

# **The Influence of School Principal Leadership, Work Environment, and Work Discipline on Teacher Performance at Yapparindo Klungkung Tourism Vocational School**

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## **ABSTRACT**

This research aims to identify the influence of school principal leadership, work environment, and work discipline on teacher performance at Yapparindo Tourism Vocational School. The research method used is quantitative with a multiple linear regression approach. The population in this study consists of all teachers at Yapparindo Tourism Vocational School, while the sample includes 56 teachers. The results of the regression analysis indicate that simultaneously, the three independent variables (school principal leadership, work environment, and work discipline) significantly affect teacher performance. However, partially, only the work discipline variable has a significant effect on teacher performance. Although the school principal leadership and work environment variables are not statistically significant, they remain important as both play a crucial role in creating a conducive work atmosphere. The coefficient of determination (R-square) obtained shows that the constructed regression model can only explain a small portion of the variation in teacher performance. This indicates that there are still other factors not covered in this study that also influence teacher performance. Based on the research findings, it is recommended that Yapparindo Tourism Vocational School focus more on improving teachers' work discipline. Additionally, the school needs to continually strive to enhance the quality of school principal leadership and improve working conditions. For future research, it is suggested to examine other factors that may affect teacher performance, such as work motivation, workload, and support from colleagues.

**Keywords : teacher performance, school principal leadership, work environment, work discipline**

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## **INTRODUCTION**

School is a place to study and take place Teaching and Learning Activities (KBM). Teachers have a very important role in Teaching and Learning Activities. Teachers are one of the human components in the teaching and learning process, which plays a role in the formation of potential human resources in the field of development. Teachers are one of the elements in the field of education must play an active role and place themselves as professionals in accordance with the demands of the growing society (Nayaka & Suardhika, 2019).

In this case, the teacher is not only a teacher who transfers knowledge, but also as an educator who transfers values as well as a supervisor who provides direction and guides students in learning. Teachers must also teach in accordance with school procedures and carry them out responsibly. In order to realize the performance of competent teachers, schools must also provide adequate facilities so that teachers can work optimally. With adequate facilities, teacher performance will be maximized. (Supardi & Chiar, 2019) stated that:

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"The success of education is greatly influenced by the performance of teachers as educators. Every school will always strive to improve the performance of teachers as educational facilitators, with the hope that what the school aims to achieve will be achieved. "

In the Constitution of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, article 1 paragraph (1) explains that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary education and secondary education". The success of an education is greatly influenced by the performance of teachers professionally.

Yapparindo Klungkung Tourism Vocational School is one of the Vocational High Schools (SMK) in Semarang City which is located at Jalan Flamboyan No. 27a, Semarang City, so the noise level is inevitable. SMK Tourism Yapparindo Klungkung has 3 (three) expertise competencies, namely: Catering, Beauty, and Hospitality.

Teachers in carrying out their professional duties must be able to carry out their duties effectively and efficiently in accordance with the provisions that have been set by the school, in order to support the performance of teachers inside and outside the school. Teachers at SMK Pariwisata Yapparindo are still often late during learning hours and outside of learning hours such as meetings. In collecting assignments given to teachers, they are also often late in collecting assignments (Kuncoro & Dardiri, 2017).

Problems related to teacher performance, from the results of observations made with the Vice Principal said that teacher performance has not been maximized because there are teachers who do not come from education graduates so that adjustments are needed in teaching and processing learning tools. And the existence of teachers who do not teach in accordance with their fields and teach more than one lesson makes teacher performance not optimal (Markonah & Sunarto, 2018).

In the results of observation at the Yapparindo Klungkung Tourism Vocational School, there are 40 teachers, who are qualified into 3, namely: 14 Foundation Permanent Teachers (GTY), 21 Foundation Contract Teachers (GKY), and 30 Foundation Non-Permanent Teachers (GTTY). Then it was classified again into 3 graduates, namely: 31 S1 education teachers, 28 non-education S1 teachers and 6 D3 graduate teachers. This can be seen in the following table:

**Table 1. Data on the Last Education of Teachers in 2023 at SMK Tourism Yapparindo**

It	Status	Number of Teachers	Number of S1 Education Teachers	Number of Non-Education S1 Education Teachers	Number of D3 Teachers
1	GTY	14	6	8	-
2	GKY	21	10	8	3
3	GTTY	30	15	12	3
Sum		65	31	28	6
In Percent			53%	42,50%	5,00%

In table 1, it can be concluded that Yapparindo Tourism Vocational School has teachers who graduated from S1 education with a percentage of 53%, which greatly determines how teachers will perform in the future, because education graduates are more competent in the field of teaching than non-education graduates who do not have a basic

in teaching, then there are teachers who graduate from S1 non-education with a percentage of 42.5%, with the presence of non-education teachers it will be very influential to the performance of the teachers produced, because there is no basic in terms of teaching, unlike education teachers. Then the Yapparindo Tourism Vocational School also has teachers with 2 D3 education graduates with a percentage of 5% (Novitasari, Wahyudin, & Setiyani, 2012).

