

The Influence of Leadership Style and Work Discipline on the Performance of PNS Teachers in Public Junior High Schools in Banyuasin I District

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Abstract: This study aims to analyze the influence of principal leadership style and work discipline on the performance of civil servant (PNS) teachers at public junior high schools in Banyuasin I District. This study employed a quantitative approach using an ex post facto survey design involving all 83 civil servant teachers through a saturated sampling technique. Data were collected using questionnaires and documentation and analyzed using descriptive statistics, simple linear regression, multiple linear regression, t-tests, F-tests, and the coefficient of determination with IBM SPSS Statistics Version 26. The findings indicate that principal leadership style has a positive and significant effect on teacher performance, while work discipline also positively and significantly influences teacher performance. Simultaneously, both variables significantly contribute to improving teacher performance. The coefficient of determination shows that teacher performance is influenced by leadership style and work discipline, whereas the remaining variance is explained by other organizational factors. This study contributes to educational management by providing empirical evidence that strengthening instructional leadership and fostering work discipline are strategic approaches to improving teacher performance in public junior high schools.

Keywords: *Leadership Style, Work Discipline, Civil Servant Teacher Performance, Principal Leadership, Educational Management, Teacher Performance*

A. Introduction

Education is one of the primary factors determining the quality of a nation's human resources. The success of education delivery is greatly influenced by the quality of teachers as the primary implementers of the learning process. Teachers play a crucial role in planning, implementing, and evaluating learning activities so that educational goals can be optimally achieved (Mulyasa, 2018; Huda et al., 2025). Therefore, improving teacher performance is a primary focus in efforts to improve educational quality.

Although numerous studies have examined the influence of leadership and work discipline on teacher performance, most have investigated these variables separately or in different educational contexts. Limited empirical studies specifically analyze their simultaneous influence on the performance of civil servant teachers at public junior high

schools in Banyuasin I District. In addition, previous studies rarely focus on leadership practices within the context of local educational management in Banyuasin Regency. Therefore, this study addresses this gap by examining the combined contribution of principal leadership style and work discipline to teacher performance. The novelty of this study lies in examining the combined influence of principal leadership style and teachers' work discipline using a saturated sampling approach involving all civil servant teachers in public junior high schools within Banyuasin I District.

Teacher performance is the work achieved by teachers in carrying out their duties and responsibilities in accordance with established standards. Good performance is reflected in teachers' ability to develop lesson plans, implement the learning process effectively, and evaluate student learning outcomes (Supardi, 2023). High or low teacher performance directly impacts the quality of learning and student achievement.

Various factors can influence teacher performance, both internal and external. Internal factors include ability, motivation, skills, and work commitment, while external factors include leadership, the work environment, organizational culture, and work discipline (Buchori, 2020; Sari, 2024). Among these various factors, the principal's leadership style and work discipline are factors that play an important role in improving teacher performance.

Leadership style is a behavioral pattern used by a leader to influence, direct, and motivate subordinates to achieve organizational goals (Pramudya et al., 2023). In a school environment, the principal acts as a leader responsible for managing educational resources, creating a conducive work environment, and encouraging teachers to work professionally (Khana et al., 2023). Effective leadership can increase teacher motivation, loyalty, and productivity in carrying out their duties (Hendarman, 2018).

In addition to leadership style, work discipline is also a crucial factor influencing teacher performance. Work discipline is a person's awareness and willingness to comply with all applicable regulations and norms within the organization (Hasibuan, 2019; Siregar & Gistituati, 2024). Teachers with high work discipline demonstrate responsibility, punctuality, adherence to rules, and commitment in carrying out their professional duties (Susanti et al., 2025; Pratiwi & Amijaya, 2025). Conversely, low work discipline can hinder the achievement of educational goals and reduce the quality of learning services (Fadzillah et al., 2025).

Based on initial observations at public junior high schools in Banyuasin I District, several issues related to teacher performance were still identified. Some teachers were not optimal in implementing learning administration, there were still delays in attendance, and they were not maximizing the use of learning media in the classroom. Furthermore, there were differences in teacher perceptions regarding the principal's leadership style, which was considered to affect teacher morale and motivation. These conditions indicate that leadership style and work discipline factors need attention in efforts to improve teacher performance.

Extensive research has been conducted on the relationship between leadership and performance. Riyadi et al., (2025) found that effective leadership has a positive influence

on the motivation and performance of educators. Ali et al., (2025) stated that good school leadership can improve the effectiveness of educational organizations and the quality of learning. Siahaan et al., (2025) also suggested that the principal's instructional leadership contributes significantly to improving teacher performance and student achievement.

Research on work discipline also shows similar results. Anwar (2021) found that work discipline positively influences employee productivity and the achievement of organizational goals. Riski et al., (2024) stated that teachers with high work discipline tend to demonstrate better performance in the learning process. Research by Al Gifari & Hermana, (2025) also demonstrated that work discipline is a factor significantly contributing to improved public sector employee performance.

