

Improving Teacher Performance through Effective Leadership, Work Discipline, and Work Motivation

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ABSTRACT – Education is the main foundation of a nation's development, and the quality of education is highly dependent on the performance of teachers. In Indonesian education, teacher performance is a key factor that determines the success of the learning process. This study aims to review the role of leadership, work discipline and work motivation on teacher performance in schools. The method used is a literature study by collecting relevant theories and research results on the influence of these factors on teacher performance. The results show that effective leadership, good work discipline and high motivation have a significant effect on improving teacher performance. Principals who are able to create a supportive climate, provide rewards and career development opportunities can motivate teachers to work better. Thus, the quality of education in schools can be achieved optimally.

Keywords: Leadership, Work Discipline, Work Motivation, Teacher Performance, Education, Human Resource Management, School.

A. INTRODUCTION

The current era of globalization has had a major impact on the education sector in Indonesia, raises various public demands for improving the quality of education. Improving the quality of educational institutions, especially at the school level, is very important. This demands the quality of educational facilities and infrastructure, as well as the quality of Human Resources (HR), especially teachers. The performance of professional and qualified teachers is a major factor in realizing optimal educational goals. Therefore, schools need to ensure that all elements in the organization, especially teachers, can work optimally in improving the quality of education.

Schools are complex educational institutions, consisting of various components that work together. In this case, the role of the principal, teachers, administrative staff, students and

parents is very important. All these parties must be able to collaborate to achieve goals. The concept of an effective school is a school that has a good management system, and creates a conducive climate for the school community to develop (Masnawati et al., 2022). The role of teachers is vital, because teachers are the major in the learning process that is directly related to educational outcomes.

Teacher performance is a major factor affecting the quality of education in schools. Teachers who have good performance will find it easier to achieve educational goals. The success of a teacher in carrying out their job is measured by their ability to fulfill the specified competencies in the pedagogic, professional, social and personality fields. Optimal teacher performance will have a direct impact on achieving better learning objectives, which in turn will improve the overall quality of education (Darmawan et al., 2021).

Teacher performance is strongly influenced by various factors, both internal and external. Internally, work motivation is one of the most important factors. Motivation is the drive that moves a teacher to carry out his or her duties seriously and responsibly. Without strong motivation, a teacher will find it difficult to work optimally. In addition to motivation, teaching skills, educational background, and teaching experience also affect the quality of teacher performance. Therefore, it is important to always pay attention to these internal factors in an effort to improve teacher performance.

In addition to internal factors, external factors also affect teacher performance. A conducive work climate, support from school leaders, and policies implemented by the government and the foundation can have a significant impact on teacher performance. The success of teachers in carrying out their jobs are inseparable from the role of the school principal as a leader. School leaders have the responsibility to create a supportive environment for teachers and ensure that they have sufficient motivation and

good discipline in carrying out their duties (Djazilan & Darmawan, 2022). Principals must be able to provide clear directions and policies that can encourage teachers to work better. Principals must be able to motivate, support, and reward teachers who have good performance. Policies implemented by school leaders, such as providing training or career development, can be a very supportive factor in improving teacher performance. With good leadership, teacher performance can improve, which in turn will have an impact on the quality of education in schools.

Work discipline is also an important factor in improving teacher performance. Discipline means adherence to rules, and represents teachers' self-awareness to carry out their jobs responsibly. Good work discipline will create a more productive work atmosphere, where teachers can focus on their job and avoid delays or absences that can disrupt the learning process. Therefore, good work discipline management should be a major concern for school leaders.

A low level of discipline in a school organization can create a variety of negative impacts, such as inefficiency in the execution of job, frequent absenteeism, and even a decrease in the quality of education provided to students. Teacher absence or indiscipline in teaching can hamper the learning process and cause students to lack time to understand the subject matter. This could potentially decrease student learning outcomes, which could in turn affect the school's reputation. Therefore, there needs to be a policy that supports the creation of good discipline among teachers.