The factor that affects teacher performance is the leadership of the principal. Principal leadership is a method, technique or characteristic used by a school principal in leading an educational unit or school. The principal in carrying out his leadership duties has the characteristics and leadership style to achieve the goals he expects. As a leader, the principal has his own unique traits, habits, temperaments, dispositions and habits, so that with his own behavior and style that distinguishes him from others. This style or type of life will definitely color his behavior and leadership type. (Atmodiwirio, 2000) states that:

"An effective principal based on national research by *the Association of Secondary School Principals* is a combination of personal traits and leadership styles, namely: setting an example, being interested in quality, working on the foundation of human relations, understanding the surrounding community, having good mental traits and excellent physical stamina, being interested in staff and schools, making compromises to reach agreements, maintaining stability, being able to cope with stress, creating a structure so that something can happen, tolerating mistakes, not creating conflicts, leading through positive education, not shunning or preempting the people he leads, being easily contacted by people"

The principal as a quality controller and central figure in the school he leads must always strive to implement democratic, empowering, motivating, rewarding, punishing, situational, balanced and continuous leadership so that the teacher's performance is better in carrying out his duties.

In the results of observations at the Yapparindo Klungkung Tourism Vocational School, the principal has paid attention to his leadership, less motivated teachers' work and less attention to work discipline. The principal gives warning letters starting from medium to high warning letters and the highest is issued to teachers who commit serious violations. The principal does not give rewards to outstanding teachers. This greatly affects the teacher's performance, because with the reward, the teacher becomes more motivated to do better things to develop his performance. And also the principal at SMK Pariwisata Yapparindo also pays attention to the performance of teachers, as evidenced by the periodic supervision in one year 2-3 times.

Based on research that has been conducted by (Sulistiya, 2013), the results of data analysis show that there is a positive and significant influence of the principal's leadership on the performance of teachers at SMK Sandikta Bekasi by 15.1%. This is in contrast to research conducted by (Hasan, 2017) that the leadership of the principal has a negative and significant influence on the performance of teachers at SMA 1 Ampana.

The work environment greatly affects the performance of teachers in the school, with a comfortable work environment will make teachers carry out their duties as teachers comfortably. The work environment is a place where teachers carry out activities every day. A conducive environment provides a sense of security and allows teachers to work optimally. The work environment can affect teachers' emotions. If the teacher likes the work environment where he works, then the teacher will be comfortable in his workplace,

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doing activities so that working time is used effectively. Productivity will be high and automatically the teacher's work performance will also be high. (Sedarmayanti & dari Aspek, 2011) states that:

"The work environment is the entire tool and materials that are faced, the surrounding environment where a person works, the working method, and the work arrangement both as an individual and a group. It is further stated that, broadly speaking, the types of work environments are divided into two, namely: physical work environments and non-physical work environments. The physical work environment includes: lighting, air *temperature*, humidity, air circulation, noise, mechanical insulation, bad odors, color schemes, decorations, music and workplace safety. While the non-physical environment includes social relationships in the workplace both between superiors and subordinates or relationships between subordinates"

In the results of observations at the Yapparindo Tourism Vocational School, the work environment at the Yapparindo Tourism Vocational School is less supportive, as evidenced by the fact that the teacher is still uncomfortable with the classroom conditions because the paint in the classroom is also considered less attractive because of the dull color. Indoor air is not good enough because it has not used air conditioning/air conditioning, poor classroom conditions make the smell unpleasant and humid (Wachira, Gitumu, & Mbugua, 2017). Teachers also feel that the facilities and infrastructure provided by the school are very lacking, there is no LCD in certain classes. In the laboratory, facilities and infrastructure are also felt to be less supportive, such as the lack of computers, desks and chairs. The environmental conditions around the school are also very disturbing, because the Yapparindo Tourism Vocational School is located on the side of the main highway, so the noise is still heard when the teacher explains and also the Yapparindo Tourism Vocational School.

As for the work environment for fellow teachers and employees in communicating well, communication that is established both with fellow teachers and employees is needed to share information provided by the school to support performance as a teacher. Good communication will foster a comfortable work environment.

Based on research conducted by (Taufiqurrahman & Indarti, 2014) that the variable of the work environment has a positive and significant effect on teacher performance at MTS Pangkalan Kerinci, Pelalawan Regency. This is different from research conducted by Sari (2013) that the work environment has a negative and insignificant influence on teacher performance.

