

## **MEDIATION OF WORK DISCIPLINE ON INFLUENCE TRANSFORMATIONAL LEADERSHIP AND WORK MOTIVATION FOR THE PERFORMANCE OF STATE ELEMENTARY SCHOOL TEACHERS IN GAPURA DISTRICT, SUMENEP REGENCY**

**\*<sup>1</sup> Faishal Habsyi, <sup>2</sup>Syunu Trihantoyo, <sup>3</sup>Ainur Rifqi, <sup>4</sup>Amrozi Khamidi.**

<sup>\*1,2,3,4</sup>Manajemen Pendidikan, Universitas Negeri Surabaya

Email: <sup>\*1</sup>24010845136@mhs.unesa.ac.id, <sup>2</sup>syunutrihantoyo@unesa.ac.id,

<sup>3</sup>ainurrifqi@unesa.ac.id <sup>4</sup>amrozikhamidi@unesa.ac.id

### **Abstract**

Teacher performance is a critical element in improving the quality of education. This study analyzes the direct and indirect effects of transformational leadership and work motivation on teacher performance, with work discipline as a mediating variable. The research employs a quantitative approach with an explanatory survey design. The population consisted of all teachers in State Elementary Schools of Gapura District, Sumenep Regency, with a sample of 114 teachers selected through proportionate random sampling. Data were collected using closed questionnaires and analyzed using variance-based Structural Equation Modeling (SEM) with SmartPLS 4. The results show that transformational leadership has a positive and significant effect on teacher performance ( $\beta=0.424$ ), work motivation has a positive and significant effect on teacher performance ( $\beta=0.271$ ), and work discipline significantly mediates the relationship between transformational leadership and teacher performance ( $\beta=0.211$ ). However, work discipline does not mediate the relationship between work motivation and teacher performance. The study concludes by emphasizing the importance of transformational leadership in improving teacher discipline and performance. Recommendations include the need for transformational leadership development programs for school principals and the strengthening of motivation systems based on recognition and teacher career development.

**Keywords:** transformational leadership, work motivation, work discipline, teacher performance, mediation, SEM-PLS.

### **Abstrak**

Kinerja guru merupakan elemen kritis dalam meningkatkan mutu pendidikan. Penelitian ini menganalisis pengaruh langsung dan tidak langsung kepemimpinan transformasional dan motivasi kerja terhadap kinerja guru, dengan disiplin kerja sebagai variabel mediasi. Penelitian menggunakan pendekatan kuantitatif dengan desain survei eksplanatori. Populasi penelitian adalah seluruh guru Sekolah Dasar Negeri di Kecamatan Gapura, Kabupaten Sumenep, dengan sampel 114 guru yang dipilih melalui proportionate random sampling. Data dikumpulkan menggunakan kuesioner tertutup dan dianalisis menggunakan Structural Equation Modeling (SEM) berbasis varian dengan SmartPLS 4. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh

positif dan signifikan terhadap kinerja guru ( $\beta=0,424$ ), motivasi kerja berpengaruh positif dan signifikan terhadap kinerja guru ( $\beta=0,271$ ), dan disiplin kerja secara signifikan memediasi hubungan antara kepemimpinan transformasional dan kinerja guru ( $\beta=0,211$ ). Namun, disiplin kerja tidak memediasi hubungan antara motivasi kerja dan kinerja guru. Studi ini menyimpulkan dengan menekankan pentingnya kepemimpinan transformasional dalam meningkatkan disiplin dan kinerja guru. Rekomendasi mencakup perlunya program pengembangan kepemimpinan transformasional bagi kepala sekolah dan penguatan sistem motivasi berbasis pengakuan dan pengembangan karir guru.

