

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE INFLUENCE OF WORK DISCIPLINE, SCHOOL CULTURE, AND PRINCIPAL'S LEADERSHIP ON TEACHER PERFORMANCE IN STATE ALIYAH MADRASAH IN MATARAM CITY

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Abstract

The study is intended to analyze the extent to which work discipline, school culture, and principal leadership impact teacher performance in Madrasah Aliyah in the Mataram City area. This study applied a quantitative approach with ex-post facto methods and surveys. This research used a survey strategy, using questionnaires as a data collection tool. The research population consisted of all teachers in three states and Aliyah Madrasah in Mataram City, totaling 169 people. The research sample was selected through probability sampling techniques, so that 114 teachers from the three MAs were selected. For the data collection process, the questionnaires had been validated both expertly and through empirical tests to support the accuracy of the research. Testing of the validity and reliability of the instrument was carried out with the help of SPSS Version 26 software. The test results show that, partially, work discipline has a positive and significant impact on teacher performance with a regression coefficient of 0.459. School culture shows a negative influence on teacher performance with a regression coefficient of -0.176. Meanwhile, the leadership of the principal also has a significant positive effect on teacher performance, with a regression coefficient of 0.498. Simultaneously, these three variables have a significant impact on teacher performance, with an F value of 98.026, which is greater than the F value in the table of 2.68. These findings confirm that the improvement of teacher performance is greatly impacted by the level of work discipline, the quality of the principal's leadership, and the supportive school culture conditions.

Keywords: Work discipline, school culture, principal's leadership, teacher performance.

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INTRODUCTION

The primary basis for determining how people and society will develop in the future is education. A person acquires knowledge and skills through education, but they also cultivate ethics, values, and critical thinking abilities. Education has a strategic role in opening up access to various opportunities, reducing social disparities, and encouraging innovation and economic progress. In the midst of increasingly connected global dynamics, education is also an important means of fostering character, tolerance, and intercultural understanding. Therefore, investment in education is actually an investment in collective progress and welfare.

Behind a quality education system, teachers play a central role as the main pillar. Teachers are not only the presenters of the material, but also act as guides, motivators, and inspirers. Teachers are change agents who have an impact on the quality of future generations because of their role in forming students' moral principles and character. In addition to stimulating the spirit of learning and encouraging creativity and critical thinking, teachers are required to be able to explore each student's individual potential. Thus, teacher performance is one of the most crucial elements in improving the quality of education.

Competence and accountability in executing educational tasks manifest in the actions of teachers, where they shape the learning experience by teaching, guiding, training, assessing, and managing programs that nurture students to reach their highest potential (Naydenova & Naydenova, 2016). The performance of teachers is like a canvas painted by various influences, including motivation, work discipline, school culture, and the leadership of principals (Nadeem et al., 2017). This collective effort significantly contributes to enhancing the quality of national education, akin to a well-tuned orchestra creating harmony (Nousiainen et al., 2018).

A major challenge faced by educational institutions, including Madrasah Aliyah Negeri (MAN) in Mataram City, is the work discipline of teachers. According to data from the Mataram City Education Office (2023), approximately 20% of teachers are late, and 10% leave their classes early within one semester. This issue negatively affects the quality of education and the achievement of learning objectives. A survey conducted by the West Nusa Tenggara Regional Office of the Ministry of Religion in 2022 found that 25% of students had subpar learning experiences due to teacher absenteeism or delays.

In addition to discipline, a conducive school culture is also an important aspect in supporting teacher performance (Purowoko, 2018; Raudhatinur, 2019). A healthy school culture is characterized by upheld values, solid relationships between school residents, and support for innovation and collaboration. However, various findings show that collaborative culture in several MANs in Mataram City is still not optimal. As many as 35% of teachers feel less involved in school policy-making, and another 20% admit that they are uncomfortable with the work environment due to ineffective communication (Mataram City Education Committee, 2023).

A positive work environment is also greatly influenced by the principal's role as a strategic leader. A supportive work atmosphere, teacher motivation, and the accomplishment of educational institutions' objectives are all made possible by effective leadership (Cheng & Szeto, 2016; Al-Mahdy et al., 2018). Therefore, how successfully schools increase teacher performance depends on a number of elements, such as work discipline, school culture, and the efficacy of the principal's leadership..