The factor that affects teacher performance is discipline. (Hasibuan, 2003) states that:

"Discipline is the awareness and willingness of a person to obey all applicable social rules and norms. From the above opinion, it can be concluded that work discipline is an orderly state where a person or a group of members of the organization is willing to obey and implement existing regulations, both written and unwritten. In their duties as professional educators, teachers are required to be able to use time effectively and efficiently, both inside and outside the school.

In the observations that have been made, teachers at the Yapparindo Tourism Vocational School are not effective and efficient in using time. The level of teacher discipline at SMK Pariwisata Yapparindo is still very low, as evidenced by the low attendance of teachers who are incomplete every month, the attendance of teachers at

SMK Pariwisata Yapparindo has used the application that has been provided, teachers often do not make attendance on time when entering, and do the final attendance not in accordance with the set learning hours. Teachers should be present using the application before the learning hours start, which is at 07.00 a.m. and go home if the learning hours are over, which is at 14.15 for Monday – Saturday. To comply with the regulations that have been set by the school, teachers at SMK Pariwisata Yapparindo have implemented it well. The data on teacher attendance in August is as follows: (Attached)

Based on research conducted by (Syafar & Mueyono, 2015) that work discipline has a positive and significant effect on the performance of SMA Negeri 7 Palu. However, this is contrary to research conducted by (Pudjiastuti & Sriwidodo, 2011) that work discipline has a negative and insignificant influence on teacher performance at SMP Negeri 1 Purwodadi Grobogan by -0.22.

**Table 2. Teacher Attendance Data of Yapparindo Tourism Vocational School**

No.	Month	Total Teachers	Number of Teaching Days	Total Teaching	Total Number of Teaching Teachers	Percentage of Teachers Not Teaching
1	January	65	22 days	946 days	771 days	18,49%
2	February	65	19 days	817 days	733 days	10,28%
3	March	65	20 days	840 days	646 days	23,10%
4	April	65	19 days	798 days	650 days	18,54%
5	May	65	21 days	882 days	616 days	30,15%
6	June	65	15 days	630 days	318 days	49,52%
7	August	65	22 days	902 days	715 days	20,73%
8	September	65	21 days	1071 days	877 days	18,11%
9	November	65	21 days	945 days	732 days	22,50%
10	December	65	15 days	675 days	390 days	42,22%

In table 2, it is clear that within a period of 10 months, namely in 2023, teachers at SMK Pariwisata Yapparindo have a fairly high percentage of non-teaching in a month, in the number of teaching days per month is influenced by several factors such as: national holidays and joint leave for national holidays. Meanwhile, teachers who do not teach are influenced by several factors such as: leave, being late, not entering without permission, and leaving early than they should. The highest percentage of teachers not teaching was in June at 49.52%, then in December at 42.22%, in May at 30.15%, in March at 23.1% while the lowest was in February at 10.28%. This proves that teachers at SMK Pariwisata Yapparindo lack discipline in carrying out their duties as a teacher, as evidenced in June with a very high percentage, namely 49.52% of teachers do not teach and do not carry out their duties as teachers with responsibility.

Previous research is the researcher's effort to find comparisons and subsequently to find new inspiration for future research, in addition, previous studies help the research in positioning the research and show the originality of the research. In this section, the researcher lists various previous research results related to the research to be carried out, then makes a summary. By taking this step, it will be possible to see the extent of originality and the position of the research to be carried out. Studies that have a relationship or relevance to this study include.

The third factor is organizational factors which include job design, leadership and awards. Mulyasa (2004) explains that:

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"School principals are one of the components of education that are influential in improving teacher performance. The principal is responsible for the implementation of educational activities, school administration, the development of other educational personnel and the utilization and maintenance of facilities and infrastructure".

The role of teachers greatly determines the success of education in producing quality graduates. Teacher performance will be good if teachers have carried out elements of high commitment to their duties, mastering and developing subject matter, discipline in teaching and other tasks.

Other opinions about factors that affect performance include Armstrong and Baron (Wibowo, Deng, & Xu, 2016), which are as follows:

- 1) Personal factors, shown by the level of skills, competencies possessed, motivation and commitment of the individual.
- 2) Leadership factors are determined by the quality of encouragement, guidance and support provided by managers and team leaders.
- 3) Team factors, shown by the quality of support provided by colleagues.
- 4) System factors, indicated by the existence of work systems and facilities provided by the organization.
- 5) Contextual/situational factors, indicated by high levels of pressure and changes in the internal and external environment.

Based on the opinions of the above experts regarding the factors that affect performance, there are theoretical similarities needed in this study. Therefore, the researcher uses the theory in this study. As explained by Gibson (1987), in order to obtain good performance, there must be good support in the organization.