**Kata kunci:** kepemimpinan transformasional, motivasi kerja, disiplin kerja, kinerja guru, mediasi, SEM-PLS

## INTRODUCTION

Teacher performance is a crucial element in ensuring the success of the education system and improving the quality of learning. Optimal teacher performance is influenced by various internal and external factors, such as the principal's leadership style, work motivation level, and work discipline (Sagala, 2013; Mulyasa, 2017). Transformational leadership is considered an effective approach to improving teacher performance by building a shared vision, providing inspiration, and paying attention to the individual needs of teachers (Sarinah et al., 2024). Work motivation, as an internal and external driver of teachers, also affects their enthusiasm in carrying out their duties. Meanwhile, work discipline reflects the consistency and responsibility of teachers in complying with regulations and completing tasks well, thus allegedly strengthening the relationship between leadership and motivation and performance.

The urgency of this research is confirmed by empirical data from the local context of Sumenep Regency. Based on the Second Quarter 2023 Performance Report from the Sumenep Regency Personnel and Human Resources Development Agency (BKPSDM), the achievement of the apparatus professionalism index—which includes teachers—is only 55.83. This figure is far below the target set for 2023, which is 64.00 (BKPSDM Sumenep, 2023). This gap indicates an urgent need to improve the professionalism and performance of educators in the area.

**Figure 1.** Performance Achievements in the 2023 Sumenep Regency Professionalism Index Indicators

Tabel 2.1  
Indikator Kinerja BKPSDM yang mengacu  
pada Tujuan dan Sasaran RPJMD

No	Indikator	Kondisi Kinerja Pada Awal Periode RPJMD	Target Capaian Setiap Tahun						Kondisi Kinerja Pada Akhir Periode RPJMD
		2020	2021	2023	2023	2024	2025	2026	
1	Indeks Profesionalisme Aparatur	55	60	62	64	66	68	70	70
2	Indeks Penilaian Sistem Merit	NA	40	45	50	55	60	65	65
3	SAKIP Perangkat Daerah	89,80	89,80	89,85	89,90	89,95	89,98	90	90
4	Persentase Capaian Kinerja Perangkat Daerah	80	90	91	92	93	94	95	95

**Figure 2.** Performance Achievements in the 2023 Sumenep Regency Professionalism Index Indicators

(1)	
<b>TUJUAN 1 :</b> Terwujudnya Profesionalisme Aparatur Sipil Negara Pemerintah Daerah <b>INDIKATOR KINERJA :</b> Indeks Profesionalitas ASN	
<b>TARGET KINERJA</b>	<b>64.00</b>
<b>CAPAIAN KINERJA</b>	<b>55,83</b>
Capaian kinerja pada indikator <b>Indeks Profesionalisme</b> Sampai dengan Triwulan II tercapai Nilai sebesar <b>55,83</b> .	

**Source:**

<https://bkpsdm.sumenepkab.go.id/pdf/Laporan%20Triwulan%20II%202023.pdf>

Furthermore, data from the Sumenep Regency Regional Education Performance Index (NPD) in 2023 notes that the proportion of certified elementary school (SD) teachers is still relatively low, namely 27.4%. Internal surveys in some schools also reported that teachers' motivation and work discipline are still at levels that need to be improved, which collectively has the potential to affect the overall quality of education.

Previous studies have explored the relationship between transformational leadership, work motivation, work discipline, and teacher performance in a variety of contexts. However, there are research gaps that need to be filled, especially in the context of State Elementary School (SDN) teachers in Gapura District, Sumenep Regency, which have unique socio-cultural characteristics and are in the regional challenge of low professionalism index. This study offers novelty by combining the three main variables and emphasizing the role of work discipline as a mediating variable to analyze its simultaneous influence on teacher performance at the primary education level. From the literature review, it can be seen that although the relationship between transformational leadership, work motivation, and teacher performance has been extensively researched, the role of work discipline as a central mediator has not been extensively explored, especially in the context of primary education in areas with unique characteristics and documented performance challenges. This study addresses this gap by proposing a mediation model that examines how work discipline facilitates the influence of transformational leadership and work motivation on the performance of elementary school teachers in Gapura District. Therefore, this study aims to analyze the direct and indirect influence of transformational leadership and work motivation on teacher performance with work discipline as a mediating variable.