Managing work motivation is also very important in improving teacher performance. High motivation will make teachers more enthusiastic in carrying out their job. For this reason, the school principal must be able to create a supportive atmosphere so that teachers feel valued and motivated to give their best in their job (Hariani et al., 2016). Rewarding teachers' achievements, such as providing allowances or opportunities for training, can increase their motivation to work.

Overall, achieving optimal teacher performance depends on the synergy between various factors, both internal and external. Therefore, it is important for principals to pay attention to all factors that can affect teacher performance, such as leadership, motivation, discipline and policies implemented in schools. Thus, the

quality of education produced will be better, and educational goals can be achieved to the maximum. This study aims to observe and review the role of leadership, work discipline and work motivation on teacher performance and provide recommendations for human resource management in schools.

B. METHOD

The research method used in this study is a literature study that aims to analyze various factors that affect teacher performance in schools, especially those related to leadership, work discipline, and work motivation. This approach was chosen because it allows researchers to explore and analyze various theories, concepts, and previous research relevant to this topic. In the literature study, the researcher collected sources from various literatures focusing on human resource management in the education sector, motivation theory, as well as concepts related to work discipline and its influence on teacher performance.

This study focuses on analyzing previous studies, books, scientific articles and other sources that discuss the role of leadership in improving teacher performance, as well as the factors that influence their discipline and motivation. The researcher also examined in depth the theories underlying the understanding of how effective human resource management in schools can encourage optimal performance. Through this literature study approach, the researcher aims to develop a solid theoretical framework to understand the important role of leadership, work discipline and motivation in improving education quality through teacher performance.

By reviewing various existing references, this research will provide clearer insights into the influence of these factors on teacher performance and how schools can implement supportive policies to improve the overall quality of education.

C. RESULTS AND DISCUSSION

Leadership Role in Schools

Leadership in schools plays a key role in improving teacher performance and the quality of education. Effective leadership in schools has a direct impact on the entire education system, from management to teaching. Based on Yukl's (2010) leadership theory, a good leader must be able to influence and direct existing human

resources to achieve goals. This leadership is as much about management as it is about the ability to inspire and motivate. Principals, as leaders, should be able to create a climate that supports collaboration among teachers, staff and students to achieve optimal educational goals.

Syafaruddin (2010) points out that effective principals focus on administration and understand the importance of motivating and empowering teachers. By providing the right support, both in terms of resources and rewards, principals can create a conducive work environment for teachers to develop. This empowerment-based leadership, as described by Northouse (2019), is essential in creating positive change in organizations.

According to Bush (2019), transformational leadership is the most effective model. Principals who apply the principles of transformational leadership can create sustainable and profound changes in the organization. Such leaders have the ability to motivate teachers not only to achieve individual goals but also to support the achievement of the school's overall vision and mission.

Bass and Bass (2008) also support this view, emphasizing that effective leadership is seen in the achievement of results and in the leader's ability to build healthy and productive relationships with subordinates. This is important in relation to schools because harmonious relationships between principals and teachers will increase job satisfaction and, in turn, teacher performance.

Furthermore, Robbins and Judge (2017) point out that leadership that focuses on character development and interpersonal skills can produce better results in organizations. Principals who can communicate well and set an example in their daily behavior will be better able to influence teachers to work better, improve school climate, and increase the overall quality of education.

The application of a situational leadership approach is also important. As explained by Masnawati and Darmawan (2022), principals need to have the ability to adjust their leadership style to the situation at hand. Leaders who can read the conditions and change their approach according to the needs of the situation will be more effective in improving teacher performance and the quality of learning in schools.

Leadership that supports teachers' professional development through continuous training and coaching is also an important factor. Yukl (2010) revealed that leaders who encourage continuous professional development can improve the quality of organizational personnel performance. Relevant and continuous training gives teachers the opportunity to develop their skills and knowledge, which results in improved teaching quality.