Previous studies have explored the influence of principal leadership, work environment, and work discipline on teacher performance in various educational settings. However, inconsistencies remain in findings regarding the relative significance of these variables. While some research identifies principal leadership as a critical factor, others emphasize the work environment or discipline. Additionally, little attention has been given to vocational schools like Yapparindo Klungkung Tourism Vocational School, where specific challenges such as non-education graduates teaching technical subjects and limited resources may uniquely affect teacher performance. This study aims to address these gaps by providing a focused analysis within this specific context.

The education sector plays a vital role in preparing students for professional fields, particularly in vocational schools where students are trained for specific industries. Ensuring optimal teacher performance is critical to maintaining the quality of education and achieving student success. Yapparindo Klungkung Tourism Vocational School, as an institution located in a competitive tourism hub, requires high-performing teachers to meet industry demands. Addressing factors such as leadership, work environment, and discipline becomes increasingly urgent as these variables directly impact teachers' ability to deliver quality education and shape skilled graduates for the tourism industry.

This study introduces a novel perspective by examining teacher performance within the unique setting of a tourism vocational school. Unlike existing research that often generalizes findings across all schools, this study focuses on the interplay of principal leadership, work environment, and work discipline in a vocational context, where challenges such as interdisciplinary teaching and resource limitations are prevalent. Additionally, this research provides specific empirical insights into how these variables collectively influence teacher performance, offering a nuanced understanding of their relative importance and interdependencies.

The objective of this study is to analyze the influence of principal leadership, work environment, and work discipline on teacher performance, both individually and collectively, at Yapparindo Klungkung Tourism Vocational School. The findings aim to guide school management in identifying actionable areas for improvement. The benefits of this research include equipping educational leaders with insights to enhance teacher performance through targeted interventions in leadership styles, environmental adjustments, and discipline reinforcement. Furthermore, the study provides a foundation for future research to explore additional factors influencing teacher performance in vocational schools, thereby contributing to the broader discourse on educational excellence.

## **RESEARCH METHOD**

The type of data used in this study is quantitative data. In this study, the quantitative data used in this study is the influence of teacher performance at SMK Pariwisata Yapparindo and the results of a questionnaire in the form of respondents' answers measured by likert about the variables in question, namely the principal's leadership style, work environment and work discipline on teacher performance at SMK Pariwisata Yapparindo Klungkung. The source of data obtained in this study is sourced from teachers or educational educators of Yapparindo Klungkung Tourism Vocational School.

The research design used in this study is cross sectional using measurements on independent and dependent variables which are carried out at the same time as a quantitative descriptive approach by describing and analyzing the influence of the principal's leadership style, work environment, and work discipline on teacher performance at SMK Pariwisata Yapparindo Klungkung.

In research, the term population has the meaning of a large number of subjects who have certain characteristics. In a nutshell, a population is a large number of subjects that researchers define as a population. Target populations are general, which in clinical research are usually characterized by demographic characteristics (e.g. age group, gender) and clinical characteristics (e.g. healthy, osteoporosis, pneumonia).

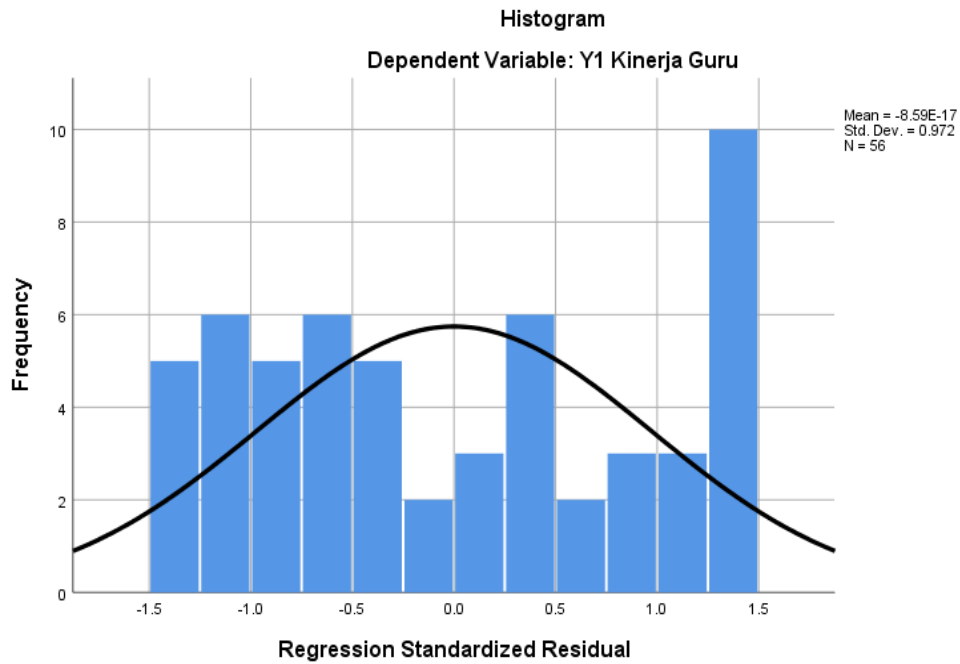
The affordable population is the target population that researchers can reach. The affordable population is the part of the target population that is restricted by place and time. From this excited population, a sample was selected, consisting of subjects who will be directly studied. The population of this study is all teachers who teach at the Yapparindo Klungkung Tourism Vocational School. The total number of teachers teaching in 2023 is 65 teachers. Researchers examine some of the elements of the population or commonly called samples. The method used in determining the sample is the purposive sampling method. Purposive sampling is a method of determining samples based on criteria.