## METHODS

This study is a quantitative research with an explanatory survey design to test the causal relationship between variables. The quantitative approach was chosen because the research aims to measure the relationship between variables through statistically analyzed numerical data (Sugiyono, 2019).

The population in this study is all teachers of State Elementary Schools in Gapura District, Sumenep Regency, which amounted to 160 teachers from 16 schools. Samples were taken using proportionate stratified random sampling technique. The sample size was determined using the Slovin formula with an error rate of 5%, so that a sample of at least 114 respondents was obtained. The sample is then allocated proportionally to each school based on the number of teachers.

Data was collected through a closed questionnaire that was distributed digitally via Google Form. The questionnaire instrument was designed using a Likert scale of 1-4 (1=Strongly Disagree to 4=Strongly Agree) to measure the four research variables: Teacher Performance (Y), Transformational Leadership (X1), Work Motivation (X2), and Work Discipline (Z). The instrument has been tested for validity and reliability before use. The grid of research instruments is described as follows. Transformational Leadership (X1) is measured through 10 statement items that include four dimensions: (1) Idealized Influence (example: "Principal is exemplary in discipline"), (2) Inspirational Motivation (example: "Principal clearly conveys vision for the future of school"), (3) Intellectual Stimulation (example: "Principal encourages me to look for new teaching approaches"), and (4) Individual Consideration (example: "Principal pays attention to personal development needs me"). Work Motivation (X2) is measured using 8 statements that represent intrinsic and extrinsic motivations. Intrinsic motivational indicators include satisfaction when students succeed (e.g., "I feel satisfied when students understand the lesson I'm imparting"), while extrinsic motivation includes rewards and recognition (e.g., "I'm motivated by the appreciation my boss gave me"). Work Discipline (Z) is operationalized into 8 statements that emphasize three aspects: punctuality (example: "I always come to teach on time"), responsibility (example: "I complete the administration of learning according to the deadline"), and compliance (example: "I comply with all applicable school regulations"). Teacher performance (Y) is measured by 10 statements describing the main tasks of teachers, including learning planning (e.g., "I prepared a complete and systematic lesson plan"), learning implementation (e.g., "I use various teaching methods"), and learning evaluation (e.g., "I conduct continuous learning outcome assessments"). Overall, this research questionnaire consists of 36 statements.

Data analysis was carried out using variant-based Structural Equation Modeling (SEM) (Partial Least Squares - PLS) with SmartPLS 4 software. The analysis is carried out in two main stages: (1) Evaluation of the Measurement Model (Outer Model): This stage tests the validity and reliability of the instrument. Convergent validity was tested with a loading factor of  $> 0.7$  and an Average Variance Extracted (AVE) of  $> 0.5$ . The validity of the discriminator is tested with the Fornell-Larcker Criterion. Reliability was tested with Composite Reliability and Cronbach's Alpha  $> 0.7$ . (2) Evaluation of Structural Models (Inner Model): This stage tests causal relationships and hypotheses. The predictive power of the model is seen from the R-Square value ( $R^2$ ). The significance of the path coefficient and the hypothesis was tested through a bootstrapping procedure with 5000 subsamples.

## RESULTS AND DISCUSSION

Evaluation of the Measurement Model (Outer Model). Evaluation of the measurement model showed that all indicators had a loading factor  $> 0.70$ , so it was declared valid. The Average Variance Extracted (AVE) value for each construct is also  $> 0.50$  ( $X1=0.663$ ;  $X2=0.685$ ;  $Y=0.640$ ;  $Z=0.617$ ), which proves that the convergent validity is met. Model reliability is also met with Composite Reliability and Cronbach's Alpha values for all constructs  $> 0.70$ . An SRMR value of  $0.053$  ( $< 0.08$ ) indicates that the model is a good fit with the empirical data.