The principal's success in implementing effective leadership is highly dependent on his ability to develop collaboration among elements in the school. By forming a team of strong and mutually supportive members, principals can ensure that educational goals are achieved together. As explained by Bass and Bass (2008), strong collaboration between leaders and employees contributes to achieving organizational goals more effectively.

Leadership that promotes collaborative principles also helps to create an organizational culture that supports the learning process. This is consistent with Robbins and Judge (2017) statement, which shows that organizations with a culture that supports learning will be more effective in achieving educational goals. Principals who are able to build this culture will be able to create a productive environment for teachers and students.

Hariani and Irfan (2022) underline that effective leadership in schools is highly dependent on the principal's ability to demonstrate a clear and directed vision. Leaders who have the right vision are not only able to direct concrete steps, but can also motivate all elements in the school to work towards the same goal. A visionary principal can establish a direction that motivates teachers to achieve better results in the learning process, which in turn can drive improvements in the overall quality of education. By providing clear guidance, principals can reduce uncertainty in the execution of their job, create confidence among teachers and build a strong commitment to the goals.

Principals also have an important role in providing the necessary support for effective strategy implementation. Hariani and Irfan (2022) state that this support includes providing adequate resources, supportive policies and opportunities for professional development. Effective principals understand that the role of teachers is crucial in the education process, so they strive to create an

environment that allows teachers to develop. With clear strategies and appropriate support, principals can encourage teachers to work harder and be more committed to their job. As a result, teacher performance will improve, which in turn has a positive effect on the achievement of educational goals and overall school quality.

Teachers' Work Discipline

Work discipline is an important aspect in determining teacher performance in schools. As explained by Siagian (2007), discipline is the willingness to comply with existing rules and carry out tasks with full responsibility. In school organizations, work discipline includes being on-time, ready to teach, and adherence to the rules that apply in the school environment. High work discipline is expected to improve teaching effectiveness and overall teacher performance.

According to Darmawan (2015), good work discipline management can increase teacher productivity. Principals who can create a disciplined work atmosphere will ensure that teachers are present on time, follow established teaching procedures, and maintain teaching quality. This is very important to ensure that the teaching and learning process runs smoothly and educational goals are achieved.

Mangkunegara (2017) shows that good work discipline will have a direct impact on improving the quality of learning. Teachers who have high discipline will be more focused in teaching, compiling appropriate materials, and carrying out evaluations properly. This will result in better learning quality, which in turn contributes to the achievement of optimal student learning outcomes.

Leadership that supports the creation of good work discipline in schools is also important. Darmawan (2021) showed that leaders who implement consistent and fair discipline policies can create a productive work climate. Well-maintained work discipline will create a conducive work atmosphere for teachers to develop their potential and provide the best teaching for students.

In addition, it is important to understand the factors that influence teacher work discipline. According to Sinambela et al. (2014), factors such as managerial supervision, clear regulations, and good communication between leaders and teachers can improve work discipline. Principals who actively supervise and provide constructive feedback can encourage teachers to improve their work discipline.

Mathis and Jackson (2010) point out that effective supervision can encourage work discipline in organizations. Supervision by school principals or education supervisors will ensure that teachers adhere to established standards and work in accordance with existing procedures. This is important to maintain the quality of education in schools.

Work discipline is also influenced by the policies implemented in schools. Mathis and Jackson (2010) point out that a consistently applied discipline policy can create a more structured and productive work atmosphere. Teachers who know that they will be sanctioned for their indiscipline will be more likely to comply with the existing rules.

However, the approach used to enforce discipline must be constructive. As explained by Siagian (2007), discipline should be enforced in a positive way, by providing opportunities for teachers to improve themselves. The use of a progressive discipline approach, which provides opportunities for teachers to improve their behavior before being subjected to more severe sanctions, can improve work discipline without creating an overly restrictive atmosphere.

In addition, it is important for principals to reward teachers who show good discipline. Research by Robbins and Judge (2017) shows that rewarding disciplined teachers can increase their motivation to maintain their discipline. These rewards can take the form of formal recognition, training opportunities, or promotions.