## **RESULT AND DISCUSSION**

### **Normality Test**

The normality test was carried out through regression calculation using the SPSS version 20 program through 2 graph approaches, namely histogram graph analysis and P-Plot normal graph analysis which compared between two observations with distributions that were close to the normal distribution. The following is an explanation of the graphs.

### A. Histogram Chart



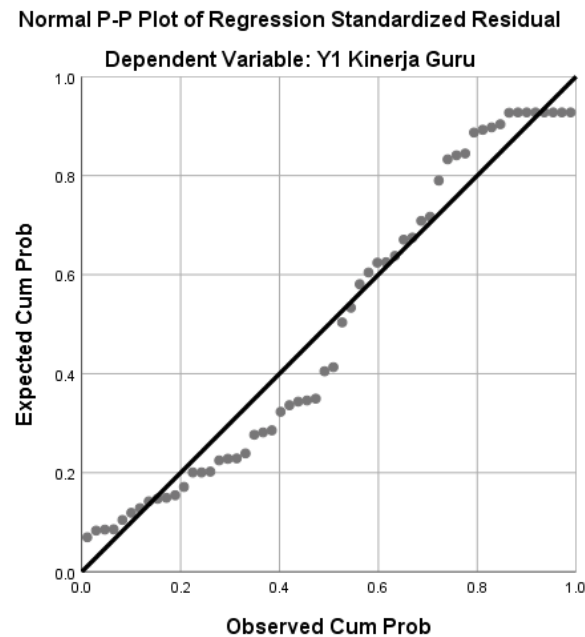
**Figure 1 Normality Histogram Chart**

Visual analysis of the residual histogram showed indications of deviation from the normal distribution. Nonetheless, regression analysis can be continued with the note that interpretation of results needs to be done with caution. As a next step, a P-Plot normality test will be carried out to confirm these visual findings.

#### **Normal P-Plot Chart**

P-P Plot graphs are used to evaluate how well empirical data follows the expected normal distribution. The diagonal lines on the graph represent a perfectly normal distribution. The closer the data points on the graph are to the diagonal line, the closer the data distribution is to the normal distribution.





**Figure 1 P-Plot Normality Graph**

Based on the P-P Plot graph you displayed, it can be seen that most of the data points tend to follow a diagonal line, especially in the middle. This indicates that most of your residual data has a fairly close to normal distribution.

However, there are some data points that deviate from the diagonal line, especially at the tail of the distribution (both at the bottom left and top right). This deviation indicates a slight deviation from the normal distribution, which may be due to the presence of some outliers or extreme values in the data.

Overall, the P-P Plot graph shows that the residual distribution of this study is quite close to normal. Although there are some minor deviations, in general the assumption of normality can be considered fulfilled.

### **Multicollinearity Test**

The SPSS coefficient table is shown to present important information regarding the regression model of this study, including the results of the multicollinearity test. The main indicator to assess the existence of multicollinearity is the VIF (Variance Inflation Factor) value.

The VIF value in the table shows the variance inflation rate caused by the correlation between independent variables. The higher the VIF score, the greater the level of multicollinearity. The commonly used threshold value is 10. If the VIF value of a variable is more than 10, then the variable is considered to have a serious multicollinearity problem.