Evaluation of Structural Models (Inner Models) and Hypothesis Testing. The Adjusted R-Square value for Teacher Performance (Y) is  $0.952$  and for Work Discipline (Z) is  $0.949$ . This shows that the exogenous variables in the model are able to explain the variance of endogenous variables of  $95.2\%$  and  $94.9\%$ , which indicates the model's very strong predictive power.

**Table 1.** Results of Direct Influence Hypothesis Testing

HIPOTESIS	PATH RELATIONSHIPS	LINE COEFFICIENT (B)	T- STATISTICS	P- VALUE
H1	$X1 \rightarrow Y$	0,424	3,088	0,002
H2	$X2 \rightarrow Y$	0,271	2,558	0,011
H3	$From \rightarrow Y$	0,290	2,586	0,010
H4	$X1 \rightarrow Z$	0,729	5,553	0,000
H5	$X2 \rightarrow Z$	0,248	2,066	0,039

**Table 2.** Indirect Influence Hypothesis Testing Results (Mediation)

HIPOTESIS	PATH RELATION SHIPS	LINE COEFFICIE NT (B)	T- STATISTICS	P- VALUE	CONCL USION
H6	$X1 \rightarrow Z \rightarrow Y$	0,211	2,306	0,021	Accepted
H7	$X2 \rightarrow Z \rightarrow Y$	0,072	1,829	0,067	Rejected

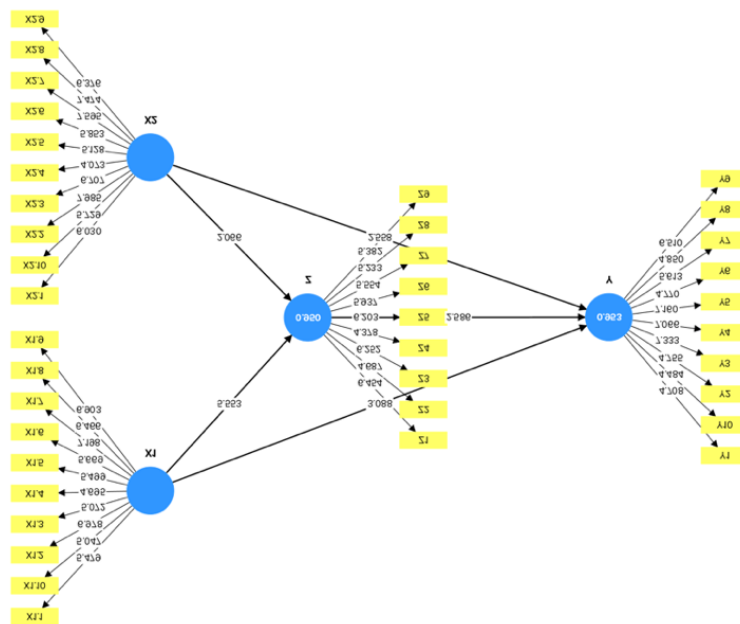
Based on the table above, the testing of the seven hypotheses formulated in this study resulted in the following conclusions:

1. Hypothesis 1 (H1), which states that transformational leadership has a positive and significant effect on teacher performance, is accepted ( $\beta=0.424$ ,  $p=0.002$ ).
2. Hypothesis 2 (H2), which states that work motivation has a positive and significant effect on teacher performance, is accepted ( $\beta=0.271$ ,  $p=0.011$ ).
3. Hypothesis 3 (H3), which states that work discipline has a positive and significant effect on teacher performance, is accepted ( $\beta=0.290$ ,  $p=0.010$ ).
4. Hypothesis 4 (H4), which states that transformational leadership has a positive and significant effect on work discipline, is accepted ( $\beta=0.729$ ,  $p=0.000$ ).



