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ANALYSIS OF WORK CULTURE, LEADERSHIP STYLE, WORK MOTIVATION AND WORK DISCIPLINE IN IMPROVING TEACHER PERFORMANCE THROUGH A MIX METHODS APPROACH IN KOTABARU REGENCY SECONDARY SCHOOLS

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ABSTRACT

This study analyzes the relationship between work culture, leadership style, work motivation, and work discipline on teacher performance at SMP Negeri 1 and SMP Negeri 6 Kotabaru using a mixed-method approach. Quantitative analysis results show that work culture and work discipline do not have a significant effect on teacher performance, with p-values of 0.235 and 0.225, respectively. In contrast, leadership style and work motivation have significant effects, with p-values of 0.007 and 0.000, respectively. Qualitative analysis indicates that while work culture and work discipline do not have a direct impact, they remain important in supporting teacher performance. The simultaneous hypothesis suggests that all variables collectively influence teacher performance, although individual contributions from work culture and work discipline are not significant. This research provides insights for the development of more effective educational policies.

Keywords: work culture, leadership style, work motivation, work discipline, teacher performance, education quality, mixed-method approach

INTRODUCTION

Teacher performance is one of the key factors that determine the quality of learning and student learning outcomes. The work culture in an educational institution reflects the values, norms, and practices applied in the work environment. A positive work culture can create a supportive atmosphere for educators to innovate and collaborate. Low teacher performance is often due to a lack of motivation and support from school leaders. Previous research has shown that a positive work culture can improve teacher performance, but its implementation in the field is still less than optimal. A study by Sulistyowati found that work motivation has a significant effect on teacher performance, with an R² value of 0.637, showing that 63.7% of teachers' performance is influenced by motivation and work culture (Sulistyowati, 2020). Therefore, understanding the work culture at SMP Negeri 1 and SMP Negeri 6 Kotabaru is very important to know how this affects teacher performance.

In today's social context, the world of education faces various structural and dynamic challenges, ranging from curriculum changes, inequality in the distribution of educational

resources, to motivation crises among educators due to administrative burdens and performance pressures. Digital transformation and globalization also require teachers to not only be teachers, but also innovators and facilitators of 21st century learning. Therefore, the improvement of teachers' performance cannot be separated from the socio-organizational factors such as work culture, leadership, motivation, and discipline that make up their daily work ecosystem.

Furthermore, the issue of teacher performance is also relevant in the discourse on educational justice, where the role of teachers is very crucial in bridging the learning gap between regions. In the face of this kind of social complexity, research that highlights the relationship between internal factors in schools is increasingly important to provide an evidence base in formulating adaptive and equitable policies.

The principal's leadership style also plays an important role in creating a positive work culture. Effective leaders are able to inspire and motivate teachers to achieve common goals. A participatory leadership style, for example, can increase a sense of belonging among teachers and encourage them to contribute more actively to the development of the school. Previous research has shown that the leadership style of school principals has a significant influence on teachers' work motivation, it was noted that there was a positive relationship between leadership style and teacher performance with a contribution of 82% (Hayati, 2017). In addition, another study revealed that work discipline contributed greatly to improving teacher performance with an F score of 28,237, this shows that these factors are interrelated in influencing teacher performance (Purwoka, 2018).

Work discipline is also a crucial element in this context. Work discipline refers to the extent to which a teacher adheres to the rules and standards set by educational institutions. A high level of discipline is often associated with better performance, as disciplined teachers tend to be more organized and responsible in carrying out their duties. Therefore, it is important to explore how work discipline can be influenced by work culture and leadership style (Amalda & Prasojo, 2018).

Work motivation is another factor that is no less important. Motivated teachers tend to be more productive and committed to their tasks. A variety of factors, including recognition of achievements, opportunities for professional development, and a supportive work environment, can increase work motivation. Research shows that work motivation has a positive relationship with teacher performance; The higher the motivation of a teacher, the better his performance in teaching (Santosa, 2024).

The combination of these four variables, work culture, leadership style, work motivation, and work discipline, forms an ecosystem in which teacher performance can develop (Huzaemeh & Yuliana, 2023). This study offers a new approach by integrating all the variables of work culture, leadership style, work motivation, and work discipline in one analytical model to understand their impact simultaneously on teacher performance and educational quality. This is different from previous studies that tend to separate the analysis of these variables. Thus, the results of this study are expected to provide practical recommendations for school principals in improving the performance and quality of education.

The need to improve the quality of education in Indonesia is increasingly urgent, especially in the midst of the challenges of globalization and the development of information technology (Sabatti, 2024). Schools are required to not only produce graduates who are academically competent but also of good character. Therefore, understanding the factors that affect teacher performance is very relevant in efforts to achieve these goals.

Through this research, the researcher hopes to make a real contribution to the development of education and provide practical recommendations for schools in improving teacher performance through a holistic approach. In order to improve teacher performance and the quality of education at SMP Negeri 1 and SMP Negeri 6 Kotabaru, it is important to

understand the interaction between work culture, principal's leadership style, work motivation, and work discipline. This research will fill the knowledge gap regarding the complex relationships between these variables and provide data-based recommendations for improving the education system at the secondary level.

The results of this research can be used as a basis for formulating better education policies. By understanding the relationship between work culture, leadership style, work motivation, and work discipline to teacher performance, policymakers can create programs that support the improvement of the overall quality of education. This research can be a reference for other researchers who want to conduct further studies on the factors that affect teacher performance. The results of this study are expected to open up opportunities for more in-depth and comprehensive research related to this theme.

RESEARCH METHODS

This study uses a qualitative and quantitative mixed method approach with a Concurrent Embedded Design design. The concurrent embedded design method is a research approach that combines quantitative and qualitative methods simultaneously, but with different weights. In this method, there is a primary method used to obtain primary data, and a secondary method used to obtain supporting data that complements the data from the primary method (Scott, 2017).

This approach allows researchers to collect quantitative data through surveys or questionnaires designed to measure variables such as work culture, leadership style, work motivation, and work discipline among teachers. This quantitative data will be analyzed using statistical techniques to test the hypothesis that has been formulated. Meanwhile, qualitative data will be obtained through in-depth interviews or focused group discussions with teachers and principals, which aim to delve deeper into their experiences and views on factors that affect teacher performance and education quality.

Using the Concurrent Embedded Design, this study will not only provide a numerical picture of the relationships between variables, but will also present a deeper contextual understanding of how these factors interact in the educational environment. Thus, the results of these two approaches are expected to complement each other, providing a more comprehensive insight into the phenomenon studied at SMP Negeri 1 and SMP Negeri 6 Kotabaru.

