



The Influence of Transformational Leadership of Principals and Teacher Work Discipline on Teacher Work Productivity

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Abstract :

Teacher productivity will be created in accordance with the goals that have been planned through the leadership style, work discipline of transformational principals and teachers in creating increased teacher productivity, leadership needs, leadership roles, transformational principals, and established teacher work discipline in schools. The research method used is a survey method with a quantitative approach, while the data collection technique is a questionnaire. The results showed that the transformational leadership of school principals had a significant influence on teacher productivity while the contribution between variable X1 to Y had an effect of 41.6% while the influence of teacher discipline X2 on teacher productivity (Y) was 45.4%. Based on the results of the determination of X1 and X2 to Y obtained simultaneously of 0.590 from the regression equation $\hat{Y} = R^2 \times 100\%$ or $0.590 \times 100\% = 59\%$ while the remaining 41% is influenced by other variables.

INTRODUCTION

Education has a crucial role in the development of human resources, as a foundation for the progress and growth of a country. This is explained in the National Education System Law No. 20 of 2003, which emphasizes that the main goal of National Education is to improve individual abilities, cultivate morals, and advance the nation's civilization (Afzal et al., 2023). Article 3 of this law emphasizes that education aims to form individuals who are faithful, virtuous, knowledgeable, creative, independent, and actively participate in democracy (Afzal et al., 2023). In this context, education cannot be separated from the role of teachers, who have the responsibility to shape the character and civilization of the nation (Avolio, B. J., & Bass, 2004)(Khomairotusshiyama, Unzilah Diana & Sain, 2025). However, in reality, many teachers do not meet the necessary competencies in the teaching and learning process (Idham et al., 2023). Data from the Ministry of Education and Culture (Kemendikbud) shows that the majority of teachers in Indonesia are approaching retirement, with around 27.31% aged between 50 and 59 years old (Kanwal et al., 2023). This can affect productivity and quality of learning in the classroom, where teachers in this age range often experience a decrease in motivation and innovation in teaching.

In accordance with the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, pedagogical, interpersonal, professional, and ethical skills are the main skills that teachers must possess (Huda et al., 2021)(Huda et al.,

2021)(Rachmawati & Suyatno, 2021). A decline in teacher productivity, especially as a result of competency mismatches, can negatively impact the quality of learning (Szabó et al., 2021). This is where the role of the principal in managing and monitoring all aspects of education is important, including the preparation of strategic plans and supervision of the implementation of the teaching and learning process (Ardiansyah, 2024), (Gong & Zhou, 2024)(Alkaabi, 2025). School principals must be able to be inspirational leaders, provide support and guidance to teachers in improving their performance, so that they can achieve educational goals collectively (Sarah et al., 2023)(Khomairotusshiyama, Unzilah Diana & Sain, 2025).

Discipline among teachers plays an important role in driving teaching effectiveness and improving students' academic achievement. Consistent enforcement of discipline in educational institutions creates an environment conducive to the learning process (Basnet & Sherpa, 2020)(Patel, 2021)(Zondo & Mncube, 2024). On the other hand, institutions that ignore disciplinary standards often experience significant problems in terms of teacher productivity (Basnet & Sherpa, 2020)(Kilag et al., 2023)(Yuan, 2023). To increase teacher productivity, education leaders need to implement clear strategies, set measurable goals, and create good integration between planning and various influencing factors (Kimleang & Arsyad, 2022), (Koirala et al., 2020). School leaders who have transformational leadership skills can play a key role in maximizing teacher work productivity, as well as creating an atmosphere that supports discipline and productivity in teaching (Idham et al., 2023) (Munir, 2020). The conditions at SMP Negeri 96 South Jakarta illustrate the need for a school principal who has good leadership skills, so that they can increase teacher discipline and productivity (Tentama et al., 2020). With the right approach, it is hoped that education at the institution can improve, creating better academic results for all students (Yousef, 2021).

RESEARCH METHOD

This research method applies a quantitative approach with survey methods and multiple regression analysis to test the relationship between the variables of Principal Transformational Leadership (X1), Teacher Work Discipline (X2), and Teacher Work Productivity (Y). The selection of quantitative methods and multiple regression analysis is supported by previous research that has applied similar procedures in testing the influence of leadership and work discipline on performance or productivity. Relying on numerical data collected through questionnaires, this study aims to provide an empirical picture of the correlation and contribution of each variable simultaneously.

