

THE INFLUENCE OF LEADERSHIP STYLE, COMPENSATION AND WORK DISCIPLINE ON TEACHER PERFORMANCE AT SMP AL HIJRAH ISLAMIC GLOBAL SCHOOL

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Abstract

The purpose of this study was to determine the effect of leadership style, compensation, and work discipline on teacher performance at SMP Al Hijrah Islamic Global School. This study used associative research and a quantitative method. The population in this study was 40 teachers and the principal at SMP Al Hijrah Islamic Global School. In this study, the sampling technique used saturated sampling, which used all members of the population. Thus, a sample of 40 respondents was obtained. The results showed that leadership style did not significantly influence teacher performance. Compensation had a significant effect on teacher performance, while work discipline significantly influenced teacher performance. The adjusted R square value of 0.462 can be called the coefficient of determination, meaning that 0.462 (46.2%) of teacher performance can be obtained and explained by leadership style, compensation, and work discipline, while the remaining 53.8% is explained by variables outside the model studied.

Keywords: Leadership Style, Compensation, Work Discipline, Teacher Performance

INTRODUCTION

Human Resource Management (HRM) is the process of managing people as an organization's most valuable asset, encompassing the planning, organizing, directing, and controlling of human resources to achieve organizational goals effectively and efficiently. In the context of education, HRM is understood as the process of managing teachers and educational staff to ensure school goals are achieved effectively and efficiently (Khalimah, 2024). According to Sancoko & Sugiarti (2022), HRM plays a strategic role in enhancing the quality of education and involves the efficient and effective management and optimization of human resources within educational institutions. This situation is particularly evident in Medan, North Sumatra—a metropolitan city with a population exceeding two million. Key challenges include low teacher participation in the National Assessment and hindered implementation of the *Kurikulum Merdeka* (Independent Curriculum) due to a lack of training. Integrated Islamic schools in Medan face a dual mandate: achieving academic excellence while simultaneously fostering moral character and Quranic memorization.

In this context, SMP Al Hijrah Islamic Global School serves as a relevant subject for study. Located in Deli Serdang Regency—which directly borders Medan City—the school is part of the Al Hijrah Islamic Global School network and boasts modern facilities alongside flagship programs such as Quranic memorization (*Tahfidz*), a Ramadan Quran Camp, and various religious activities. The school's vision is to create a learning environment that is conducive, innovative, and grounded in character values, while its mission is to nurture students' innate nature (*fitrah*) through holistic education that integrates academic excellence, noble character, and closeness to Allah SWT. However, efforts to realize this vision and mission still face internal challenges, particularly regarding human resource management within the school. Teacher performance in Indonesia refers to the work outcomes demonstrated by teachers in carrying out their professional duties as educators. This performance encompasses the ability to plan instruction, conduct the teaching-learning process, evaluate learning outcomes, fulfill administrative responsibilities, and contribute to the quality of the school (Elfira et al., 2024).

According Ristiana (2021) explains that teacher performance can be analyzed as a variable influenced by work discipline and work motivation. This implies that teacher performance is not merely a normative concept but can be quantitatively measured through a teacher's behavior and work outcomes within the school context. Factors influencing teacher performance include professional competence, the physical work environment, individual factors, leadership factors, team factors, system factors, and contextual factors (Arnelia, 2025). The increase in new student enrollment indicates growing public interest in the school. This success is undoubtedly linked to the teachers' contributions in delivering quality education, fostering character development, and implementing the flagship Quran memorization (*Tahfidz*) program. However, despite these achievements and the positive enrollment trends, internal challenges regarding human resource management remain. Aspects such as leadership style, compensation systems, and teacher work discipline have not yet been fully optimized to drive teacher performance to the desired level.