This description indicates that a comprehensive study of the effects of principal leadership, school culture, and work discipline on teacher performance is required, especially at State Aliyah Madrasah throughout Mataram City. It is anticipated that this study will aid in developing plans to raise educational standards by enhancing the function and effectiveness of teachers.

RESEARCH METHOD

In order to monitor changes in behavior patterns, symptoms, or phenomena that have occurred as a result of a specific cause, this study uses the ex-post facto method in a quantitative manner. (Sukardi, 2003). Because it could systematically examine populations and samples utilizing sampling techniques and organized instrument data collecting, the quantitative approach was selected. The major goal of this study is to explain the actual conditions in the field and evaluate the hypothesis regarding the influence of work

discipline, school culture, and administrators' leadership on teacher performance in Madrasah Aliyah Negeri (MAN) in Mataram City. School principals and teachers participated in this study, which was conducted in three MANs in Mataram City between January and February 2025.

All of the teachers who work in the three MANs make up the research population. Questionnaires were distributed to randomly chosen respondents without any restrictions in order to gather data. The questionnaire's five-point Likert scale, which goes from "Always" (score 5) to "Never" (scoring 1), is used to gauge how intense or frequent a behavior is. This scale allows variables to be broken down into measurable indicators, as explained by Sugiyono (2019). The primary data collected were analyzed by the value addition technique based on the interval scale (Nur Indriantoro, 2002).

For every variable under study, the data collecting tools were organized as questionnaire grids. Data analysis techniques include grouping, tabulation, presentation, and calculation of data using SPSS software. Both descriptive and inferential statistics are employed. Tables, graphs, diagrams, and the computation of mean, median, mode, standard deviation, and percentage values are all examples of how descriptive statistics are used to characterize data. (2019, Sugiyono). The steps in descriptive statistics include determining the highest and lowest scores, data ranges, interval lengths, and scoring categorization based on percentages, as stated by Arikunto (2010), namely: very high (84–100%), high (64–83%), medium (52–67%), low (36–51%), and very low (20–35%).

The overall score is derived by comparing the actual score to the ideal score using the formula $(\text{actual score} / \text{ideal score}) \times 100\%$. To ensure the accuracy of the regression analysis, several preliminary tests are conducted, such as tests for normality, linearity, multicollinearity, and heteroscedasticity. The normality test, which employs the Kolmogorov-Smirnov method, is considered valid when the significance value is greater than 0.05 (Ghozali, 2013). The linearity test aims to determine if there is a linear relationship between the independent and dependent variables, which is confirmed when the significance value exceeds 0.05. The multicollinearity test checks for correlations between the independent variables in the regression model. According to Ghozali (2013), multicollinearity is present if the tolerance value is less than 0.10 and the Variance Inflation Factor (VIF) surpasses a specific threshold. The heteroscedasticity test is performed using a scatterplot, where the absence of heteroscedasticity is indicated if the data points are scattered randomly above and below the zero axis. Once all assumptions are met, either simple or multiple linear regression analysis is used for hypothesis testing, depending on the nature of the relationship between the variables under investigation (Sugiyono, 2019).

RESEARCH RESULTS AND DISCUSSION

Research Results

Normality Test

A normality test was performed to assess whether the data from the study sample adheres to a normal distribution. For this analysis, SPSS V.26 software was utilized. The Kolmogorov-Smirnov test was applied to evaluate the Monte Carlo significance value. Residuals from both the independent and dependent variables were included in the normality testing procedure. According to the decision rule, if the probability value (p) is equal to or greater than 0.05, the data is regarded as normally distributed. The outcomes of the normality test are shown in the table below.

Table 1.