In addition to the VIF value, the tolerance value is also an important indicator for testing multicollinearity. The tolerance value is actually the opposite of the VIF value ( $1/\text{VIF}$ ). A low tolerance value (close to 0) indicates the presence of high multicollinearity, while a high tolerance value (close to 1) indicates the absence of multicollinearity. (Basuki & Nazaruddin, 2015)

**Table 3 Koefisien VIF Multicollinearity**

Model	Coefficients <sup>a</sup>									
	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta	Lower Bound			Upper Bound	Tolerance	VIF	
1	(Constant)	-2.321E-16	.131		.000	1.000	-.264	.264		
	X1 Gaya Kepemimpinan Kepala Sekolah	.014	.133	.014	.107	.915	-.253	.281	.994	1.006
	X2 Lingkungan Kerja	.086	.133	.086	.649	.519	-.180	.353	.994	1.006
	X3 Disiplin Kerja	.277	.133	.277	2.082	.042	.010	.544	.995	1.005

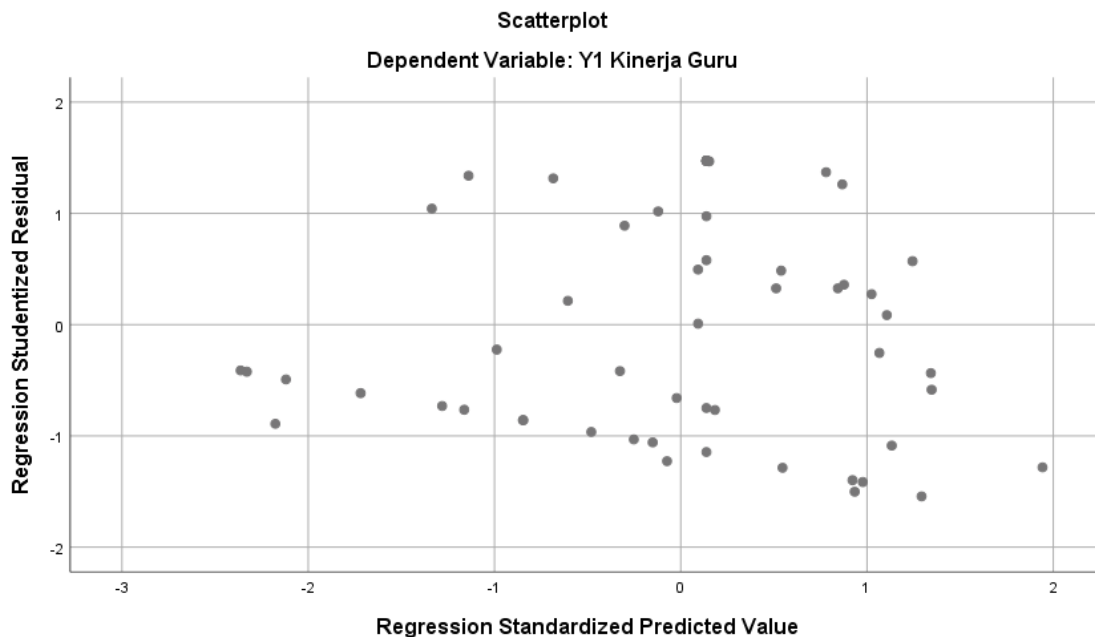
a. Dependent Variable: Y1 Kinerja Guru

Based on the VIF (Variance Inflation Factor) table presented, it can be seen that the VIF values for all independent variables (X1 Principal Leadership Style, X2 Work Environment, and X3 Work Discipline) are below 10. The commonly used threshold value to indicate the existence of multicollinearity is  $VIF > 10$ .

Since the VIF value of all independent variables is less than 10, it can be concluded that there are no serious multicollinearity problems in your regression model. This means that there is no very high correlation between independent variables that can confuse the influence of each variable on the dependent variable (teacher performance).

### Heteroscedasticity Test

The scatterplot below illustrates the relationship between the normalized residual (Y-axis) and the normalized predicted value (X-axis) in this regression model. This graph is used to detect the presence of heteroscedasticity, which is a condition in which the variance of the residual is not constant for all observations. ( Y-axis = SRESID plots, X-axis = ZPRED plots).



**Figure 3 Scatterplot Regression (Heteroskedasticity)**

The scatterplot graph shown illustrates the relationship between the standard residual and the predicted values of the regression model. This graph is used to detect heteroscedasticity, which is a condition in which the variance of the residual is not constant for all predicted values.

In the graph shown, the data points are randomly scattered around the horizontal line (residual value 0) without forming a clear pattern like a funnel or forming any other

specific pattern. This indicates that there is no systematic relationship between the magnitude of the residual and the predicted value.

Based on the visual observations on the scatterplot graph, it can be concluded that **there is no strong evidence of heteroscedasticity** in your regression model. That is, the variance of the residual tends to be constant for all prediction values.

### Multiple Linear Regression Analysis

Multiple linear regression analysis will be used to test the influence of the principal's leadership style, work environment, and work discipline on teacher performance. The proposed regression model is as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where:

Y = Teacher performance

X1 = Principal leadership style

X2 = Work environment

X3 = Work discipline

$\beta_0$  = Constant

$\beta_1, \beta_2, \beta_3$  = Regression coefficient

$\varepsilon$  = Error term

This analysis aims to identify which independent variables have a significant influence on teacher performance, as well as to determine the direction and strength of the relationship between these variables. The resulting regression model is expected to be used as a basis for formulating policy recommendations that can improve teacher performance.