A principal's leadership style is one of the most influential factors at the school level regarding an educational institution's success, second only to the quality of classroom instruction (Grissom et al., 2021). A principal is responsible not only for managing daily administration but also for fostering a conducive work environment, motivating teachers to pursue continuous professional growth, and directing the school's human resources toward achieving its educational vision and mission. The right leadership style can serve as a catalyst for change, boosting teacher morale and driving instructional innovation. In practice, school leadership styles are dynamic and heavily influenced by the leader's personal character and the situations they face. Principals need to be able to adapt their leadership approach to inspire teachers, provide emotional support, and foster creativity and professional growth. Teachers who feel valued and have the opportunity to contribute typically demonstrate higher levels of motivation and commitment. Conversely, leadership approaches that overemphasize strict supervision and punishment—without providing adequate support—are often less effective at fostering long-term commitment and innovation. Effective leadership styles are generally flexible, capable of adapting to both the needs of teachers and the demands of school tasks.

In an integrated Islamic school such as SMP Al Hijrah Islamic Global School, the principal's leadership style must accommodate various approaches suited to the institution's specific characteristics and needs. The principal is expected to foster a conducive work environment, motivate teachers to pursue continuous professional growth, and serve as a moral role model in shaping Islamic character. An effective leadership style encourages teacher involvement in decision-making through the principle of *musyawarah* (consultation), thereby enhancing their sense of ownership and responsibility. Conversely, a leadership style that is overly rigid and authoritarian risks provoking resistance and dampening teacher morale. Leadership that adapts to curriculum changes, advancements in educational technology, and evolving societal dynamics is crucial for realizing the school's vision and mission. The low level of implementation in this area indicates that efforts regarding teacher competency development, supervision, performance assessment, and the improvement of teacher welfare have not yet been fully optimized. This situation is closely linked to the school principal's leadership style, particularly regarding their ability to motivate teachers and build positive interpersonal relationships.

Compensation within the school setting is a highly strategic factor in the human resource management of education. It encompasses more than just monthly salary payments; it includes all forms of remuneration—both financial and non-financial—awarded to teachers in recognition of their dedication, responsibilities, and performance. In schools, compensation serves to boost motivation and job satisfaction while acting as a tool to retain teachers and prevent them from easily moving to other institutions. In practice, school compensation falls into two primary categories. The first is direct compensation, comprising base salary, performance incentives, and bonuses. While the base salary forms the backbone of a teacher's livelihood, incentives and bonuses are awarded based on the achievement of teaching targets, participation in extracurricular activities, or student performance. The second category is indirect compensation, which includes health benefits, insurance, transportation allowances, holiday allowances, a comfortable work environment, and flexible working hours. Effective compensation not only meets teachers' economic needs but also fosters a sense of being valued and having their contributions acknowledged.

Ultimately, school compensation is not merely about money; it is an acknowledgment of a teacher's dedication. A transparent, fair, and performance-based compensation system fosters a workforce of teachers who are loyal, motivated, and ready to give their best for the nation's future generations. Without adequate compensation, it is difficult for schools to retain high-quality teachers and achieve their desired educational vision. This is supported by Situmorang et al. (2023), who state that compensation encompasses all rewards provided by an organization to its employees in return for their service and work output in pursuit of institutional goals. In the private school sector, compensation is not simply a financial transaction but a strategic instrument for ensuring the continuity of

educational operations. Work discipline in a school setting refers to a teacher's attitude and behavior, reflecting a full awareness of the need to adhere to all applicable school regulations, norms, and work procedures—whether written or unwritten. It is not merely a matter of forced compliance with rules, but rather a voluntary attitude stemming from an understanding of one's responsibilities as an educator.

A disciplined teacher is consistently punctual in attendance, completes teaching duties according to schedule, prepares instructional materials thoroughly, and upholds ethics and professionalism when interacting with students, parents, and colleagues. Work discipline within the school environment has far-reaching effects. Disciplined teachers serve as positive role models for their students. Since students tend to emulate their teachers' behavior, a teacher who is punctual and responsible encourages students to value time and perform their own tasks diligently. Furthermore, teacher discipline directly impacts the quality of instruction; a disciplined teacher focuses more effectively on planning and conducting the teaching-learning process, thereby optimizing student learning outcomes. Work discipline also influences the overall organizational climate of the school. When teachers are disciplined, the school atmosphere becomes more orderly, organized, and conducive to learning. This creates a comfortable and productive learning environment. Conversely, a lack of teacher discipline can lead to tardiness, insufficient lesson preparation, and a decline in the quality of education.