Normality Test Results		
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		114
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	1.13663848
Most Extreme Differences	Absolute	.062
	Positive	.062
	Negative	-.056
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200 ^{c,d}
Monte Carlo Sig. (2-tailed)	Itself.	.756e
	99% Confidence Interval	Lower Bound .745
		Upper Bound .767

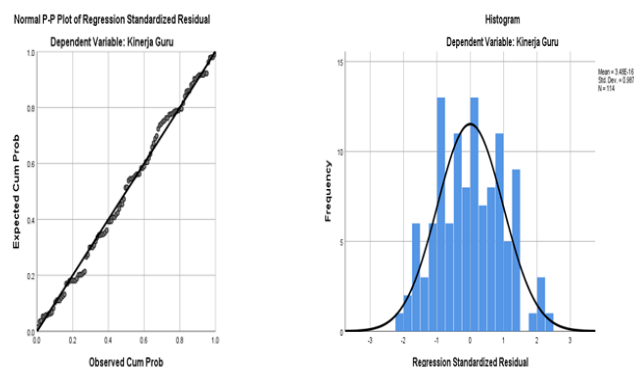
a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 221623949.

The normality test in this research was performed using the Kolmogorov-Smirnov method, which is effective in determining whether the data follows a normal distribution, particularly in medium-to-large sample sizes. According to Bacon, Becker, and Kemp (1995), the test produced a residual probability value of 0.200, which is above the 0.050 threshold. This suggests that the residual distribution is normal, thereby meeting the normality assumption of the regression model. As a result, the model is considered ready to move on to the multiple linear regression analysis stage. The normal distribution's validity is further supported by the graphical plots and histograms of the normality test results.



Gambar 1.
Graphs and Histograms of Normality Test Results

Considering that the sample data used in this study is aligned along the frequency line and closely follows the diagonal line, the results of the normality test indicate that the data is normally distributed. Therefore, it can be concluded that the entire dataset collected for this study follows a normal distribution.

Linearity Test Work Discipline

Table 2.
Linearity Test Results X1-Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Itself.
Teacher Performance *	Between Groups	(Combined)	21.427	5	4.285	2.741	.023
Work Discipline		Linearity	14.609	1	14.609	9.345	.003
		Deviation from Linearity	6.817	4	1.704	1.090	.365
	Within Groups		168.833	108	1.563		
	Total		190.260	113			

The linearity test results reveal a significant deviation from linearity of 0.365, which is greater than 0.05, between the work discipline variable (X1) and the teacher performance variable (Y). However, the significance value for linearity is 0.003, which is less than or equal to 0.05. Hence, it can be concluded that a linear relationship exists between the work discipline variable and teacher performance.

School Culture

Table 3.
X2-Y Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Itself.
Teacher Performance *	Between Groups	(Combined)	25.952	8	3.244	2.073	.045
School Culture		Linearity	7.945	1	7.945	5.077	.026
		Deviation from Linearity	18.008	7	2.573	1.644	.131
	Within Groups		167.452	164.310507	1.565		
	Total		190.260	190.211360			

The linearity test results show a deviation from linearity of 0.131 between the teacher performance variable (Y) and the school culture variable (X2), which is greater than 0.05. However, the significance value for linearity is 0.026, which is less than 0.05. Therefore, it can be concluded that there is a significant and linear relationship between teacher performance and the characteristics of school culture.

Principal's Leadership

Table 4.
Linearity Test Results

ANOVA Table			Sum of	df	Mean		
			Squares		Square F	Itself.	
Teacher Performance *	Between Groups	(Combined)	12.146	3	4.049	2.500	.063
Principal's Leadership		Linearity	7.810	1	7.810	4.823	.030
		Deviation from Linearity	4.336	2	2.168	1.339	.266
	Within Groups		2.588	178.113	110	1.619	
	Total		3.587	190.260	113		

The linearity test revealed a deviation from linearity of 0.266 between the teacher performance variable (Y) and the principal leadership variable (X3), which is above 0.05. Despite this, the significance value for linearity is 0.030, which is below 0.05. Therefore, it can be concluded that there is a significant and linear relationship between the principal's leadership and teacher performance.