### Multiple Linear Regression Coefficient Analysis

Through this analysis, we can identify which independent variables have the most influence on the dependent variables, here are the results of the multiple linear regression coefficient analysis:

**Table 4 Multiple Linear Regression Coefficients Table**

		Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-2.321E-16	.131		.000	1.000	-.264	.264		
	X1 Gaya Kepemimpinan Kepala Sekolah	.014	.133	.014	.107	.915	-.253	.281	.994	1.006
	X2 Lingkungan Kerja	.086	.133	.086	.649	.519	-.180	.353	.994	1.006
	X3 Disiplin Kerja	.277	.133	.277	2.082	.042	.010	.544	.995	1.005

a. Dependent Variable: Y1 Kinerja Guru

Based on the given coefficient table, the researcher can formulate a multiple linear regression equation as follows:

**Y1 Teacher Performance** = -2.321E-16 + 0.014 \* X1 Principal Leadership Style + 0.086 \* X2 Work Environment + 0.277 \* X3 Work Discipline.

### Coefficient Interpretation and Discussion

**Constant (-2.321E-16):** The value of this constant is very small and close to zero. This means that when all independent variables are valued at zero (no leadership style, work environment, and work discipline), then the teacher's performance score is estimated to be very small or close to zero. However, a direct interpretation of these constants is less relevant because in a real context, it is impossible for all independent variables to be zero.

**Principal Leadership Style (X1):** The coefficient for this variable is 0.014 with a significance value (Sig.) of 0.915. This means that there is no strong enough evidence to state that the principal's leadership style has a significant influence on teacher performance. This small coefficient indicates that a single change in the leadership style variable will only cause a very small change in teacher performance.

**Work Environment (X2):** The coefficient for this variable is 0.086 with a significance value of 0.519. Just like the previous variable, there is no strong enough evidence to state that the work environment has a significant influence on teacher performance.

**Work Discipline (X3):** The coefficient for this variable is 0.277 with a significance value of 0.042. A significance value of less than 0.05 indicates that there is strong enough evidence to state that work discipline has a significant influence on teacher performance. This means that an increase of one unit in the work discipline variable is predicted to increase teacher performance by 0.277 units, assuming that the other variables are constant.

Based on the results of multiple linear regression analysis, it can be concluded that:

Work discipline is the only independent variable that has a significant influence on teacher performance. Improving work discipline will have a positive impact on improving teacher performance.

The principal's leadership style and work environment did not have a significant influence on teacher performance based on this regression model.

### Hypothesis Test

To test the significance of the regression model and the influence of independent variables on dependent variables, a hypothesis test was carried out. The F test will be used to test the null hypothesis that together independent variables have no effect on dependent variables. If the significance value of the F test is less than the predetermined significance level (0.05), then the null hypothesis is rejected and it can be concluded that overall the independent variable has a significant influence on the dependent variable. Furthermore, a t-test will be carried out to test the influence of each independent variable partially. The t-test will show whether each independent variable makes a significant contribution in explaining the variation of the dependent variable.

### Test F (Simultaneous) H1

To test whether the regression model that has been built is statistically significant, the F test is carried out. The results of the F test will show whether the developed regression model can explain the variation in the dependent variable significantly.

**Table 5 ANOVA (Simultaneous F Test)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.745	3	1.582	1.637	.192 <sup>b</sup>
	Residual	50.255	52	.966		
	Total	55.000	55			

a. Dependent Variable: Y1 Kinerja Guru

b. Predictors: (Constant), X3 Disiplin Kerja, X1 Gaya Kepemimpinan Kepala Sekolah, X2 Lingkungan Kerja

Based on the ANOVA table above, we get a significance value (Sig.) of 0.192. This value is greater than the general significance level used, which is 0.05.

Since the significance value is greater than 0.05, we fail to reject the null hypothesis. This means that there is not enough evidence statistically to state that the independent variables (Principal Leadership Style, Work Environment, and Work Discipline) together have a significant influence on teacher performance. In other words, the regression model constructed cannot significantly account for the variation in teacher performance.

**Test T (Partial)**

To test the influence of the significance of each independent variable (job level and work stress) on the dependent variable (learning motivation), a t-test was conducted. This t-test aims to find out whether the influence of each independent variable on the dependent variable is statistically significant. The level of significance used in this study is 5%. That is, we would reject the null hypothesis (H0) if the p-value was less than 0.05.