A recapitulation of teacher attendance at SMP Al Hijrah Islamic Global School for the July 2025–June 2026 period indicates that workplace discipline remains an issue, particularly regarding punctuality. Over the twelve-month period, there were 9,266 active working days, comprising 8,387 days of attendance and 879 days of absence, resulting in an aggregate attendance rate of 90.5 percent. This figure implies that nearly one in ten working days went unfulfilled. Regarding punctuality, the average percentage of days involving late arrivals relative to active working days stood at 31.2 percent, with a total of 2,683 days marked by lateness. Thus, school administrative data reveals a pattern wherein teachers generally report for duty but lack the discipline to begin work according to schedule. Low levels of discipline in these areas indicate inconsistencies in the execution of daily tasks, which can disrupt the smooth operation of the learning process, student character development, and the overall achievement of the school's vision. This condition serves as a major factor hindering the optimization of teacher performance within integrated Islamic private schools. These pre-survey findings are supported by research conducted by Rivai Ahmad (2021) and Vernando et al. (2022), which indicates that work discipline has a significant impact on teacher performance.

Based on the background outlined above, several issues can be identified at SMP Al Hijrah Islamic Global School, as follows:

1. Teachers' perceptions of the principal's leadership style fall into the moderate category, with an average agreement rate of only 51.67%. Indicators regarding emotional stability and personal motivation reached only 46.67%. This indicates a gap in the leadership climate that could affect teacher motivation and commitment.
2. Teachers' perceptions regarding compensation remain low, with an average agreement rate of only around 51%. The incentive and bonus components scored the lowest (36.67% and 40%, respectively), leading teachers to perceive an imbalance between their heavy workload and the rewards received.
3. Teachers' perceptions of work discipline fall into the moderate category, with an average agreement rate of only 52%. While discipline regarding attendance and working hours is relatively good, indicators concerning end-of-day departure times, task completion, and adherence to work regulations reached only 40%–46.67%.
4. Teacher performance at SMP Al Hijrah Islamic Global School is not yet fully optimal. Although the school has achieved various successes in Quranic memorization (*Tahfidz*) and religious activities, pre-survey results indicate that the three variables—leadership style, compensation, and work discipline—have not yet succeeded in driving teacher performance to the expected level.

Referring to the background of the problem, research formulation, and objectives, the researcher can state the following hypotheses:

H₁ : Leadership style has a positive and significant effect on teacher performance.

H₂ : Compensation has a positive and significant effect on teacher performance.

H₃ : Work discipline has a positive and significant effect on teacher performance.

H₄ : Leadership style, compensation, and work discipline simultaneously have a positive and significant effect on teacher performance.

METHOD

This study employed an associative approach, which aims to identify the relationship or connection between one variable and another (Sugiyono, 2021). The method employed was quantitative. The data used in this study included both primary and secondary data. This research will be conducted at SMP Al-Hijrah Islamic Global School, with the study period scheduled for February to July 2026. The study population consisted of 40 teachers in total. The author determined the sample size using a saturated sampling method—where the entire population serves as the research sample—resulting in a total of 39 teacher respondents and one school principal respondent. Data collection techniques consist of observation, interviews, and questionnaires.

RESULTS AND DISCUSSION

Results

Validity and Reliability Test Results

Table 1. Results of the Validity Test of Leadership Style, Compensation, Work Discipline and Teacher Performance