5. Hypothesis 5 (H5), which states that work motivation has a positive and significant effect on work discipline, is accepted ( $\beta=0.248$ ,  $p=0.039$ ).
6. Hypothesis 6 (H6), which states that work discipline mediates the relationship between transformational leadership and teacher performance, is accepted ( $\beta=0.211$ ,  $p=0.021$ ).
7. Hypothesis 7 (H7), which states that work discipline mediates the relationship between work motivation and teacher performance, is rejected ( $\beta=0.072$ ,  $p=0.067$ ).

**Figure 2.** Structural Model Results (PLS-SEM Bootstrapping)



#### Description:

A structural model that shows the path coefficient and the level of significance.

X1=Transformational Leadership,

X2=Work Motivation,

Z = Work Discipline,

Y=Teacher Performance.

(\*) shows significant paths ( $p < 0.05$ )

The validated structural model, as presented in Figure 2, provides a clear visual representation of significant and insignificant pathways, thus providing a solid basis for discussing the findings of this study.

The Influence of Transformational Leadership on Teacher Performance (H1 Accepted). A significant path coefficient ( $\beta=0.424$ ) indicates that the transformational leadership of the principal has a direct positive and substantial influence on teacher performance. These findings prove that the transformational leadership of school principals has a positive and significant effect on teacher performance. These results are in line with the research of Tri Biasti Sariningrum & Wenny Desty Febrian (2023). In the context of Bass et al.'s

(2003) theory, school principals in Gapura District have demonstrated the ability to create a clear vision, motivate and inspire teachers, and pay attention to individual needs. The application of these transformational leadership dimensions directly contributes to improved teaching quality, quantity of material completion, and better relationships with students.

The Effect of Work Motivation on Teacher Performance (H2 Accepted). Figure 2 also confirms a direct and significant relationship of work motivation to performance ( $\beta=0.271$ ), although the strength is lower than that of transformational leadership. These findings confirm the research of S, Putri A. (2024) that work motivation is positively related to teacher performance. Based on the theory of Stephen P. Robbins (2013), the motivation of teachers in Gapura District is mainly shown through satisfaction, a sense of belonging to the school, support from leaders and peers, and recognition of achievements. These aspects of motivation directly encourage teachers to improve their teaching quality, although the influence is not as strong as transformational leadership.

The Effect of Work Discipline on Teacher Performance (H3 Accepted). The model also validates the significant direct influence of work discipline on performance ( $\beta=0.290$ ), which positions it as a key driver alongside leadership and motivation. These findings are in line with research by Asyraf & Widodo (2023) which states that work discipline contributes to improving teacher performance. Work discipline that is reflected in punctuality of attendance, complete completion of learning administration, and compliance with school regulations directly supports the achievement of optimal teacher performance.

The Influence of Transformational Leadership on Work Discipline (H4 Accepted). A particularly prominent finding is the very strong influence of transformational leadership on teacher work discipline. This is the most substantial path coefficient in the entire model ( $\beta=0.729$ ), as clearly shown in Figure 2. These results confirm the research of Kurniawati (2023). According to the theory of Bass et al. (2003), school principals who apply intellectual stimulation and build mutual trust are able to create intrinsic discipline in teachers. Teachers are not only disciplined because they are afraid of sanctions, but because they understand the meaning and purpose behind each rule.

The Effect of Work Motivation on Work Discipline (H5 Accepted). Teachers' work motivation also had a significant effect on work discipline, although with a lower coefficient. The path from X2 to Z in Figure 2 is significant ( $\beta=0.248$ ), indicating that motivation contributes to discipline, but is not the main driver. These findings are in line with the research of Handayani & Panjaitan (2023). Motivation that comes from development opportunities and recognition of achievements encourages teachers to be more disciplined in obeying the rules and completing tasks on time.

The Role of Work Discipline Mediation between Transformational Leadership and Teacher Performance (H6 Accepted). The mediation analysis, visualized by the strong path of  $X1 \rightarrow Z \rightarrow Y$  in Figure 2, was significant ( $\beta=0.211$ ). These findings confirm the

research of Furaida et al. (2024). Work discipline has been shown to significantly mediate the relationship between transformational leadership and teacher performance. From the theoretical perspective of Bass et al. (2003), transformational leadership not only has a direct impact on performance but also through strengthening work discipline. This mechanism shows that transformational principals have succeeded in creating an environment where discipline becomes a work culture that supports performance improvement.