Multicollinearity Test

Table 5.
Multicollinearity Test Results

Coefficients ^a			Collinearity Statistics	
Model			Tolerance	BRIGHT
1	(Constant)			
	Work Discipline		.877	1.141
	School Culture		.997	1.003
	Principal's Leadership		.876	1.142
a. Dependent Variable: Kinerja Guru				

A multicollinearity assessment was carried out to verify that the independent variables within the regression model do not demonstrate significant linear relationships with each other. The analysis revealed that all variables are independent, as indicated by tolerance values exceeding 0.1 and Variance Inflation Factor (VIF) values below 10. Notably, the work discipline variable (X1) exhibited a tolerance of 0.877 and a VIF of 1.141, the school culture variable (X2) demonstrated a tolerance of 0.997 and a VIF of 1.003, while the principal's leadership variable (X3) was characterized by a tolerance of 0.876 and a VIF of 1.142. These results suggest that the presence of multicollinearity did not impact the model, thereby allowing each independent variable to be distinctly interpreted concerning the dependent variable. Based on the tolerance values exceeding 0.1 and VIF values below 10, it can be concluded that the three independent variables under study do not display multicollinearity..

Heterokedasity Test

One component of the traditional assumption test used to pinpoint the reasons for imprecise and ineffective parameter estimate is the heterokedasity test. Heterogeneity typically arises when the regression model's error or residual variance varies across all independent variables, leading to ineffective parameter estimation and erroneous findings. The Glejser approach, which use residual absolute regression values for independent variables, is used in heterokedasity testing. The absence of heterodescence symptoms is a reasonable assumption in the regression model. Decision-making is based on the assumption that symptoms of heterogeneity exist if the Sig. value is less than 0.05 and do not appear if the Sig. value is more than 0.05. With the aid of SPSS V. 26, the study's heterokedasity testing was completed.

Table 6.
Heterokedasity Test Results

Coefficients ^a		
	Model	Itself.
	(Constant)	.001
1	Work Discipline	.881
	School Culture	.200
	Principal's Leadership	.290
a. Dependent Variable: Kinerja Guru		

In the coefficient table, the significance values are displayed as follows: 0.881 for the work discipline variable, 0.200 for the school culture variable, and 0.290 for the principal leadership variable. All these values surpass the 0.05 threshold. This signals that the independent variables in this study sail past any signs of heteroscedasticity, as their significance values comfortably remain above 0.05.

Uji Hypothesis

The hypotheses proposed in this study are:

H₀ : There is no positive and significant influence of work discipline, school culture and principal's leadership on teacher performance simultaneously on teacher performance in Madrasah Aliyah (MA) throughout Mataram City.

H_a : there is a positive and significant influence of work discipline, school culture and principal's leadership on teacher performance simultaneously on teacher performance in Madrasah Aliyah (MA) throughout Mataram City.

Simple Linear Regression

The relationship between one independent variable (X) and one dependent variable (Y) is examined using simple regression. Finding out how much independent factors may predict or affect dependent variables is the primary objective of simple regression.

Table 7.
Simple Regression Test Results
Coefficients^a

Model		t	Itself.
1	(Constant)	2.305	.023
	Work Discipline	8.641	.000
	School Culture	-3.357	.001
	Principal's Leadership	9.029	.000

a. Dependent Variable: Kinerja Guru

The findings from the basic regression analysis reveal that the independent variables have a substantial impact on the dependent variable. Significance levels below 0.05 indicate that work discipline, school culture, and principal leadership play a role in influencing teacher performance. Consequently, the null hypothesis (Ho) is disproved. Improving the dependent variable necessitates focusing on school culture, principal management, and work discipline.

Double Linear Regression

Multiple regression analysis was conducted to assess whether two or more independent variables have an effect on the dependent variable.

Table 8.
Results of Multiple Regression Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Itself.
		B	Std. Error	Beta		
1	(Constant)	1.004	.436		2.305	.023
	Work Discipline	.558	.065	.459	8.641	.000
	School Culture	-.152	.045	-.176	-3.357	.001
	Principal's leadership	.543	.060	.498	9.029	.000

a. Dependent Variable: Kinerja Guru

The linear regression analysis produced the equation $\hat{Y} = 1.004 + 0.459X_1 - 0.176X_2 + 0.498X_3$, which shows that work discipline, school culture, and principal leadership significantly influence teacher performance. The constant value of 1.004 represents the baseline teacher performance before the influence of these three variables. The coefficient for work discipline, 0.459, suggests that a one-unit increase in work discipline results in a 45.9% improvement in teacher performance. Conversely, the school culture variable has a negative coefficient of -0.176, indicating that a one-unit decrease in school culture can lead to a 17.6% reduction in teacher performance. On the other hand, principal leadership has the strongest effect, with a coefficient of 0.498, meaning that a one-unit improvement in principal leadership can increase teacher performance by 49.8%. Therefore, even though school culture has a negative impact, all three factors collectively contribute to enhancing teacher performance.