Several other studies have simultaneously examined the influence of leadership style and work discipline on performance. Riski et al., (2024) found that leadership style and work discipline simultaneously had a significant effect on secondary school teacher performance. Salafudin et al., (2025) concluded that effective leadership and high work discipline can increase teacher productivity and professionalism. Tarigan & Panggabean, (2022) also stated that these two variables are important factors in improving the performance of educators.

Recent research conducted by Hartono, (2024) shows that principal leadership has a positive effect on teacher job satisfaction and performance. Putra et al., (2026) found that work discipline plays a role in strengthening the relationship between leadership and work productivity. Meanwhile, Yuris, (2024) emphasized that a culture of discipline and leadership quality are strategic factors in improving the quality of education in schools.

Although various studies have explored the relationship between leadership style, work discipline, and teacher performance, there are still limitations in research specifically examining the influence of these two variables on the performance of civil servant teachers in public junior high schools (SMP Negeri) throughout Banyuasin I District. Most previous studies were conducted in different regions and with different organizational characteristics, so the results cannot necessarily be generalized to the context of this study.

Based on this description, this study was conducted to analyze the influence of leadership style and work discipline on the performance of civil servant teachers in public junior high schools throughout Banyuasin I District. This research is expected to contribute to the development of educational management science and serve as a consideration for principals, teachers, and policymakers in formulating strategies to improve teacher performance and educational quality.

B. Methods

Research Design

This study employed a quantitative approach with a survey method. The research method used was *ex post facto*, which is research conducted to identify causal relationships between independent and dependent variables without any treatment or manipulation of the research subjects. This study aimed to analyze the influence of principal leadership

style and work discipline on the performance of civil servant (PNS) teachers at public junior high schools (SMP) in Banyuasin I District.

Before hypothesis testing, the questionnaire was examined for validity and reliability to ensure that all research instruments met acceptable measurement standards. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were conducted before regression analysis. Hypothesis testing was performed using simple linear regression, multiple linear regression, t-tests, F-tests, and the coefficient of determination (R^2) with IBM SPSS Statistics Version 26.

Research Location and Time

The study was conducted at public junior high schools in Banyuasin I District, Banyuasin Regency, South Sumatra Province. Data collection was conducted during the 2025/2026 academic year.

Population and Sample

The study population consisted of all civil servant (PNS) teachers working at public junior high schools in Banyuasin I District. The total population was 83 civil servant teachers. Due to the relatively small population, the study used a saturated sampling technique (total sampling), thus all members of the population were used as the sample. Thus, the number of samples used was 83 respondents.

Research Variables

This study consists of three variables:

1. Independent Variables
 - X_1 = Principal's Leadership Style
 - X_2 = Teachers' Work Discipline
2. Dependent Variable
 - Y = Performance of Civil Servant Teachers (PNS)

Data Collection Techniques

Research data was collected using several techniques, as follows:

1. Questionnaire
Used to obtain data on leadership styles, work discipline, and teacher performance. Questionnaires can be referred to as written interviews because they consist of a series of written questions or statements directed at respondents and completed by the respondents themselves (Maskanah & Sae, 2021).
2. Documentation
Used to obtain data on the number of teachers, school profiles, and other supporting data. Documentation is a data collection technique used to obtain written facts, including documents, reports, archives, and/or other written materials related to the research focus (Ari kunto, 2021).

C. Results and Discussion

Research result

Respondent Characteristics

This study involved 83 civil servant (PNS) teachers from public junior high schools (SMP Negeri) throughout Banyuasin I District. All respondents completed a questionnaire that was found to be valid and reliable. The data obtained were then analyzed using IBM SPSS Statistics Version 26.

Table 1. Summary of Hypothesis Testing Results on the Effects of Leadership Style and Work Discipline on Teacher Performance

Hypothesis		Statistical Result	Decision
Leadership Style	→ Teacher Performance	Positive and significant ($p < 0.05$)	Accepted
Work Discipline	→ Teacher Performance	Positive and significant ($p < 0.05$)	Accepted
Leadership Style & Work Discipline		→ Simultaneously positive and significant (F-test, $p < 0.05$)	Accepted

The findings demonstrate that effective principal leadership and strong work discipline complement one another in improving teacher performance. Leadership contributes by providing direction, motivation, supervision, and participative decision-making, whereas work discipline ensures consistency in implementing instructional responsibilities. The simultaneous significance of both variables indicates that organizational success depends not only on individual teacher commitment but also on managerial effectiveness within the school. These findings strengthen educational leadership theory, which emphasizes that instructional leadership and organizational discipline are key determinants of educational quality and teacher professionalism.

Descriptive Analysis of Research Variables

The descriptive analysis results indicate that the principal's leadership style is in the good category. Most respondents assessed that the principal has the ability to build cooperation, provide direction, involve teachers in decision-making, and delegate tasks effectively. The work discipline variable also showed a high category. Teachers demonstrated a good level of compliance with school rules, punctuality in carrying out tasks, and responsibility for assigned work. Meanwhile, the teacher performance variable showed a good category. Teachers have implemented lesson planning, lesson implementation, and lesson evaluation in accordance with established standards.