Good work discipline also reflects teachers' commitment to their work. Syafaruddin (2010) states that disciplined teachers will be more motivated to teach with dedication. They will show high commitment to their teaching job and be ready to give their best for students.

Effective management of work discipline depends not only on the policies implemented, but also on good communication between principals and teachers. Robbins and Judge (2017) point out that open and transparent communication between leaders and subordinates can create a harmonious work atmosphere and improve work discipline in organizations.

Teachers' Work Motivation

Work motivation is an important factor affecting teacher performance (Pramudya & Mardikaningsih, 2021). This motivation comes

from internal and external drives that lead to specific goals. According to Landy and Becker (2003), motivation is the drive that moves a person to take certain actions. In school organizations, teacher work motivation plays a major role in improving the quality of teaching and achieving educational goals (Mardikaningsih et al., 2022).

Pramudya and Mardikaningsih (2021) showed that intrinsic motivation derived from a sense of job satisfaction obtained by employees from their profession can improve performance. Teachers who are motivated by personal achievement and a sense of accomplishment will be more enthusiastic in carrying out their job. This intrinsic motivation is crucial to creating a productive work environment, where teachers do not only work for reward but also because they feel satisfied with their job.

Extrinsic motivation also has a major role in improving teacher performance. As explained by Heidjrachman and Husnan (2008), extrinsic motivation comes from external factors such as compensation, rewards, and recognition from the organization. Principals who reward outstanding teachers or offer certain incentives can significantly increase teachers' work motivation.

Herzberg's (1968) study on the two-factor theory of motivation also revealed that teachers' job satisfaction can be improved by meeting their basic needs, such as a decent salary, adequate facilities, and recognition for their hard work. When these basic needs are met, teachers will feel valued and motivated to perform better.

One way to improve teachers' work motivation is to provide opportunities for them to develop professionally. Locke and Latham (1990) showed that providing opportunities for career development can improve employee motivation and performance. Teachers who feel that they have opportunities to learn and develop will be more motivated to teach better.

Effective leadership can also increase teacher motivation. Principals who are able to create a supportive and motivating environment will encourage teachers to work harder and more enthusiastically. As explained by Robbins (2007), leaders who are able to inspire and motivate organizational personnel will create a positive work atmosphere, which ultimately improves the quality of work in the organization.

Motivation can also be influenced by the relationship between principals and teachers. Syafaruddin (2010) showed that a harmonious relationship between principals and teachers can increase teachers' work motivation. Principals who understand teachers' needs and expectations and provide appropriate support will find it easier to increase their work motivation.

Teachers' work motivation can be influenced by a sense of responsibility for their work. Robbins and Judge (2017) point out that employees who feel a high sense of responsibility for their work will be more motivated to give their best at work. As leaders, principals should be able to embed this sense of responsibility in teachers through effective communication and recognition of their achievements.

D. CONCLUSIONS

Based on previous studies, it can be concluded that effective leadership, high work discipline and strong work motivation have a significant influence on teacher performance. Principals who are able to lead well, create consistent work discipline, and increase teachers' work motivation will be able to improve the quality of education in schools.

It is important for principals to continue to strengthen their leadership role in guiding and directing teachers. Principals must be able to inspire and provide the necessary support for teachers to work optimally. Policies that support teachers' professional development through training and awards can increase their motivation. Good work discipline should be enforced in a constructive way, by providing constructive feedback for teachers who need to improve their behavior. Creating a positive working environment, through effective communication and harmonious relationships between principals and teachers, will go a long way in improving teacher performance.

It is also important to develop strategies that focus on improving teachers' intrinsic and extrinsic motivation. Appropriate rewards and incentives can strengthen their motivation, while continuous career development opportunities can give teachers a higher sense of job satisfaction. In an effort to improve teacher performance, principals should ensure that they listen to teachers' needs and respond to the challenges they face in their teaching job.

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