The data collection procedure is carried out through several stages. First, research preparation, starting with a literature study to understand theories relevant to the variables being studied, such as work culture, leadership style, work motivation, work discipline, teacher performance, and quality of education. Then prepare research instruments consisting of questionnaires for quantitative data and interview guides for qualitative data. Second, the determination of the population and sample, starting from determining the research population consisting of all teachers in SMP Negeri 1 and SMP Negeri 6 Kotabaru. Then sample selection: using the simple random sampling proportional technique based on the slovin formula, then the number of sample needs to choose ASN teachers (PNS and P3K) who have at least two years of teaching experience is obtained. The number of samples taken was around 25 teachers from SMP Negeri 1 and 15 teachers from SMP Negeri 6. Third, quantitative data collection begins with distributing questionnaires to predetermined respondents. The questionnaire is distributed through an online platform for easy completion. After that, the questionnaire that has been filled out by the respondents is recollected within the specified time. Fourth, collecting qualitative data through structured interviews with selected teachers as well as principals and vice principals. The interview questions are designed to explore their experiences, views, and perceptions related to work culture, motivation, work discipline, and challenges in improving the quality of education. Recording interviews with permission from respondents to ensure that

all information is recorded accurately. After that, the interview transcript is compiled for further analysis.

After the data is collected, the data processing process is carried out as follows: first, quantitative data analysis uses Smart-PLS software to analyze the quantitative data obtained from the questionnaire. Validity and reliability tests were carried out before analyzing the relationships between variables. Second, qualitative data analysis uses NVivo 14 software to analyze data from interview transcripts and identify key themes that emerge from the data.

The data analysis technique was carried out using Smart PLS software with the following steps: first, the researcher will build a measurement model based on independent variables (SPKG), dependent variables (education quality and student learning outcomes), and intervening variables (learning motivation and teacher work ethic). Second, conducting a descriptive analysis to describe the characteristics of respondents and research variables. Then conduct a validity and reliability test as previously described, followed by using Smart PLS to analyze the relationship between variables in the research model. The results of this analysis will provide information on how much the SPKG affects the quality of education and student learning outcomes.

The last step is the interpretation of the results, the results of the path analysis will be interpreted to draw conclusions about the effectiveness of the teacher performance assessment system at SMP Negeri 1 Kotabaru

RESULTS AND DISCUSSION

Result

Based on the results of quantitative analysis with a reflective construct measurement model, the measurement model explains how constructs are measured and reliable or valid and reliable by looking at convergent validity, discriminant validity, and construct reliability (Hair et al., 2017).

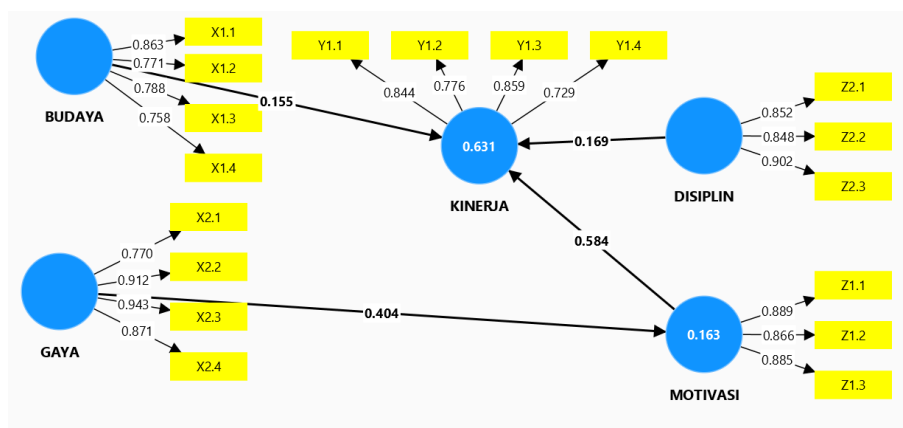


Figure 4.1 Outer Model

The validity test of the reflective construct of the research variable based on the results of the loading factor and the AVE value for each indicator can be shown in the following table:

Variabel	Dimension	Loading factor	AVE	Information
Y_Kinerja Guru	Y1	0.844	0.646	valid
	Y2	0.7706		valid
	Y3	0.859		valid
	Y4	0.729		Valid

X1_Budaya Work	X1.1	0.863	0.633	valid
	X1.2	0.772		valid
	X1.3	0.788		valid
	X1.4	0.758		valid
X2_Gaya Leadership	X2.1	0.770	0.768	valid
	X2.2	0.912		valid
	X2.3	0.943		valid
	X2.4	0.871		valid
Z1_Motivasi Guru	Z1.1	0.889	0.775	valid
	Z1.2	0.866		valid
	Z1.3	0.885		valid
Z2_Disiplin Work	Z2.1	0.852	0.753	Valid
	Z2.2	0.848		Valid
	Z2.3	0.902		Valid

Table 4.1 Initial Test of Validity of Reflective Constructs
Source; Output SmartPLS 4, 2024.

Based on the results of data analysis with a standard loading factor of > 0.7 and AVE > 0.5 , all variables and dimensions met the set validity criteria. The Teacher Performance variable has four dimensions with a loading factor value between 0.729 to 0.859 and AVE of 0.646, indicating good internal consistency. The Work Culture variable consists of four dimensions with loading factor values ranging from 0.758 to 0.863 and AVE of 0.633, indicating a significant contribution in explaining the dimensions. The Leadership Style variable had a loading factor value between 0.770 to 0.943 and an AVE of 0.768, reflecting excellent convergent validity. The three-dimensional Teacher Motivation variable showed a loading factor value between 0.866 to 0.889 and AVE of 0.775, indicating high convergent reliability and validity. Meanwhile, the three-dimensional Work Discipline variable had a loading factor value between 0.848 to 0.902 and AVE of 0.753, indicating a strong relationship with the measured dimension. Overall, all of the variables and dimensions have good validity, so the measurements can be relied on for further research.

The table of results of discriminant validity is presented as follows:

	Y_Kinerja Guru	X1_Budaya Work	X2_Gaya Leadership	Z1_Motivasi Work	Z2_Disiplin Work
Y1	0.844	0.451	0.270	0.708	0.401
Y2	0.776	0.464	0.408	0.573	0.373
Y3	0.859	0.550	0.622	0.700	0.640
Y4	0.729	0.284	0.278	0.411	0.430
X1.1	0.546	0.863	0.574	0.485	0.510
X1.2	0.476	0.771	0.502	0.416	0.278
X1.3	0.383	0.788	0.464	0.502	0.503
X1.4	0.321	0.758	0.648	0.302	0.365
X2.1	0.371	0.547	0.770	0.271	0.455
X2.2	0.445	0.575	0.912	0.339	0.355
X2.3	0.459	0.664	0.943	0.387	0.376
X2.4	0.488	0.586	0.871	0.397	0.326
Z1.1	0.601	0.362	0.351	0.889	0.436

Z1.2	0.637	0.489	0.325	0.866	0.444
Z1.3	0.761	0.565	0.385	0.885	0.605
Z2.1	0.559	0.396	0.309	0.543	0.852
Z2.2	0.421	0.447	0.344	0.470	0.848
Z2.3	0.516	0.517	0.448	0.464	0.436