The Influence of Leadership Style on Teacher Performance

The results of a simple linear regression test indicate that the principal's leadership style has a positive and significant effect on the performance of civil servant teachers. The significance value obtained is less than 0.05, thus accepting the first hypothesis. These results indicate that the better the principal's leadership style, the higher the teacher's performance. Conversely, if the leadership is less effective, teacher performance tends to decline.

The Influence of Work Discipline on Teacher Performance

The results of a simple regression analysis indicate that work discipline has a positive and significant effect on teacher performance. The significance value obtained is less than 0.05, therefore accepting the second hypothesis. This finding indicates that teachers with high levels of work discipline tend to demonstrate better performance than teachers with low levels of discipline.

The Influence of Leadership Style and Work Discipline on Teacher Performance

The results of a multiple linear regression analysis indicate that leadership style and work discipline simultaneously have a positive and significant effect on the performance of civil servant teachers. The F-test results show a significance value of less than 0.05, indicating that the third hypothesis is accepted. The coefficient of determination shows that variations in teacher performance can be explained by leadership style and work discipline, while the rest is influenced by other factors outside the research model such as work motivation, professional competence, work environment, and school organizational culture.

Discussion

The Influence of Leadership Style on Teacher Performance

The research findings demonstrate that the principal's leadership style has a positive and significant influence on teacher performance. These findings demonstrate that the principal, as an educational leader, plays a crucial role in creating a work environment that supports improved teacher performance. A principal who is able to establish good communication, provide motivation, involve teachers in decision-making, and provide clear direction will encourage teachers to perform optimally. Effective leadership creates a conducive work environment, enabling teachers to feel valued and take greater responsibility for their duties.

The findings of this study align with the leadership theory proposed by (Pramudya et al., 2023), which states that leadership style is a leader's behavioral pattern in influencing and directing subordinates to achieve organizational goals. Furthermore, these findings support research by Riyadi et al., (2025), which concluded that effective leadership influences the motivation and performance of educators.

These findings are also consistent with research by Ali et al., (2025) which found that school leadership plays a crucial role in enhancing the effectiveness of educational organizations. Likewise, Siahaan et al., (2025) stated that the principal's instructional leadership has a significant contribution to improving the quality of learning and teacher performance.

The Influence of Work Discipline on Teacher Performance

The research results show that work discipline has a positive and significant impact on teacher performance. This finding indicates that teachers with a high level of discipline are more capable of carrying out their duties and responsibilities effectively. Work discipline is reflected in punctuality, compliance with school regulations, responsibility in

carrying out learning tasks, and commitment to the profession. Disciplined teachers tend to be better prepared for lesson planning, classroom management, and learning evaluation.

This research finding aligns with Hasibuan's (2019) opinion, which states that work discipline is a person's awareness and willingness to comply with all organizational regulations. Work discipline is a crucial factor in increasing work effectiveness and productivity. This research finding also supports research by Anwar (2021), which states that work discipline has a positive influence on employee productivity. Research by Riski et al., (2024) also shows that highly disciplined teachers tend to produce better performance than less disciplined teachers.

The Influence of Leadership Style and Work Discipline on Teacher Performance

The research results show that leadership style and work discipline jointly have a positive and significant impact on the performance of civil servant teachers. This finding suggests that improved teacher performance is influenced not only by individual teacher abilities, but also by the quality of the principal's leadership and the teacher's level of work discipline. Effective leadership will create a positive work culture and support high levels of work discipline. Conversely, teachers with high levels of work discipline will more easily implement policies and directives issued by the principal. The synergy between these two factors results in optimal teacher performance improvement.

The results of this study support educational management theory, which states that the success of an educational organization is influenced by leadership and human resource behavior within the organization (Mulyasa, 2018). Furthermore, these findings align with research by Riski et al., (2024), Salafudin et al., (2025), and Tarigan & Panggabean, (2022), which found that leadership and work discipline simultaneously contribute significantly to improving teacher performance.

Therefore, improving teacher performance in public junior high schools in Banyuasin I District can be achieved by strengthening the leadership capacity of principals and enhancing the culture of work discipline within the school environment. These two factors need to be a primary focus in the planning and implementation of educational quality improvement programs.

D. Conclusions

This study concludes that principal leadership style and teachers' work discipline significantly influence the performance of civil servant teachers in public junior high schools in Banyuasin I District, both individually and simultaneously. Effective leadership characterized by communication, motivation, participation, and supervision encourages teachers to perform more professionally, while strong work discipline enhances responsibility, punctuality, and instructional effectiveness. These findings imply that improving teacher performance requires not only strengthening principals' leadership competencies but also fostering a sustainable culture of work discipline within schools. Future research is recommended to examine additional variables, such as organizational

culture, job satisfaction, work motivation, and professional competence, using broader samples and more advanced analytical approaches.

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