Statement Item	r-count	r-table	Description
LS1	0,723	0,361	Valid
LS2	0,518	0,361	Valid
LS3	0,617	0,361	Valid
LS4	0,746	0,361	Valid
LS5	0,625	0,361	Valid
LS6	0,664	0,361	Valid
LS7	0,596	0,361	Valid
LS8	0,660	0,361	Valid
C1	0,624	0,361	Valid
C2	0,836	0,361	Valid
C3	0,717	0,361	Valid
C4	0,675	0,361	Valid
C5	0,673	0,361	Valid
C6	0,674	0,361	Valid
C7	0,779	0,361	Valid
C8	0,626	0,361	Valid
C9	0,745	0,361	Valid
C10	0,484	0,361	Valid
C11	0,534	0,361	Valid
C12	0,609	0,361	Valid
WD1	0,699	0,361	Valid
WD2	0,663	0,361	Valid
WD3	0,610	0,361	Valid
WD4	0,686	0,361	Valid
WD5	0,658	0,361	Valid
WD6	0,584	0,361	Valid
WD7	0,510	0,361	Valid
WD8	0,538	0,361	Valid
WD9	0,713	0,361	Valid
WD10	0,812	0,361	Valid
WD11	0,571	0,361	Valid
WD12	0,703	0,361	Valid
TP1	0,765	0,361	Valid
TP2	0,609	0,361	Valid
TP3	0,736	0,361	Valid
TP4	0,754	0,361	Valid
TP5	0,674	0,361	Valid
TP6	0,848	0,361	Valid

THE INFLUENCE OF LEADERSHIP STYLE, COMPENSATION AND WORK DISCIPLINE ON TEACHER PERFORMANCE AT SMP AL HIJRAH ISLAMIC GLOBAL SCHOOL

Zainisyah Nasta Syam Anggara Lubis et al

Statement Item	r-count	r-table	Description
TP7	0,554	0,361	Valid
TP8	0,665	0,361	Valid

Source: SPSS version 25 (2026)

Referring to Table 1, it is known that the corrected item total correlation value is > 0.361 , so all statement items are stated to be valid/legitimate.

Table 2. Results of the Reliability Test of Leadership Style, Compensation, Work Discipline and Teacher Performance

Variable	Cronbach Alpha	Description
Leadership Style	0,792	Reliable
Compensation	0,884	Reliable
Work Discipline	0,871	Reliable
Teacher Performance	0,851	Reliable

Source: SPSS version 25 (2026)

Referring to Table 2, it is known that the Cronbach's alpha value for all variables is > 0.60 , so all statement items are stated to be reliable.

Normality Test Results

Table 3. Kolmogorov-Smirnov Test Results

		Unstandardized Residual
N		39
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.28709610
Most Extreme Differences	Absolute	.087
	Positive	.080
	Negative	-.087
Test Statistic		.0
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: SPSS version 25 (2026)

Referring to Table 3. above, it is known that the results of the Kolmogorov-Smirnov test have a significance value of $0.200 > 0.05$ so it can be concluded that the data tested is normally distributed.

Multicollinearity Test Results (Tolerance and VIF)

Table 4. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Leadership Style	.990	1.010
Compensation	.895	1.117
Work Discipline	.894	1.119

Source: SPSS version 25 (2026)

Referring to Table 4, it is known that the results of the multicollinearity test for the variables leadership style, compensation and work discipline have a tolerance value > 0.10 and $VIF < 10$, so this study is declared free from multicollinearity problems.

Heteroscedasticity Test Results (Glejser)

Table 5. Glejser Heteroscedasticity Test Results

		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	4.378	2.071		2.114	.042
	Leadership Style	-.088	.056	-.258	-1.573	.125
	Compensation	.004	.035	.021	.121	.904
	Work Discipline	-.012	.039	-.052	-.300	.766

a. Dependent Variable: Abs_res

Source: SPSS version 25 (2026)

Referring to Table 5. above, the results of the Glejser test above, the significance value of the three independent variables is > 0.05, so it can be concluded that there is no heteroscedasticity.

Multiple Linear Regression Test Results

Table 6. Multiple Linear Regression Test Results

		Unstandardized Coefficients	
Model		B	Std. Error
1	(Constant)	5.975	4.001
	Leadership Style	.146	.108
	Compensation	.231	.069
	Work Discipline	.246	.076

Source: SPSS version 25 (2026)

Referring to Table 6, the regression equation for the above values is:

$$Y = 5,975 + 0,146X_1 + 0,231X_2 + 0,246X_3 + e$$

1. The regression equation indicates a constant value (a) of 5.975, meaning that if the variables of Leadership Style, Compensation, and Work Discipline remain constant, the value of Teacher Performance is 5.975.
2. The regression equation shows a regression coefficient of $X_1 = 0.146$, indicating that a 100% increase in Leadership Style results in a 14.6% increase in Teacher Performance.
3. The regression equation shows a regression coefficient of $X_2 = 0.231$, indicating that a 100% increase in Compensation results in a 23.1% increase in Teacher Performance.
4. The regression equation shows a regression coefficient of $X_3 = 0.246$, indicating that a 100% increase in Work Discipline results in a 24.6% increase in Teacher Performance.