Table 4.2 Cross Loading Values
Source: SmartPLS Output 4, 2024

Based on the results of the cross loading value analysis, each indicator showed a higher value in the latent variable it had compared to other latent variables. This indicates good discriminant validity. In the Teacher Performance variable, the indicators (Y1, Y2, Y3, Y4) had the highest loading value in the Y variable compared to other variables, with the highest value of 0.859 (Y3). The indicators on the Work Culture variable (X1.1, X1.2, X1.3, X1.4) show the highest value in the X1 variable, with the highest value of 0.863 (X1.1). Similarly, in the Leadership Style variable, the indicators (X2.1, X2.2, X2.3, X2.4) have the highest loading value in the X2 variable, with a peak value of 0.943 (X2.3). The Work Motivation variable shows the indicator with the highest loading value in the Z1 variable, where Z1.1, Z1.2, and Z1.3 have maximum values of 0.889, 0.866, and 0.885, respectively. Finally, the Work Discipline variable has indicators Z2.1, Z2.2, and Z2.3 which show the highest value in the Z2 variable, with the highest value of 0.852 (Z2.1). These results ensure that each indicator consistently measures the latent variable in question, so that the measurement meets the criteria of discriminant validity.

The results of the discriminant validity test are shown in the following table:

	Y_Kinerj a Guru	X1_Buday a Work	X2_Gaya Leadership	Z1_Motivas i Work	Z2_Disipli n Work
Y_Kinerja Guru	0.804				
X1_Budaya Work	0.560	0.796			
X2_Gaya Leadership	0.507	0.678	0.876		
Z1_Motivasi Work	0.764	0.544	0.404	0.880	
Z2_Disiplin Work	0.582	0.521	0.422	0.571	0.868

Table 4.4 AVE Values and AVE Roots
Source : SmartPLS Output 4, 2024

Based on the data in Tables 4.3 and 4.4, it can be concluded that the root value of AVE in each construct is greater than the correlation between constructs. This shows that all variables in this study have met the criteria for discriminant validity well.

Here are the results of the Composite Reliability values shown in the table below:

Variabel	Information
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	Composite Reability	
Y_Kinerja Guru	0.879	Reliabel
X1_Budaya Work	0.873	Reliabel
X2_Gaya Leadership	0.929	Reliabel
Z1_Motivasi Work	0.912	Reliabel
Z2_Disiplin Work	0.901	Reliabel

Table 4.5 Composite Reability Values
Source : SmartPLS Output 4, 2024

Based on the results of the analysis using the composite reliability standard > 0.7 , all variables showed values that met the reliability criteria. The Teacher Performance variable has a composite reliability value of 0.879, which indicates that the indicators consistently measure the variable. The Work Culture variable is also reliable with a composite reliability value of 0.873, indicating good reliability in its measurement. The Leadership Style variable had the highest composite reliability value of 0.929, reflecting excellent measurement consistency. The Work Motivation variable with a composite reliability value of 0.912, and the Work Discipline variable with a value of 0.901, both also showed high reliability. With these results, all variables are ensured to have adequate reliability, so that they can be used for further analysis in the study.

The results of the Structural Model Test (Inner Model) based on the R-Square (Coefficient of determination) value are presented in the following table:

Variabel	R-Square	R-Square Adjusted
Y1_Kinerja Guru	0.631	0.600
Z1_Motivasi Work	0.163	0.141

Table 4.6 R-Square Values
Source : SmartPLS Output 4, 2024

Based on the results of the R-Square score analysis, the Teacher Performance variable has a value of 0.631, with an R-Square Adjusted of 0.600. This shows that about 63.1% of the variation in teacher performance can be explained by independent variables in the model, while the remaining 36.9% is influenced by other factors outside the model. In the Work Motivation variable, the R-Square value was 0.163 with the R-Square Adjusted was 0.141, indicating that 16.3% of the variation in Work Motivation was explained by variables in the model, while 83.7% was influenced by other factors outside the model. Overall, these values show the strength of the model relationship in explaining variability in both dependent variables, with Teacher Performance having a higher level of predictability compared to Work Motivation.

The results of the f-square calculation can be seen in the following table:

Variabel	Y_Kinerja Guru	Z1_Motivasi Work
Y_Kinerja Guru		
X1_Budaya Work	0.041	

X2_Gaya Leadership	0.195
Z1_Motivasi Work	0.545
Z2_Disiplin Work	0.047

Table 4.7 F-Square Values
Source : SmartPLS Output 4, 2024

Based on the results of the f-square value analysis, the influence of independent variables on dependent variables shows different levels of effects. In the Teacher Performance variable, the contribution of Work Culture with an f-square value of 0.041 showed a small influence, while Work Motivation had an f-square value of 0.545, which indicated a large influence in explaining the variation in Teacher Performance. Work Discipline also makes a small contribution to Teacher Performance, with an f-square value of 0.047.

For the Work Motivation variable, the Leadership Style has an f-square value of 0.195, which indicates a moderate influence on the variable. Overall, the Work Motivation variable plays a significant role in explaining the Teacher's Performance, while other variables make a smaller or moderate contribution according to the f-square value obtained.

The next test is carried out to evaluate the significance of the hypothesized relationship between constructs, or to analyze the influence between variables through path coefficients. This process is carried out using the bootstrapping method. The results of the bootstrapping procedure are then used to determine a T-statistical value that indicates the degree of significance of the relationship.

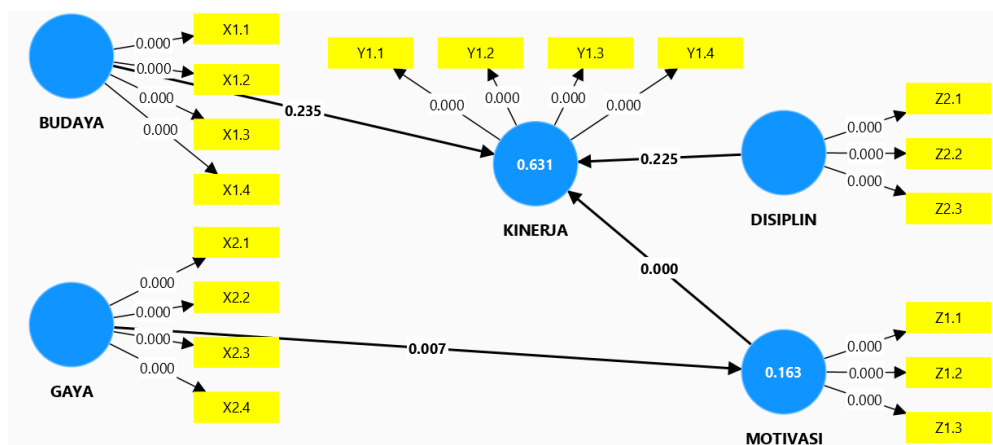


Figure 4.2 Research Construct Relationship Model with Bootstrapping Method

Based on the Partial Least Square (PLS) model, the influence between variables can be seen in the following table:

Hipotesis	Original Sample (O)	T-Statistic (O/STDEV)	P	Ket
Work Culture > Teacher Performance	0.155	1.188	0	Rejected

Leadership Style > Work Motivation	0.404	2.695	0	Accepted
Work Motivation > Teacher Performance	0.584	4.281	0	Accepted
Work Discipline > Teacher Performance	0.169	1.214	0	Rejected

Table 4.8 Direct Influence Hypothesis Test Results
Source : SmartPLS Output 4, 2024

Based on the results of the analysis with t-statistics and p-value standards, the following is the interpretation of each hypothesis: The first hypothesis, which states that Work Culture affects Teacher Performance, has a t-statistical value of 1.188 and a p-value of 0.235. Since the p-value is greater than the significance threshold of 0.05, this hypothesis is rejected. This shows that work culture does not have a significant influence on teacher performance. The second hypothesis, which states that Leadership Style affects Work Motivation, has a t-statistical value of 2.695 and a p-value of 0.007. With a p-value less than 0.05, this hypothesis is accepted. This shows that leadership style has a significant and positive influence on work motivation. The third hypothesis, which states that Work Motivation affects Teacher Performance, has a t-statistical value of 4.281 and a p-value of 0.000. Since the p-value is less than 0.05, this hypothesis is accepted. This indicates that work motivation has a significant and positive influence on teacher performance.

The fourth hypothesis, which states that Work Discipline affects Teacher Performance, has a t-statistical value of 1.214 and a p-value of 0.225. With a p-value greater than 0.05, this hypothesis is rejected, suggesting that work discipline does not have a significant influence on teacher performance. These results confirm that work motivation has a significant role in influencing teacher performance, while leadership style has a significant impact on work motivation. However, work culture and work discipline do not show a significant direct influence on teacher performance.

For the results of the indirect effect analysis, a path coefficients test was carried out using SmartPLS 4 presented in the following table.

Hipotesis	Original Sample (O)	T-Statistic (O/STDEV)	P Value	Information
Leadership Style > Work Motivation > Teacher Performance	0.236	2.276	0,023	Accepted

Table 4.9 Indirect Influence Hypothesis Test Results
Source : SmartPLS Output 4, 2024

Based on the results of the analysis using t-statistical standards and p-value, the following is the interpretation of the hypothesis tested: The hypothesis that states that Leadership Style affects Teacher Performance through Work Motivation has a t-statistical value of 2.276 and a p-value of 0.023. Since the p-value is smaller than the significance threshold of 0.05, this hypothesis is accepted. This shows that leadership style has a significant influence on teacher performance through work motivation, which indicates the important role of work motivation as a mediator in the relationship.

Qualitative data analysis in this study was carried out on data obtained directly through interviews, observations and documentation. Then the interview results data are compiled in excel form and then imported into the Nvivo 14 software for further analysis. Through one of the features in Nvivo, namely Word Frequency Query, a collection of words that dominate in the data is obtained which is then displayed in the following image:



Figure 1. Word Cloud is the most dominant word emerging

Based on the word cloud, the most frequently appearing words were "school" with a percentage of 2.25%, then "discipline" with a percentage of 1.15%, and followed by the words "performance", "with", "head", and "culture". Next, to understand the meaning of the words in word cloud above, then the Text Search Query. In this study, researchers wanted to understand the use of the words "culture", "discipline", and "performance" as one of the most frequently appearing words. The search results are then presented in the form of word tree as follows:

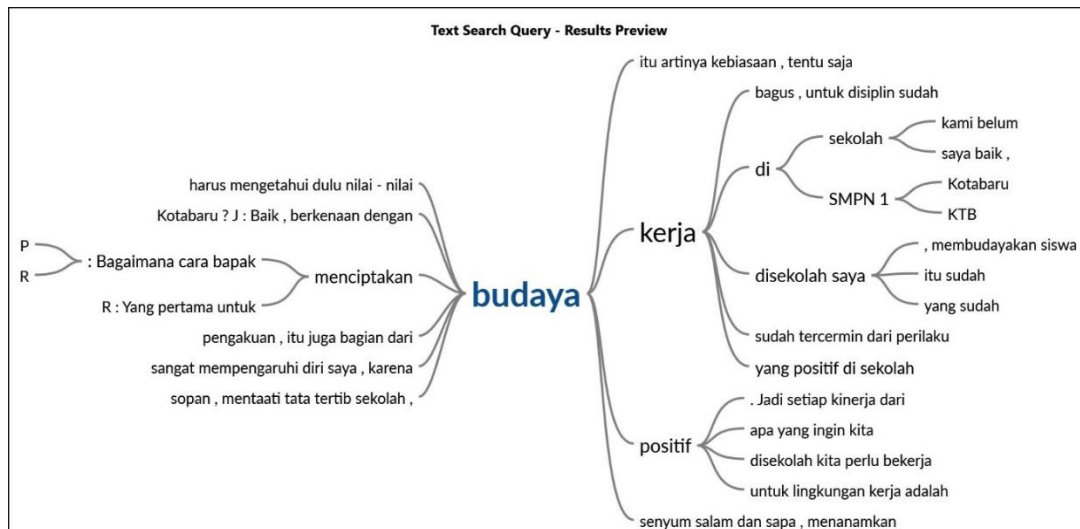


Figure 2. Word tree of the use of the word "culture"

From word tree that is produced, showing how the word "culture" is connected to various other concepts. The word "culture" is associated with the words "positive" and "work". This shows that respondents see the importance of creating a positive work culture in schools. The word "work" also indicates that a good work culture is considered one of the factors that can improve teacher performance. The word "discipline" also appears in the context of work culture, it shows that discipline is considered an important part of a positive work culture. Although the word "leadership" does not appear explicitly in this word tree, it is implied in the discussion of how to create a positive work culture. Good leadership is essential in shaping and maintaining an organizational culture.

Some of the relationships that can be drawn between the results word tree From the use of the word "culture" and the initial hypotheses of the study are: First, work culture and teacher performance: Word Tree results support the hypothesis that a positive work culture can improve teacher performance. Respondents clearly linked a good work culture to better performance. Second, work discipline and performance: The word "discipline" in the context of work culture supports the hypothesis that discipline is an important factor in improving performance. Third, the leadership role which, although not explicitly mentioned, results word tree shows that leadership has an important role in shaping work culture. This is in line with the literature that shows that an effective leadership style can influence organizational culture and employee performance (Santoso & Pranogyo, 2023).

Based on this, it can be interpreted that the research hypothesis regarding the relationship between work culture, work discipline, teacher performance and leadership has initial support. Respondents generally see that a positive work culture includes discipline and is likely to be influenced by leadership styles, having a positive impact on teacher performance.