With the number of respondents as many as 56 and there are 3 dependent variables, the degree of freedom (df) used in the calculation of the t-test is  $56 - 4 = 52$ . This degree of freedom is obtained by subtracting the total number of observations by the number of estimated parameters (i.e., the coefficients for both independent variables and constants). The t-value of the table for degrees of freedom (df) 52 at a significance level of 5% (0.05) is about 2.0066 for a two-sided test

**Table 5 Table of Test Coefficients of T (Partial)**

Coefficients <sup>a</sup>										
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-2.321E-16	.131		.000	1.000	-.264	.264		
	X1 Gaya Kepemimpinan Kepala Sekolah	.014	.133	.014	.107	.915	-.253	.281	.994	1.006
	X2 Lingkungan Kerja	.086	.133	.086	.649	.519	-.180	.353	.994	1.006
	X3 Disiplin Kerja	.277	.133	.277	2.082	.042	.010	.544	.995	1.005

a. Dependent Variable: Y1 Kinerja Guru

The T test was used to test the significance of the influence of each independent variable on the dependent variable individually. In other words, the t-test will help us determine whether an independent variable makes a significant contribution in explaining the variation of dependent variables.

**Interpretation of Results**

**Principal Leadership Style (X1): The** calculated t-value for this variable is 1.07, while the table's t-value for df 52 at a significance level of 5% is 2.0066. Since the calculated t-value is smaller than the table's t-value, we fail to reject the null hypothesis. This means that there is no strong enough evidence to state that the principal's leadership style has a significant influence on teacher performance.

**Work Environment (X2): The** calculated t-value for this variable is 0.649, which is also smaller than the t-value of the table. Just like the previous variable, we fail to reject the null hypothesis. This means that the work environment also does not have a significant influence on teacher performance.

**Work Discipline (X3): The** calculated t-value for this variable is 2.082, which is greater than the t-value of the table. In this case, we reject the null hypothesis. This means that there is strong enough evidence to state that work discipline has a significant influence on teacher performance. An increase of one unit in the work discipline variable is predicted to increase teacher performance by 0.277 units, assuming the other variables are constant.

Based on the results of the t-test, it can be concluded that:

Work discipline is the only independent variable that has a significant influence on teacher performance.

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The principal's leadership style and work environment did not have a significant influence on teacher performance based on this regression model.

**Comparison with Simultaneous F Test**

The results of this t-test are in line with the results of the previous simultaneous F test which shows that overall the regression model is not significant. However, the t-test provides more specific information about the influence of each independent variable individually.

**Coefficient of Determination (R<sup>2</sup>) Analysis**

Multiple linear regression analysis has shown that work discipline is a significant factor in influencing teacher performance. However, it is important to know how much the overall regression model has an effect on teacher performance. The determination coefficient (R-square) will be used to measure the proportion of variability in teacher performance that can be explained by a regression model consisting of variables such as the principal's leadership style, work environment, and work discipline. A high R-square value indicates that the regression model provides a good explanation of the variation in teacher performance, while a low R-square value indicates that the regression model is less able to explain the variation. Thus, the R-square analysis will provide an overview of the accuracy and usefulness of the regression model in predicting teacher performance.

**Table 6 Model Summary (R<sup>2</sup>)**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.294 <sup>a</sup>	.086	.034	.98307951	.086	1.637	3	52	.192	1.768

a. Predictors: (Constant), X3 Disiplin Kerja, X1 Gaya Kepemimpinan Kepala Sekolah, X2 Lingkungan Kerja

b. Dependent Variable: Y1 Kinerja Guru

The determination coefficient (R-square) in the table shows that the regression model we built is able to explain about 8.6% (R-square = 0.086) of the total variation in teacher performance. This means that the independent variables included in the model (Principal Leadership Style, Work Environment, and Work Discipline) together are only able to explain 8.6% of the difference in teacher performance. The remaining 91.4% of the variation in teacher performance was explained by other factors that were not included in this model.

The R-square value of 8.6% is classified as very low. This indicates that the regression model built has a very limited prediction ability on teacher performance. In other words, the independent variables included in the model do not make a significant contribution in explaining the variation in teacher performance.

## **CONCLUSION**

Based on the data analysis, it can be concluded that the principal's leadership, work environment, and work discipline simultaneously have a significant effect on teacher performance at Yapparindo Tourism Vocational School, as indicated by the F test results. However, the t-test results reveal that principal leadership and the work environment do not significantly influence teacher performance, suggesting that the current leadership style and working conditions are not major contributors to improving performance. In contrast, work discipline has a significant positive influence, indicating that higher levels of discipline correlate with better performance among teachers. The determination coefficient (R-square) indicates that the regression model accounts for only a small portion of the variation in teacher performance, implying that other unexamined factors also play a role. Ultimately, work discipline emerges as the most dominant factor influencing teacher performance at the school, while principal leadership and the work environment do not significantly contribute to performance improvement according to the regression model.

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