Based on the regression values for the independent variables, it is concluded that Work Discipline (X_3) exerts the greatest influence on Teacher Performance, at 24.6%. This indicates that improvements in Teacher Performance are more strongly influenced by Work Discipline.

Hypothesis Testing

Partial Test Results (t-Test)

Table 7. Partial Test Results (t-Test)

Model	t	Sig.
1 (Constant)	1.493	.144
Leadership Style	1.354	.184
Compensation	3.376	.002
Work Discipline	3.240	.003

Source: SPSS version 25 (2026)

Referring to Table 7, it is known that the independent variables influence each other on the dependent variable.

1. Leadership Style (X_1)

THE INFLUENCE OF LEADERSHIP STYLE, COMPENSATION AND WORK DISCIPLINE ON TEACHER PERFORMANCE AT SMP AL HIJRAH ISLAMIC GLOBAL SCHOOL

Zainisyah Nasta Syam Anggara Lubis *et al*

The calculated t-value (1.354) is less than the t-table value (2.030), and the significance value (0.184) is greater than 0.05; therefore, H_0 is accepted and H_a is rejected. This means that Leadership Style does not have a significant effect on teacher performance at SMP Al Hijrah Islamic Global School.

2. Compensation (X2)

The calculated t-value (3.376) is greater than the t-table value (2.030), and the significance value (0.002) is less than 0.05; therefore, H_0 is rejected and H_a is accepted. This means that Compensation has a positive and significant effect on teacher performance at SMP Al Hijrah Islamic Global School.

3. Work Discipline (X3)

The calculated t-value (3.240) is greater than the t-table value (2.030), and the significance value (0.003) is less than 0.05; therefore, H_0 is rejected and H_a is accepted. This means that Work Discipline has a positive and significant effect on teacher performance at SMP Al Hijrah Islamic Global School.

Simultaneous Test Results (F-Test)

Table 8. Simultaneous Test Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	202.665	3	67.555	11.895	.000 ^b
	Residual	198.771	35	5.679		
	Total	401.436	38			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Leadership style, compensation and work discipline

Source: SPSS version 25 (2026)

Referring to Table 8. This test was conducted to determine whether Leadership Style (X1), Compensation (X2), and Work Discipline (X3) simultaneously have a significant effect on Teacher Performance (Y). The test utilized a 95% confidence level, or a significance level of 5% ($\alpha = 0.05$). Based on the F-test results shown in the table above, the calculated F-value was 11.895, with a significance value of < 0.001 . Since the significance value is less than 0.05, it can be concluded that H_0 is rejected and H_a is accepted; this indicates that Leadership Style, Compensation, and Work Discipline collectively have a significant effect on Teacher Performance at SMP Al Hijrah Islamic Global School.

Determination Test Results

Table 9. Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.505	.462	2.38310

a. Predictors: (Constant), Leadership style, compensation and work discipline

Source: SPSS version 25 (2026)

Referring to Table 9, the Adjusted R-squared value is 46.2%, indicating that Leadership Style (X1), Compensation (X2), and Work Discipline (X3) influence the Teacher Performance variable (Y) at SMP Al Hijrah Islamic Global School. Meanwhile, the remaining 53.8% is influenced by other variables not examined in this study.