Subsequent search results related to the use of the word "discipline" are presented in word tree The following:

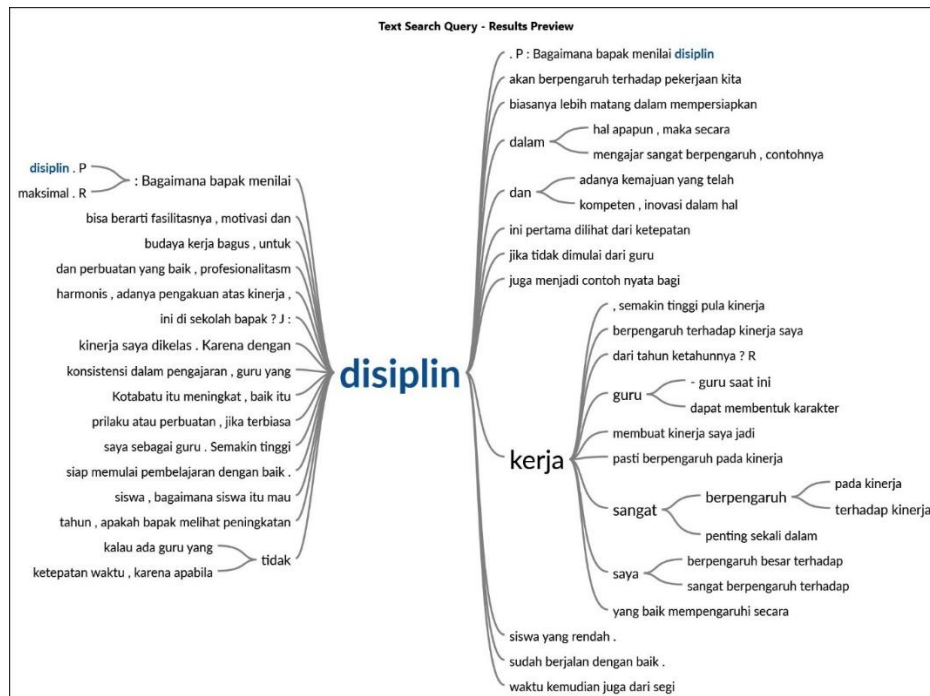


Figure 3. Word tree of the use of the word "discipline"

Deep word tree The use of the word "discipline" provides a very clear picture of how respondents view the importance of discipline in the context of work. Some key points that can be drawn from word tree Above, namely: First, discipline and performance: respondents directly linked discipline to performance. Discipline is seen as a strong foundation for achieving good performance. Discipline is also believed to not only affect individual performance, but also affect the overall performance of a group or organization. Second, discipline as a value that needs to be grown: discipline is directly responded to by respondents as a value that needs to be grown from an early age, both by teachers as role models, as well as for students. Third, discipline as part of work culture: high discipline is one of the indicators of a positive work culture. A work culture that emphasizes discipline will create a productive work environment. Fourth, discipline and work motivation: high discipline is associated with high work motivation. Disciplined individuals tend to have a strong motivation to achieve goals. And lastly, discipline and leadership style: a firm and consistent leadership style can encourage the creation of high work discipline. Good leadership will be a good example for his subordinates.

Based on results word tree Therefore, it can be interpreted that the research hypothesis regarding work discipline with teacher performance and education quality has strong support. Respondents explicitly linked discipline to good performance.

The analysis of the interview results continued with the search for the word "performance" still in the same feature on the Nvivo 14 software. Search results are presented in word tree The following:

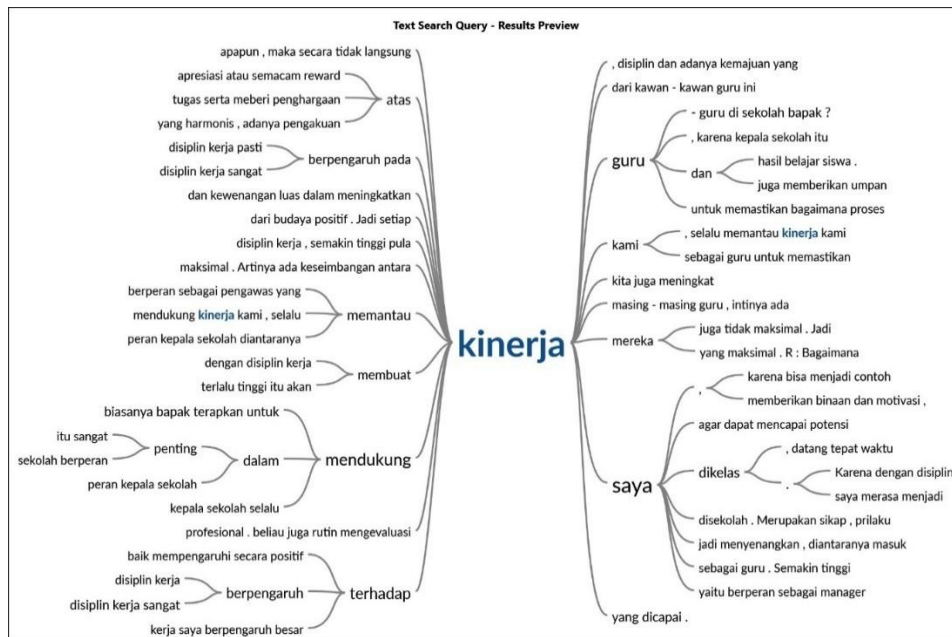


Figure 4. Word tree of the use of the word "performance"

This word tree, which focuses on the word "performance," provides a very clear picture of the various factors that are thought to affect performance. Some important points that can be drawn from the results of the word tree are as follows: Performance is not only influenced by one factor, but a combination of various factors such as discipline, motivation, support from the work environment, and leadership style. An important role of motivation is a key factor in encouraging a person to achieve optimal performance. Motivation can come from a variety of sources, such as awards, appreciation or recognition, and support from superiors. The influence of the work environment, a positive and supportive work environment can improve individual performance. The work environment referred to by the respondents includes relationships between colleagues, leadership styles, and the existence of a fair reward system. The role of leadership, good leadership is very important in creating a conducive and motivating work environment. Effective leadership can provide the direction, support, and evaluation needed by team members.