Coefficient of Determination (R²)

The coefficient of determination serves as a lens, allowing us to see what proportion of the dependent variable (Y) is shaped by the independent variable (X), revealing the strength of their connection.

Table 9.
Determination Coefficient Summary Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835a	.728	.720	1.159
a. Predictors: (Constant), Principal's Leadership, School Culture, Work Discipline				

The results of the determination test revealed that work discipline, school culture, and the principal's leadership significantly impact teacher performance, with an R Square value of 0.728 and an Adjusted R Square of 0.720. This indicates that these three factors account for approximately 72.0% of the variation in teacher performance, while other factors such as student preparedness, environmental support, motivation and job satisfaction, educational policies, and facilities and infrastructure contribute to the remaining 28.0%. Even if the prediction error is still 1.214, the R value of 0.835 indicates how strongly the independent factors and instructor performance are related. Additional research shows that a positive school culture boosts employee morale, work discipline significantly boosts teacher productivity, and the principal's leadership offers strategic guidance for reaching peak performance. All things considered, the study's regression model worked well for explaining the performance of the instructors at State Aliyah Madrasah in Mataram City. Therefore, it is advised that more study be done to broaden the focus by including additional pertinent variables in order to improve understanding and fortify the foundation for policymaking aimed at raising educational standards.

Partial test (t test)

Finding out if the independent variable (X) has a partial (self) influence on the dependent variable (Y) is the goal of the t-test.

Table 10.
Coefficient of Test Results t

Coefficientsa			
Model	t	Itself.	
1 (Constant)	2.305	.023	
Work Discipline	8.641	.000	
School Culture	-3.357	.001	
Principal's Leadership	9.029	.000	
a. Dependent Variable: Kinerja Guru			

The partial regression test findings show that work discipline significantly enhances teacher performance. A significant value of 0.000 (< 0.05) and a t-value of 8.641 ($> t$ -table 1.982) confirm this. These results support the claims made by Robbins and Judge (2017) that discipline is a necessary condition for reliable and effective performance.

Additionally, school culture shows a significant influence on teacher performance (significant value of 0.001). However, a t-value of -3.357 indicates that the effect is pointing in a negative direction. This suggests that a rigid, overly bureaucratic, or innovation-resistant organizational culture can act as a barrier to performance improvement among teachers.

The principal's leadership demonstrates a significant and positive effect on teacher performance, with a significance value of 0.000 and a t-value of 9.029. Transformational leadership characterized by a clear vision and strong support for professional development contributes directly to enhanced teacher performance (Bass & Riggio, 2006).

Collectively, these three variables make a meaningful contribution to teacher performance. The combination of individual discipline, an adaptive school culture, and strong leadership forms an effective managerial framework for supporting the quality of education in madrasah aliyah.

Dialogical Analysis of the Results of the t-test

Summary of the Influence of Variables on Teacher Performance

1. Work Discipline

Workplace discipline has been demonstrated to have a significant positive impact on teacher performance. Teachers who exhibit strong discipline tend to perform better in carrying out their responsibilities. Therefore, improving discipline through coaching, supervision, and a conducive work climate needs to be the main focus in developing human resources in schools.

2. School Culture

Although school culture has a big impact on teachers' performance, that impact is in a bad way. This indicates that the current school culture may not support optimal teacher performance, perhaps due to excessive bureaucratic elements or lack of teacher participation. Evaluation and reform of school culture are needed in order to support teacher motivation and performance effectively.