The Insignificance of Work Discipline Mediation between Work Motivation and Teacher Performance (H7 Rejected). In contrast, the mediating pathway of  $X_2 \rightarrow Z \rightarrow Y$  is not significant, as shown by the low coefficient ( $\beta=0.072$ ) in Figure 2. This finding is not in line with the research of Helmina Sijabat (2024). H7 rejection can be explained through motivational characteristics according to Stephen P. Robbins (2013) which are more related to psychological aspects (satisfaction, sense of belonging), while work discipline emphasizes procedural and administrative aspects. This difference in character causes motivation not to have to "go through" discipline to achieve performance. Motivated teachers tend to be immediately encouraged to perform well without having to go through administrative discipline first.

Practically, the most prominent implication is the need to focus on developing the transformational leadership capacity of school principals. The Education Office is advised to organize an ongoing training program that focuses not only on the administrative aspect but also on the formation of inspiring and empowering leadership skills. For school principals, these findings emphasize the importance of building a culture of discipline that is based on values and awareness, not just compliance with sanctions. To increase motivation, a reward system that considers aspects of public recognition and non-linear career development opportunities needs to be developed. Mentorship and training programs among teachers can also strengthen both intrinsic motivation and collective discipline.

## CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that:

1. The transformational leadership of the school principal has a positive and significant effect on the performance of State Elementary School teachers in Gapura District.
2. Teachers' work motivation has a positive and significant effect on teacher performance.
3. Teachers' work discipline has a positive and significant effect on teacher performance.
4. The transformational leadership of school principals has a positive and significant effect on teacher work discipline.
5. Teachers' work motivation has a positive and significant effect on teachers' work discipline.



6. Work discipline has been shown to significantly mediate the relationship between transformational leadership and teacher performance.
7. Work discipline has not been proven to mediate the relationship between work motivation and teacher performance.

Theoretically, this research makes two main contributions. First, this research succeeded in strengthening and sharpening the theory of transformational leadership by mapping specific influence mechanisms, namely through work discipline. These findings confirm that transformational leadership not only has a direct influence but also builds an orderly and rules-oriented work environment, which ultimately serves as the foundation for achieving superior performance. Second, this study succeeded in explaining the difference in the causal pathway of work motivation. It was found that work motivation tends to have a direct impact on performance without having to "pass" or be mediated by an increase in work discipline first. This shows that motivation (as a psychological driver) and discipline (as a driver of procedural behavior) are two relatively independent but equally important pathways in improving teacher performance.

Based on the above conclusion, several suggestions were proposed. First, for the Sumenep Regency Education Office, it is recommended to formulate policies that focus on sustainable leadership capacity development. This can be realized by developing contextual transformational leadership training modules that include not only theory but also case studies from areas with similar characteristics. Another strategic policy is to create a multidimensional teacher performance appraisal system that not only emphasizes administrative and disciplinary aspects, but also assesses the portfolio of teaching innovations and their direct impact on students.

Second, for the principal of a State Elementary School in Gapura District, the operational advice is to consistently internalize transformational leadership values in daily leadership practices. Concrete steps that can be taken include implementing the "Leadership Round" model in which school principals are periodically involved in discussions of learning innovations with teachers, thereby fostering intellectual stimulation and individual attention. On the other hand, to strengthen work motivation that comes from recognition, principals can build a "Peer-Appreciation" system that allows teachers to give each other appreciation, while strengthening value-based work discipline by making exemplary behavior as its foundation.