Based on results word tree This, it can be reinterpreted that the hypothesis regarding the relationship between work discipline, work culture, work motivation, leadership style and teacher performance has strong support. Respondents explicitly attributed performance to various factors related to work culture, motivation, and leadership. To corroborate the hypothesis, the search is continued with the use of the word "leadership", which is presented in word tree next:

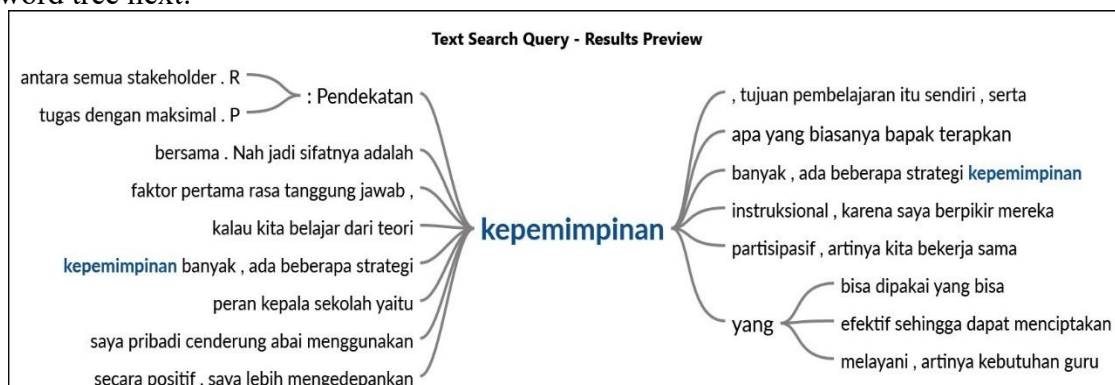


Figure 4. Word tree of the use of the word "leadership"

This word tree that focuses on the word "leadership" provides a fairly in-depth picture of how respondents view the concept of leadership. Some key points that can be drawn based on word tree The use of the word "leadership", the first is that leadership affects performance, respondents relate leadership directly to performance. An effective leadership style is considered to be able to improve individual and group performance. The second is participatory leadership, respondents tend to prefer a participatory leadership style, where everyone is involved in decision-making. Third, goal-oriented leadership: good leadership is one that is able to direct the team to achieve a common goal. Good leadership also provides support to team members, both support in the form of motivation and resources to achieve common goals.

In this leadership, the analysis of interview data is also carried out and described further in Project Map The following is to find out the extent of the principal's leadership role in influencing various aspects in schools, especially related to work culture, work discipline, work motivation, and teacher performance.

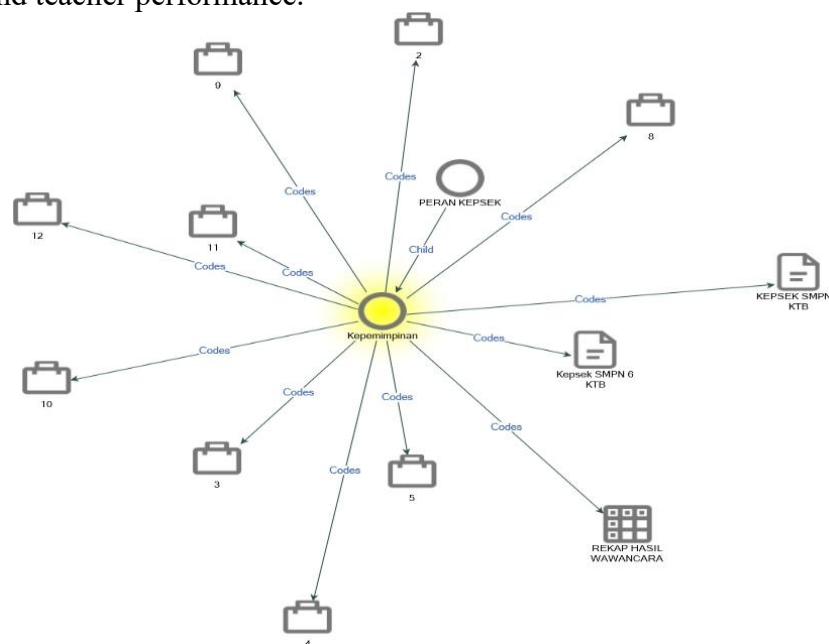


Figure 5. Project Map of the use of the word "leadership"

Key findings from project map It can be concluded that the leadership of the principal is a key factor that can trigger positive changes in a school. The leadership style applied by the principal will greatly affect the work culture, teacher motivation, and ultimately the overall performance of the school. The reciprocal relationship between leadership and other factors: Concepts such as work culture, work discipline, and motivation do not stand alone, but are interrelated and influence each other. Effective leadership can create a positive work culture, increase teachers' work motivation, and encourage high work discipline. Conversely, a positive work culture can also support an effective leadership style.



Figure 6. Word tree of the use of the word "motivation"

Word tree Next is the search results from the use of the word "motivation". Word tree This provides a fairly clear picture of the various factors that can affect teachers' work motivation. Some important points that can be seen are: Motivation as a driver of performance, the word "motivation" is directly related to the word "work", this shows that motivation is the main motivation that makes a person do a job. These results also show that motivation is an important factor that affects teacher performance. Teachers who have high motivation tend to be more productive and creative in carrying out their duties. Motivation comes from a variety of sources, motivation does not only come from internal factors such as personal interests or satisfaction, but is also influenced by external factors such as the work environment, support from superiors, and relationships between colleagues. A comfortable and conducive work environment, inspirational leaders, and support from colleagues can increase teachers' work motivation. Appreciation and recognition that although not explicitly mentioned, it is implied that rewards and recognition for good performance can be powerful motivators.

Based on this, it can be interpreted that the research hypothesis regarding the relationship between work motivation and teacher performance has strong support.

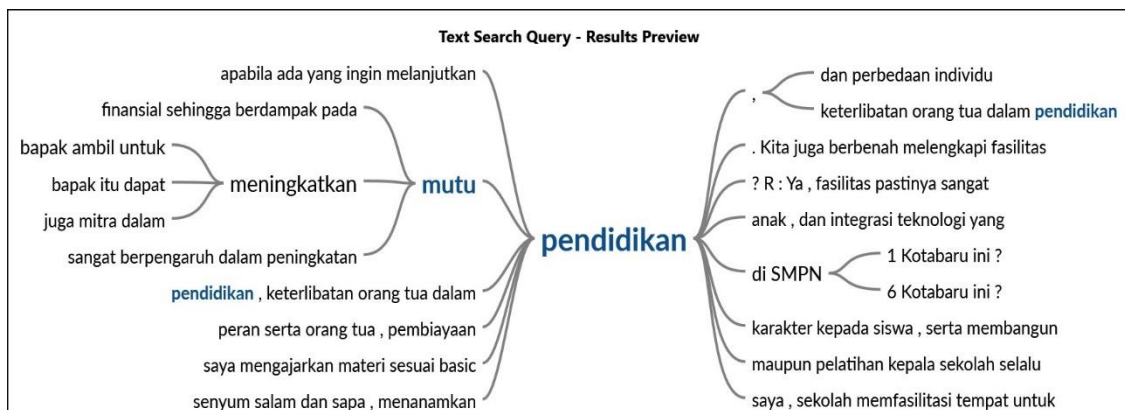
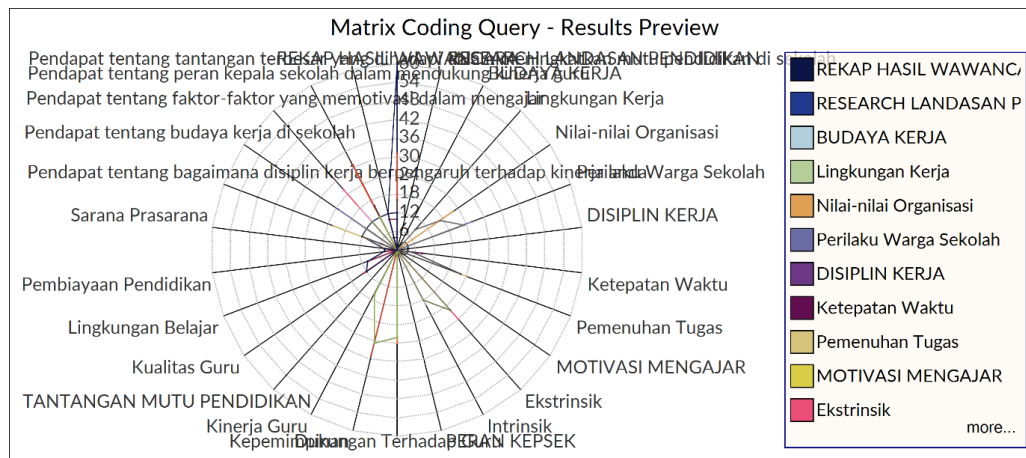