3. Principal's Leadership

The principal's leadership plays a significant and positive role in enhancing teacher performance. Principals who excel in both management and social aspects can create a work environment that fosters teachers' professionalism. Enhancing leadership abilities via supervision and training is a crucial tactic for raising future educational standards and teacher effectiveness.

Simultaneous Test F

Finding out if the independent variable (X) and the bound variable (Y) are simultaneously influencing one another is the goal of the F test.

Table 11.
Anova Test Results F

ANOVA			
Type		F	Sig.
1	Regression	98.026	.000b
	Residual		

Total
a. Dependent Variable: Kinerja Guru
b. Predictors: (Constant), Principal's Leadership, School Culture, Work Discipline

The ANOVA table indicates that the independent variables (work discipline, school culture, and principal leadership) and the dependent variable (teacher performance) collectively exhibit a significant effect, with a significance level of 0.000, which is below 0.05. Given the substantially higher calculated F value of 98.026 compared to the tabled F value of 2.68, the null hypothesis is rejected in favor of the alternative hypothesis. These findings suggest that the effectiveness of teachers at State Aliyah Madrasah in Mataram City is notably influenced by the combined impact of these three factors. Effective principal leadership fosters a supportive and inspiring work environment, work discipline boosts teacher focus and dedication, and a great school culture encourages teamwork and creativity.

Practically speaking, these results highlight the significance of enhancing work discipline, creating a positive school climate, and enhancing school principals' leadership abilities as the primary tactics for raising teacher performance. Policy implications include discipline training programs, strengthening organizational culture, and leadership training to achieve more optimal educational outcomes. This research also enriched the educational literature with empirical evidence on factors that simultaneously affect the effectiveness of teacher performance.

Discussion

School Characteristics

Madrasah Aliyah (MA) as an Islamic-based upper secondary education level is under the auspices of the Ministry of Religion. The education system integrates the general and religious curriculum with the aim of forming students who excel academically and have Islamic morals. The characteristics of the MA include the teaching of general subjects such as Mathematics and Indonesian, as well as religious subjects such as the Qur'an, Hadith, and Fiqh. The integration of Islamic values is not only seen in formal learning, but also in various extracurricular activities and character building. The role of teachers at MA is also twofold, namely as academic educators as well as spiritual guides. This uniqueness requires teachers to have a balanced professional and religious competence, in order to produce graduates who are competitive and have noble character. Citation formatting should follow these rules, and page numbers are not required when quoting sources. Additionally, all cited names should follow the last name of the authors mentioned..

The Influence of Work Discipline on Teacher Performance

Work discipline has a strong and beneficial impact on teacher performance, according to regression analysis, which revealed a positive coefficient of 0.459. To put it another way, improving work discipline will result in a 55.8% improvement in teacher performance. This result is consistent with Rivai and Murni's (2020) theory, which maintains that discipline is a type of dedication to rules that enhance productivity at work. Disciplined teachers show consistency, time discipline, and a high work ethic, which directly improves the quality of learning.

In addition, these results are strengthened by the study of Robbins and Judge (2022) and the research of Susanti and Pramudyo (2021) which emphasize the importance of work discipline as an internal factor that determines the success of individuals in carrying out professional duties. Other studies such as by Saputra and Melati (2022), Rahayu and

Santoso (2023), and Anjani and Fadillah (2021) corroborate the findings that discipline correlates with high motivation and responsibility. Practically, school management needs to prioritize discipline development through fair regulations, awards, and sanctions to encourage continuous improvement of teacher performance.

The Influence of School Culture on Teacher Performance

Teacher performance is negatively affected by school culture, as reflected in the regression coefficient of -0.176. This implies that a decline in school culture could lead to a 15.2% decrease in teacher performance. Conceptually, school culture refers to a collection of values, traditions, and behaviors that influence student conduct and interactions within the educational environment (Deal & Peterson, 2016). A positive culture encourages collaboration and commitment, while an uncondusive culture leads to a decrease in motivation and professionalism.