Discussion

The Effect of Leadership Style on the Teacher Performance

Based on the partial test (t-test) results, the Leadership Style variable yielded a calculated t-value of 1.354 with a significance value of 0.184 (which is greater than 0.05). Since the significance value exceeds 0.05 and the calculated t-value is lower than the t-table value (2.030), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Thus, it can be concluded that Leadership Style does not significantly influence Teacher Performance at SMP Al Hijrah Islamic Global School. These results warrant further examination. Pre-survey data outlined in the Background section (Chapter I) indicate that teachers' perceptions of the principal's leadership style fall within the moderate category (averaging 51.67%); specifically, the indicators for emotional stability and personal motivation scored only 46.67%. This is further supported by descriptive analysis, which reveals that the lowest mean

scores within the Leadership Style variable were associated with statements regarding the harmonious relationship between the principal and teachers (mean 3.05), as well as enthusiasm, commitment, and communication skills (mean 3.08). Meanwhile, the mean scores for the Teacher Performance variable ranged from 3.38 to 3.56 (indicating a level between moderate and high).

Although certain aspects of the leadership style were rated relatively low, teacher performance remained at a higher level. This situation aligns with the statistical test results showing that Leadership Style does not significantly affect Teacher Performance. Several possible explanations can be proposed. First, in an Islamic private school environment like SMP Al Hijrah Islamic Global School, factors such as compensation and work discipline appear to exert a more dominant influence on teacher performance than leadership style does. Second, the leadership style implemented at the school may be relatively stable, thereby failing to serve as a strong differentiator for performance variations among teachers. Third, although there are indicators with low mean scores, this condition is not strong enough to significantly influence teacher performance within this research model. This finding aligns with the study by Situmorang (2023), which also found that leadership style did not have a significant partial effect on teacher performance. However, a non-significant result does not imply that leadership style is unimportant. Principals still need to pay attention to and strengthen aspects of leadership style that teachers rate poorly—particularly interpersonal relationships and motivational skills—to foster a more conducive school work climate. It is simply that, in this study, the contribution of leadership style to teacher performance was not proven to be statistically significant.

The Effect of Compensation on the Teacher Performance

Based on the partial test (t-test) results, the Compensation variable yielded a calculated t-value of 3.376 with a significance level of 0.002 ($p < 0.05$). Thus, it can be concluded that compensation has a positive and significant effect on teacher performance at SMP Al Hijrah Islamic Global School. According to Situmorang et al. (2023), compensation encompasses all rewards provided by an organization to employees in return for their service and work output aimed at achieving institutional goals. Wilson (2018), as cited in SYAH (2024), categorizes compensation into direct compensation (salaries, incentives, and bonuses) and indirect compensation (allowances, insurance, as well as work environment and flexibility). Descriptive analysis results indicate that the lowest mean scores within the Compensation variable were found for statements regarding the sense of security provided by insurance programs (mean 3.08) and the alignment of salary with workload and bonus transparency (mean 3.10). Although certain aspects of compensation were rated relatively low, compensation overall continues to significantly influence teacher performance. This suggests that improvements in compensation aspects—specifically insurance and salary alignment—have the potential to further enhance teacher performance. These results align with the issues outlined in the Background section of Chapter I. Consequently, the better the compensation provided, the higher the teacher performance at SMP Al Hijrah Islamic Global School. This finding is also supported by research conducted by Damayanti (2023), which states that compensation has a positive and significant impact on teacher performance.

The Effect of Work Discipline on the Teacher Performance

Based on the partial test (t-test) results, Work Discipline yielded a calculated t-value of 3.240 with a significance level of 0.003 ($p < 0.05$). Thus, it can be concluded that Work Discipline has a positive and significant effect on teacher performance at SMP Al Hijrah Islamic Global School. According to Wonny & Ridwan (2025), work discipline refers to the awareness and willingness of employees or teachers to comply with all regulations, norms, and work procedures applicable within the organization, whether written or unwritten. According to Arikunto (cited in Hafidulloh, 2020), indicators of work discipline include the level of punctuality and the level of adherence to regulations. Descriptive analysis results indicate that the lowest mean scores for the Work Discipline variable were found in statements regarding the timely completion of teaching and administrative tasks (mean 3.03) and adherence to official uniform and insignia requirements (mean 3.05). These findings align with the data on teacher tardiness and absenteeism outlined in the Background section of Chapter I. Although certain aspects of discipline require improvement, Work Discipline overall continues to have a significant impact on teacher performance. Consequently, the higher the level of teacher work discipline, the higher the performance achieved at SMP Al Hijrah Islamic Global School. This aligns with research by Al Asyraf (2023), which states that Work Discipline has a significant effect on teacher performance.