Figure 7. Word tree of "quality of education"

Word tree This "quality of education" provides an interesting picture of how respondents understand and define the quality of education. Some important points that can be drawn based on the word tree are: Quality of education as a goal, this word occupies a leading position that shows that improving the quality of education is the main goal to be achieved. This also shows the awareness of the importance of quality education. External factors: on word tree This, many highlight external factors that affect the quality of education, such as parental involvement, school facilities, and the ability to use technology in teachers. This indicates that respondents see these factors as key to improving the quality of education.

Linkage to financing: there are indications that respondents link improving the quality of education to the availability of sufficient funds or financing. This shows that adequate resources are needed to realize quality education.



Gambar 8. Matrix Coding Query – Result Preview

The results of qualitative data analysis of interviews conducted at SMP Negeri 1 Kotabaru and SMP Negeri 6 Kotabaru are also described in the matrix coding query on Nvivo 14 software. Based on this visualization, some of the key findings that can be concluded that work culture as a dominant factor has a very strong connection with educational quality challenges. This shows that the work culture in schools greatly affects the quality of education. The role of school principals also has a strong connection with the challenges of education quality. This indicates that the principal's leadership style greatly influences the work culture and teacher performance. Teaching motivation, both intrinsically and extrinsically, has a close relationship with teacher performance. This shows that teacher motivation is a key factor in improving the quality of education. Work discipline, which is measured through punctuality, task fulfillment, and behavior of school residents, also has a significant relationship with the quality of education. This suggests that high work discipline can increase learning effectiveness. The challenge of multidimensional education quality is not only related to one of the factors, but is also the result of the interaction of various interrelated factors, such as work culture, leadership, motivation, discipline, and infrastructure.

Discussion

Work culture has an important role in shaping a conducive work environment for teachers, but in some studies it has been found that work culture does not always have a significant influence on teacher performance. This can be caused by various other factors that are more dominant, such as individual motivation, leadership style, or the teacher's professional competence.

For example, research by Ferdian and Devita (2020) shows that work culture does not have a significant effect on teacher performance. This research highlights that although organizational culture has a role in shaping work behavior, performance outcomes are more determined by teachers' internal factors, such as their personal commitment and skills in managing the learning process (Emniswati et al., 2023).

In addition, a work culture that is not in accordance with the needs of teachers or that is not implemented consistently can make its influence on performance not optimal. In some situations, even a good work culture may not be strong enough to overcome structural constraints such as lack of facilities, excessive workload, or limited time for professional

development (Soelistya et al., 2023).

Other research also shows that mediating factors such as work commitment and motivation can be the main determinants of teacher performance, even greater than work culture. For example, work motivation is often the main driver that drives teachers to achieve their performance targets, regardless of the conditions of the work culture in the school environment (Soelistya et al., 2023). Although work culture does not always have a significant effect directly, efforts to promote a positive work culture are still important because they can support other factors that contribute to teacher performance. With a supportive work culture, teachers may be more motivated to collaborate, improve competencies, and carry out tasks professionally.

The principal's leadership style has a significant influence on teachers' work motivation. Principals who are able to apply the right leadership style can create a supportive work environment, thereby increasing teacher morale and performance. Nawawi (2003) explained that leadership includes the behavior of leaders in influencing subordinates, which is the key to building positive work motivation (Osman & Algebar, 2022).

Research shows that the principal's transformational leadership style significantly increases teacher motivation. Principals who are able to inspire, provide clear direction, and support individual development will encourage teachers to work better. This is reinforced by the results of Safaria's (2006) research, which states that achievement-oriented leadership can create a conducive work environment for teachers (Osman & Algebar, 2022).

The participatory leadership style also has a positive impact on teachers' work motivation. By involving teachers in decision-making and providing space to contribute to school development, principals can increase teachers' sense of belonging and commitment to the institution. Research by Sinungan (2008) states that teachers' active participation in school managerial processes gives them the impetus to achieve optimal performance (Osman & Algebar, 2022). However, authoritarian leadership styles can lower teachers' motivation to work, especially in those who want the freedom to be creative in teaching. Principals who are overly controlling tend to create tension in the workplace, thus affecting teacher productivity. Therefore, it is important for principals to tailor leadership styles to the individual needs of teachers and the context of the organization (Osman & Algebra, 2022).

In conclusion, the principal's leadership style plays an important role in influencing teachers' work motivation. Leaders who are adaptive, inspiring, and participatory will create a positive and productive work environment. Thus, teachers' work motivation can be increased, which ultimately contributes to the achievement of educational goals in schools.

Teachers' work motivation is one of the key factors in supporting the success of the educational process in schools. This motivation acts as an internal and external motivation that encourages teachers to work optimally. When teachers' work motivation is high, they are more enthusiastic in carrying out teaching duties, guiding students, and carrying out other professional responsibilities. With strong motivation, teachers are able to face various challenges in the world of education. Motivated teachers tend to have better performance. Teacher performance includes the ability to develop a learning plan that suits the needs of students, carry out teaching in an effective method, and evaluate learning outcomes objectively. High motivation makes teachers more committed to their responsibilities, so they try to provide the best for students. In addition, work motivation also encourages teachers to continue learning and developing their competencies.

One of the important aspects that affect teachers' work motivation is the work environment. A positive environment, such as harmonious relationships with peers, support from leaders, and a conducive work atmosphere, can increase teachers' morale. When teachers feel valued and supported, they are more motivated to make their best contribution to learning. On the other hand, an unsupportive work environment can reduce teacher motivation and

performance. Another factor that affects teachers' work motivation is appreciation. Teachers who feel appreciated for their efforts and dedication will be more enthusiastic in carrying out their duties. These awards are not only financial incentives, but also non-material rewards, such as recognition of achievements or opportunities to develop a career. With the right rewards, teachers feel more motivated to improve their performance.