This finding is in line with the theories of Schein (2017) and Northouse (2022) which state that weak internalization of organizational culture negatively impacts individual performance. Research by Rahmawati and Yulianto (2023) confirms that an unhealthy school culture leads to low job satisfaction and increased teacher stress. In addition, Santoso and Herlina (2022) highlight that a strict control-oriented culture without teacher participation inhibits creativity and innovation, resulting in a decrease in teacher performance.

Therefore, strengthening a healthy and inclusive school culture is essential. Principals as cultural leaders must build a clear vision, encourage openness, and strengthen collective values to create an inspiring work environment and support teacher performance improvement. A positive school culture is the main foundation for the sustainable development of educational quality.

The Influence of School Principal's Leadership on Teacher Performance in Madrasah Aliyah (MA) in Mataram City

The leadership of school administrators has a considerable and positive impact on teacher performance, as indicated by a regression coefficient of 0.498. This aligns with the findings of Nurfadilah et al. (2023), who identified a strong correlation ($r = 0.848$) between the transformational leadership of madrasah heads and teacher performance at MA Jihad Karawang Ghoyatul, reinforcing a similar conclusion. Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and personalized attention, acts as a beacon, fostering and enhancing teacher motivation and professionalism, akin to a seed growing into a thriving tree. Consequently, by adopting this leadership style, school principals can improve the quality of instruction in madrasas and cultivate a productive work environment.

The Influence of Work Discipline, School Culture, and Principal's Leadership at the Same Time on Teacher Performance

With a computed F value that far surpassed the table's F value, simultaneous analysis demonstrated that work discipline, school culture, and principals' leadership all significantly impacted teacher performance. Work discipline reflects responsibility and consistency in carrying out tasks, as stated by Robbins and Judge (2017), who state that discipline is an important indicator of work ethic. The system of common values, customs, and beliefs that makes up school culture contributes to the development of a collaborative and high-quality learning environment.. The principal's leadership acts as an agent of change that ensures the implementation of these positive disciplinary and cultural values. The three synergize with each other and form a cohesive and directed work system, which

ultimately improves the effectiveness of teachers' work and the overall quality of education in the madrasah environment.

CONCLUSION

The study's findings highlight several critical elements that greatly affect teacher performance in madrasah aliyah. A strong sense of work discipline positively influences teacher effectiveness, as those who maintain higher levels of discipline tend to achieve better results in their professional roles. In contrast, the prevailing school culture can negatively impact teacher performance, indicating that attempts to enhance effectiveness may be thwarted by a culture that is overly rigid, bureaucratic, or resistant to change. Additionally, the leadership of the principal is essential in improving teacher performance by cultivating a supportive work atmosphere and providing clear, organized direction. Together, work discipline, school culture, and the principal's leadership play a significant role in shaping teacher performance. This emphasizes the importance of a balanced approach between human and institutional factors in sustaining educational quality in madrasah aliyah.

SUGGESTIONS/RECOMMENDATIONS

For the Principal of Madrasah Aliyah

Principals need to improve the quality of leadership with a communicative, participatory, and inspirational approach. The creation of a positive work climate, appreciation for teachers' contributions, and open dialogue spaces are essential. The evaluation and revitalization of school culture must be directed to be more innovative and collaborative, avoiding bureaucratic attitudes. Through monitoring and incentive systems, school principals' roles as supervisors and motivators of teacher discipline must be reinforced..

For Teachers

Teachers are expected to improve discipline in professional aspects such as learning preparation, punctuality, and administrative responsibility. Strong discipline supports individual performance while strengthening the institution's image. Teachers must also actively build a positive school culture by collaborating and supporting quality improvement programs.

For the Development of Educational Management Science

This research makes an empirical contribution to understanding the interaction between work discipline (individual aspect), school culture (cultural aspect), and leadership (managerial aspect). The findings of the negative impact of school culture require a critical and contextual study of the culture of educational organizations so that education management practices are more effective and relevant.

For the Next Researcher

To get more nationally representative statistics, it is advised to broaden the research's focus by incorporating more madrasa kinds (including private ones) and larger geographic locations. Qualitative approaches or mixed methods can be used to delve into teachers' experiences and complex school cultural dynamics. Research can also add other variables such as motivation, job satisfaction, and workload for a more comprehensive analysis of teacher performance.

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