The Simultaneous Effect of Leadership Style, Compensation and Work Discipline on the Teacher Performance

The F-test results derived from the regression output indicate a calculated F-value of 11.895 with a significance level of < 0.001 . This significance value is well below the established threshold of $\alpha = 0.05$. This demonstrates that the regression model—incorporating the variables of Leadership Style, Compensation, and Work Discipline—has a significant simultaneous effect on Teacher Performance. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the three independent variables collectively contribute to explaining the variation in the dependent variable, Teacher Performance. The model yielded an Adjusted R-Square value of 0.462 (46.2%), while the remaining 53.8% is explained by factors not examined in this study. These findings align with the research by Erdian & Silaban (2023), which indicates that Leadership Style, Compensation, and Work Discipline have a positive and significant impact on performance.

The results of the simultaneous test indicate

CONCLUSION

Based on the research findings and discussion regarding the influence of Leadership Style, Compensation, and Work Discipline on Teacher Performance at SMP Al Hijrah Islamic Global School, the following conclusions can be drawn:

1. Leadership Style does not have a significant effect on Teacher Performance at SMP Al Hijrah Islamic Global School. This is indicated by a calculated t-value of 1.354 and a significance value of 0.184 (> 0.05).
2. Leadership Style does not have a significant effect on Teacher Performance at SMP Al Hijrah Islamic Global School. This is indicated by a calculated t-value of 1.354 and a significance value of 0.184 (> 0.05).
3. Leadership Style does not have a significant effect on Teacher Performance at SMP Al Hijrah Islamic Global School. This is indicated by a calculated t-value of 1.354 and a significance value of 0.184 (> 0.05).
4. Leadership Style, Compensation, and Work Discipline simultaneously have a significant effect on Teacher Performance at SMP Al Hijrah Islamic Global School. This is indicated by a calculated F-value of 11.895 and a significance value of < 0.001 .

Based on the conclusions above, the following recommendations are offered:

1. Regarding the teacher performance variable, a key point to note is the highest mean score—3.56—recorded for the statement "The lesson planning I prepare takes student needs into account" within the Lesson Planning indicator, followed closely by the preparation of lesson plans (RPP) in accordance with the curriculum (mean 3.54). These strengths should be maintained.
2. Although Leadership Style did not show a significant partial effect, the school principal still needs to improve interpersonal relations and communication skills with teachers to foster a more harmonious work climate that supports performance improvement. Specific activities that can be implemented include holding brief weekly briefings, providing direct and two-way feedback, and creating opportunities for dialogue regarding teacher complaints or suggestions. To achieve this, the principal should establish a routine communication schedule and follow up on teacher input in writing, rather than merely issuing one-way instructions. The foundation can support these efforts by holding meetings with teachers at least once per semester.
3. Although Leadership Style did not show a significant partial effect, the school principal still needs to improve interpersonal relations and communication skills with teachers to foster a more harmonious work climate that supports performance improvement. Specific activities that can be implemented include holding brief weekly briefings, providing direct and two-way feedback, and creating opportunities for dialogue regarding teacher complaints or suggestions. To achieve this, the principal should establish a routine communication schedule and follow up on teacher input in writing, rather than merely issuing one-way instructions. The foundation can support these efforts by holding meetings with teachers at least once per semester.
4. Although Leadership Style did not show a significant partial effect, the school principal still needs to improve interpersonal relations and communication skills with teachers to foster a more harmonious work climate that supports performance improvement. Specific activities that can be implemented include holding brief weekly briefings, providing direct and two-way feedback, and creating a forum for discussion regarding any teacher complaints or proposals. To achieve this, the school principal should establish a schedule for regular communication and follow up on teacher input in writing, rather than simply issuing one-way

instructions. The foundation can support these efforts by holding meetings with teachers at least once per semester.

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