However, teachers' work motivation can be hampered by various challenges, such as heavy administrative burdens, lack of supporting facilities, and lack of rewards. These challenges often reduce teachers' morale, negatively impacting their performance. Therefore, it is important for school management and the government to create policies that support teachers, such as reducing the administrative burden and providing adequate facilities. Teachers' work motivation also affects innovation in teaching. Motivated teachers are more likely to try new teaching methods, use technology in learning, or create creative learning strategies. This not only improves the quality of learning, but also provides a more engaging and meaningful learning experience for students.

In addition, high work motivation helps teachers to overcome various difficult situations. For example, in dealing with students who lack discipline or have learning difficulties, motivated teachers will be more patient and try to find the best solution. Thus, they are able to create an inclusive learning environment and support student development to the maximum.

In conclusion, work motivation is an important factor that affects teacher performance. To increase this motivation, there needs to be support from various parties, both schools, parents, and the government. When teachers feel supported and valued, they will be more motivated to work hard, so that their performance improves and educational goals can be better achieved.

Work discipline is one of the important aspects that is often associated with the professional performance of a teacher. Work discipline reflects the level of teachers' compliance with the rules, rules, and responsibilities that have been set by the educational institution. However, work discipline does not always have a significant influence on teacher performance. There are situations where other factors are more dominant in influencing teachers' performance compared to their level of discipline.

When work discipline does not have a significant effect on teacher performance, this can be caused by various factors. One of them is high intrinsic motivation of teachers. Teachers who have commitment and dedication to their profession often continue to perform well even though the level of formal discipline is not very high. For example, they may not always be present on time, but still provide quality teaching to students.

In addition, the teacher's professional ability and competence can also be a more dominant factor. Teachers who have good teaching skills, in-depth knowledge, and adaptability to student needs tend to still be able to perform well, even if their level of formal discipline is suboptimal. These competencies allow them to meet learning expectations in a more flexible way.

Work environment factors can also reduce the impact of discipline on performance. In a supportive work environment, teachers may have good relationships with peers and principals, which encourages collaboration and teamwork. This can create a more fluid work atmosphere, where the end result takes precedence over compliance with formal rules.

However, when work discipline does not significantly affect performance, it can also be an indication of weaknesses in the school's management system. For example, rules that are too rigid or irrelevant to the needs of teachers can make formal discipline less meaningful. In this situation, teachers may focus more on the results of their work than on adherence to administrative rules that they feel are unproductive.

Teachers' performance can also be affected by their psychological state. Teachers who feel valued and supported tend to perform well, even if their formal discipline is not high.

Conversely, teachers who feel pressured by overly strict regulations may lose morale, resulting in a decline in performance, even if they are formally disciplined. In addition, technology and flexibility in the world of modern education also reduce the influence of formal discipline. With technology, teachers can carry out their tasks flexibly, such as compiling learning materials outside of formal working hours or managing classes online. This flexibility provides an opportunity for teachers to continue to perform well without always having to be bound by conventional discipline rules.

In conclusion, although work discipline is an important element in supporting teacher performance, in some conditions, its influence is not significant. This is due to various factors such as intrinsic motivation, competence, work environment, and work flexibility. Therefore, schools need to focus more on creating systems that encourage results-based performance rather than solely relying on formal discipline. This approach can support teachers to achieve educational goals in a more relevant and effective way.

The principal's leadership style has an important role in shaping a conducive work environment for teachers. Principals who are able to inspire and motivate teachers can drive significant performance improvements. Through an effective leadership approach, the principal not only manages administrative tasks, but also becomes the driving force behind teachers' work motivation to achieve educational goals. An effective leadership style can be seen from the ability of the principal to understand the needs and potential of teachers. With a supportive and communicative approach, the principal is able to create a sense of mutual trust and deep emotional involvement. This can motivate teachers to work with dedication and strive to deliver the best results in teaching and learning.

Teachers' work motivation influenced by the principal's leadership style is also the main driver in improving performance. Principals who give appreciation for teachers' achievements, support competency development through training, and provide constructive feedback are able to foster higher work morale. This motivation encourages teachers to be more active in innovating learning methods and improving the quality of education.

In addition, a leadership style based on teacher empowerment can create a collaborative work environment. Principals who encourage teachers to participate in decision-making, provide space for creativity, and trust in teachers' abilities will make them feel valued. Teachers who feel they have autonomy in their work tend to have greater work motivation, which ultimately leads to better performance. However, school principals who apply an authoritarian or too rigid leadership style can lower teachers' motivation to work. Excessive pressure without providing emotional support or appreciation can make teachers feel depressed and lose their work spirit. In situations like this, teachers' performance tends to decline even though they have adequate competence. Therefore, it is important for the principal to strike a balance between control and support in his leadership.

Transformational leadership style is one of the most effective approaches in increasing teachers' work motivation. Principals who are able to provide a clear vision and mission, as well as inspire teachers to contribute to achieving common goals, can create a vibrant environment. Teachers who are motivated by this vision will be more committed to their tasks, resulting in better performance.

High work motivation also encourages teachers to continue learning and improve their professional competence. Principals who support teacher competency development through training, workshops, or professional discussions will strengthen teachers' ability to face challenges in the learning process. With good motivation and support, teachers are able to overcome work obstacles and make maximum contributions to the quality of education.

In conclusion, the leadership style of the principal has a significant influence on teacher performance through the work motivation that is built. Effective, supportive, and inspirational leadership can create a work environment that encourages teachers' motivation to

work better. Therefore, school principals need to develop a leadership style that not only focuses on management, but also on empowering and motivating teachers to achieve better educational goals.

CLOSING

Based on the results of quantitative and qualitative analysis, this study confirms that leadership style and work motivation have a significant influence on teacher performance, while work culture and work discipline, although considered conceptually important, do not show a statistically significant direct influence. These findings indicate that work motivation is a key variable that drives teacher performance improvement at SMP Negeri 1 and SMP Negeri 6 Kotabaru, and the principal's leadership style plays an important role as a driver of this motivation. Although work culture and work discipline are not significant in statistical models, qualitative results show that they are still seen as important cornerstones in creating a productive and supportive work environment. Interview data through the word cloud and word tree features of NVivo reinforces the view that these elements are interrelated in educational practices in the field.

Overall, the results of this study show that improving the quality of education cannot be separated from transformative leadership approaches and continuous efforts to increase teacher motivation. By integrating the findings in a single systemic model, this study provides practical recommendations for principals and policy makers, including the importance of creating a positive work culture, implementing participatory leadership styles, and building a work environment that can encourage teachers' intrinsic motivation. Schools need to focus more on results-based and empowerment-based approaches, not just formal rule enforcement. These findings also show that improving teacher performance and education quality requires integration between organizational and individual factors, as well as an expansion of perspectives in creating educational policies that are adaptive to social complexities and local contexts.

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