Teacher Performance

Based on the results of the partial test (t-test), the work discipline variable has a significance value of 0.000, which is lower than the 0.05 level. This indicates that work discipline has a positive and significant effect on teacher performance at Subrayon Sepaku Public Middle School. The regression coefficient of 0.620 indicates that any increase in work discipline will be followed by an increase in teacher performance. According to Perkasa et al. (2023) and Maryani et al. (2021) work discipline is a person's awareness and willingness to comply with all applicable regulations and social norms within an organization. In the school context, teacher work discipline is reflected in punctuality in attendance, adherence to teaching schedules, responsibility in carrying out tasks, and adherence to school rules. The results of this study indicate that work discipline plays a crucial role in improving teacher performance. Teachers with high levels of discipline tend to be more consistent in carrying out teaching duties, preparing learning materials, and conducting regular learning evaluations. Work discipline also reflects a teacher's professionalism in carrying out their role as an educator. Thus, the higher the level of teacher work discipline, the better their performance. This aligns with Hasibuan's theory, which emphasizes that work discipline is a key factor influencing individual performance within an organization. Therefore, special attention is needed to foster teacher work discipline as a strategy to improve the quality of teacher performance.

The Simultaneous Effect of Transformational Leadership and Work Discipline on Teacher Performance

Based on the results of the simultaneous test (F-test), a significance value of 0.000 was obtained, which is lower than the 0.05 level. This indicates that transformational leadership and work discipline simultaneously have a significant effect on teacher performance at Surayon Sepaku Public Junior High School, North Penajam Paser Regency. The coefficient of determination (R^2) of 0.552 indicates that 55.20% of the variation in teacher performance can be explained by transformational leadership and work discipline, while the remaining 44.80% is influenced by other variables outside the research model, such as work motivation, work environment, teacher competence, and other factors. These results indicate that although transformational leadership has no significant partial effect, simultaneously, along with work discipline, this variable still contributes to teacher performance. This indicates that transformational leadership still plays a role in supporting the creation of a conducive work environment and encouraging teacher discipline. According to Daulay et al. (2019) and Agustina & Anshori (2024), performance is the quality and quantity of work results achieved by an individual in carrying out their duties in accordance with their assigned responsibilities. In the context of education, teacher performance includes the ability to plan lessons, implement the learning process, and evaluate learning outcomes. Therefore, the combination of transformational leadership and work discipline is a crucial factor in improving teacher performance. Transformational Leadership.

CONCLUSION

Transformational leadership does not significantly influence teacher performance. This indicates that the transformational leadership implemented by the principal has not been able to directly influence teacher performance improvement. However, transformational leadership still plays a strategic role in building teacher motivation, commitment, and professionalism. Therefore, strengthening the implementation of transformational leadership is necessary to make a more tangible contribution to improving teacher performance. Work discipline significantly influences teacher performance at Subrayon Sepaku Public Middle School, North Penajam Paser Regency. This is evidenced by a significance value less than 0.05 and a positive regression coefficient. This finding indicates that the better a teacher's work discipline, the higher their performance tends to be. Thus, work discipline is an important factor that plays a direct role in improving teacher performance. Transformational leadership and work discipline jointly

significantly influence teacher performance at Subrayon Sepaku Public Middle School, North Penajam Paser Regency, as indicated by an F-test significance value of 0.000 (<0.05), thus accepting the third hypothesis. The coefficient of determination (R^2) accounted for 55.20% of the variation in teacher performance, while 44.80% was influenced by factors outside the study. These results confirm that improving teacher performance is the result of synergy between leadership and work discipline, with work discipline having a more dominant influence partially. Therefore, both variables need to be developed simultaneously to create a conducive work climate and support improvements in the quality of education.

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