Third, for future researchers, it is recommended to overcome the limitations in this study by first adopting a mixed-methods approach. Combining questionnaires with hands-on observation and in-depth interviews will provide richer data and minimize self-assessment bias. In addition, to obtain a more comprehensive model, further research can explore other variables such as organizational culture or school climate as new mediating or moderation variables. Finally, replicating this research model across different educational levels or geographic areas is highly recommended to test the consistency and

generalization of the findings, especially regarding the insignificant mechanisms of work discipline mediation between motivation and performance.

## REFERENCES

- Abdullah, I. (2015). *Metodologi penelitian kuantitatif*. CV. Budi Utama.
- Adelson, J. L., & McCoach, D. B. (2010). Measuring the mathematical attitudes of elementary students: The effects of a 4-point or 5-point Likert-type scale. *Educational and Psychological Measurement*, 70(5), 796-807. <https://doi.org/10.1177/0013164410366694>
- Arikunto Suharsimi. (2010). Prosedur penelitian suatu pendekatan praktik. In Jakarta: Rineka Cipta (p. 172). <http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880>
- Asyraf, A. D. Al, & Widodo, A. (2023). Pengaruh Disiplin Kerja, Motivasi dan Kepemimpinan Terhadap Kinerja Guru. *Journal of Social and Economics Research*, 5(2), 1253–1261. <https://idm.or.id/JSER/index.php/JSER>
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207–218. <https://doi.org/10.1037/0021-9010.88.2.207>
- Chin, W. W., & Newsted, P. R. (1998). The partial least squares approach to structural equation modeling. *Modern methods for business research. Statistical Strategies for Small Sample Research*, April, 295-336. <http://books.google.com.sg/books?hl=en&lr=&id=EDZ5AgAAQBAJ&oi=fnd&pg=PA295&dq=chin+1998+PLS&ots=47qB7ro0np&sig=rihQBibvT6S-Lsj1H9txe9dX6Zk#v=onepage&q&f=false>
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). [http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI)
- Dandan, Y. (2021). (2021). Dandan, Y. (2021). Teaching Design of English Picture Book for Primary Schools Based on Performance Culture Teaching Method-Taking the Story Time in Unit 1 of the Third Grade of the PEP Version as an Example. *IRA In.pdf*.
- Fitroliana, Ahmad Suriansyah, A. (2022). The Influence of Principal Transformational Leadership, Work Discipline, and Emotional Intelligence on Teacher Work Performance at State Elementary Schools, North Banjarmasin District. *International Journal of Social Science and Human Research*, 05(06), 2223–2229. <https://doi.org/10.47191/ijsshr/v5-i6-29>
- Furaida, H., Hartinah, S., & Basukiyatno, B. (2024). Pengaruh Gaya Kepemimpinan, Iklim Sekolah, Kompetensi Pedagogi terhadap Kinerja Akademik Guru dengan Disiplin

Kerja sebagai Variabel Mediasi pada Guru TK. *Journal of Education Research*, 5(3), 3688–3699. <https://doi.org/10.37985/jer.v5i3.1465>

Hair, J. F., Hult, G. T., Ringle, C., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* - Joseph F. Hair, Jr., G. Tomas M. Hult, Christian Ringle, Marko Sarstedt. In Sage.

Handayani, N., & Panjaitan, H. P. (2023). *Procuratio : Jurnal Ilmiah Manajemen* the influence of discipline leadership style and work motivation on work *Procuratio : Jurnal Ilmiah Manajemen*. 11(4), 458–469.

Helmina Sijabat, Y. Y. (2024). Pengaruh kepemimpinan kepala sekolah, lingkungan kerja, motivasi kerja terhadap disiplin kerja serta dampaknya pada kinerja guru di sma negeri 1 mandau kabupaten bengkalis. 09(1), 1–23. <https://doi.org/https://doi.org/10.31869/me.v10i1.5291>

Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: Updated guidelines. *Industrial Management and Data Systems*, 116(1), 2–20. <https://doi.org/10.1108/IMDS-09-2015-0382>

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>

Karsono, B. (2023). Transformational Leadership: Hard Working, Smart Working, Qualified Working, Sincere Working and Completed Work. *Dinasti International Journal of Economics, Finance & Accounting*, 4(2), 361–370. <https://doi.org/10.38035/dijefa.v4i2.1883>

Kurniawati, N. R. (2023). Pengaruh Gaya Kepemimpinan Transformasional Kepala Madrasah, Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru Madrasah Aliyah. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 583–595. <https://doi.org/10.54371/jiip.v6i1.1395>

Luh, N., Aniasih, S., Kepramareni, P., & Aristana, I. N. (2024). The Influence of Achievement Motivation , Affiliation Motivation and Power Motivation through Work Spirit on Employee Performance at Pt . Bpr Penebel. 07(10), 6313–6321. <https://doi.org/10.47191/jefms/v7>

Nena, M. F., Zulaihati, S., & Sumiati, A. (2021). Pengaruh Gaya Kepemimpinan Transformasional, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru (Studi Kasus Guru Akuntansi Kejuruan Bisnis Dan Manajemen Smk Di Jakarta Pusat). *Jurnal Pendidikan Akuntansi Indonesia*, 19(1), 49–65. <https://doi.org/10.21831/jpai.v19i1.40396>

Pebrianti, P., Ahyani, N., & Eddy, S. (2024). The Influence of Leadership and Work Motivation on Teacher's Work Discipline. *Journal of Social Work and Science Education*, 5(2), 727–736. <https://doi.org/10.52690/jswse.v5i2.804>

S, Putri A., M. M. (2024). Pengaruh gaya kepemimpinan dan disiplin kerja terhadap kinerja karyawan dengan mediasi motivasi kerja. 3(1), 292–305. <https://doi.org/http://dx.doi.org/10.21776/jki.2024.03.1.23>

Sa, L. R. D. (2022). “Contemporary Issues and Challenges of Teacher Education” a study on attitude towards practice in teaching and teaching performance of pre-service teachers “Contemporary Issues and Challenges of Teacher Education.” 24–32.

Sarinah, S., Taufan, A., Mardalena, M., Saukani, S., Aryanti, P. T., & Sasmita, R. (2024). Transformational Leadership on Teacher Performance Through the Mediating Role of Motivation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 133–149. <https://doi.org/10.31538/ndh.v9i1.4568>

Sekaran, U. and, & Bougie, R. (2016). *Metode Penelitian Untuk Bisnis*. <http://repository.lppm.unila.ac.id/id/eprint/12007>

Sri Rumanti, Aslamiah, A. M. R. (2022). Sri Rumanti, Aslamiah, & Ahmad Muhyani Rizalie. (2022). The Effect of Principal Transformational Leadership, School Culture, and Organizational Commitment on the Performance of State MTS Teachers in Balangan Regency.PDF.

Stephen P. Robbins, T. A. J. (2013). Organizational Behavior. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). [http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI)

Stone, M. (1974). Cross-Validatory Choice and Assessment of Statistical Predictions. *Journal of the Royal Statistical Society Series B: Statistical Methodology*, 36(2), 111–133. <https://doi.org/10.1111/j.2517-6161.1974.tb00994.x>

Sulisyan, S., Harun, C. Z., & Usman, N. (2023). The Effect of Teacher Performance and Teacher Work Motivation on Student Learning Motivation at Bungoeng Seroja Elementary School Cluster in Banda Aceh, Indonesia. *Path of Science*, 9(1), 2020–2026. <https://doi.org/10.22178/pos.89-6>

Tri Biasti Sariningrum, & Wenny Desty Febrian. (2023). Pengaruh gaya kepemimpinan transformasional, disiplin kerja, dan motivasi kerja terhadap kinerja karyawan (Studi Empiris Pada Yayasan Pendidikan Internal Audit). *Jurnal Perspektif Manajerial Dan Kewirausahaan (JPMK)*, 3(2), 136–142. <https://doi.org/10.59832/jpmk.v3i2.212>