In terms of population and samples, this study refers to the definition put forward by Wiratna Sujarweni regarding population as a generalized area of objects that have certain characteristics. Because the population (all teachers of SMPN 96 South Jakarta) is less than 100, saturated sampling techniques are applied so that every element of the population is included in it. This approach ensures that variations within populations can be captured thoroughly, increasing the validity of the study's findings.

Data collection was carried out using a questionnaire technique or a closed questionnaire, where respondents were given a predetermined choice of answers. The questionnaire instruments compiled are based on indicators that represent the three research variables, namely transformational leadership, teacher work discipline, and teacher work productivity. Data collection techniques in the form of questionnaires have been widely used in quantitative research in the field of education to systematically

obtain data on respondents' perceptions and experiences. In addition, the use of specific indicators for each variable is in line with previous research that tested the influence of leadership and discipline on teacher performance, so that this method provides a measurable and valid analytical framework.

RESULT AND DISCUSSION

Result

The Influence of Transformational Leadership on Teacher Productivity

This study shows that there is a significant positive influence between the transformational leadership of the principal and the productivity of the teachers. This can be seen from the results of statistical calculations using multiple regression analysis, which produces a probability value (Sig. Fchange) = 0.001. Since the value of Sig. Fchange is less than 0.05, H₀ is rejected and H₁ is accepted, which means that there is a significant influence between the two variables. These findings show that the transformational leadership style of school principals has a direct influence on increasing teacher work productivity. These results are in line with research conducted by (Bass, B. M., & Avolio, 1994), which states that transformational leadership can improve performance and productivity in the context of education.

In this study, the results of the determination coefficient test showed that 41.6% of the variation in teacher productivity was influenced by the transformational leadership of the principal. This suggests that almost half of the factors that affect teacher productivity can be explained by the principal's leadership style. Factors such as ideal influence, inspirational motivation, intellectual stimulus, and individual concern are described by (Bass, BM, & Avolio, 1994), which is a hallmark of transformational leadership, plays a key role in creating an environment that supports and motivates teachers to work more productively. Transformational leaders who can provide personal inspiration and support to teachers have the potential to increase their commitment and productivity in carrying out their teaching duties.

The results of this study support the theory expressed by (Bass, BM, & Avolio, 1994), explaining that leaders who apply a transformational leadership style tend to be able to positively influence their subordinates by setting a good example, motivating, and paying attention to individual needs. In the context of schools, principals who implement this leadership style are expected to create a conducive climate for teachers' professional development, which will ultimately have an impact on the quality and quantity of teaching. Leaders who have an ideal influence will be role models for teachers and motivate them to contribute more to educational goals (Avolio, B. J., & Bass, 2004)

This research also confirms the results of previous studies, such as those conducted by (Muttaqin et al., 2023), who examined the influence of transformational leadership on teacher productivity at SMAN 90 Jakarta. The results of the study showed a significant influence between transformational leadership and teacher productivity, with a value of 0.791 indicating a very strong relationship coefficient. These findings show consistency between effective principal leadership and increased teacher productivity, which impacts the overall dynamics of the school. Inspirational motivation and intellectual stimulus from school principals are expected to improve the quality of teaching and encourage teachers to innovate in their learning methods.

Overall, the results of this study emphasize the importance of transformational leadership in the context of education, especially in increasing teachers' work productivity. Principals who are able to implement this leadership style can create positive changes in the school environment that not only affect teacher motivation, but

also student learning outcomes. Therefore, the implementation of effective transformational leadership is one of the key factors in creating a successful and advanced school in various aspects, both in the educational process and in achieving national education goals.

The Influence of Teachers' Work Habits on Teachers' Work Productivity

The results of this study show that teachers' work discipline has a significant influence on teachers' work productivity. Based on the results of the regression test with a probability value (Sig. Fchange) = 0.001, the decision taken was that H_0 was rejected and H_1 was accepted, which means that there was a significant positive influence between the teacher's work discipline and their productivity. The Sig. Fchange value < 0.05 indicates that the influence did not occur by chance, but was indeed a real relationship. These findings are in line with the theory put forward by Hasibuan (2020), which emphasizes that good work discipline plays an important role in improving performance and productivity in the work environment.

In addition, based on the results of the determination coefficient (R^2) test, it was found that 45.4% of the variation in teacher productivity was influenced by the teacher's work discipline. This suggests that almost half of the factors that affect teacher productivity can be explained by work discipline variables. Work discipline includes several indicators, such as punctuality, compliance with regulations, work responsibility, performance of duties and obligations, and attendance rate. Teachers who show high discipline in these matters tend to have better productivity, because they work more organized, efficiently, and according to a predetermined schedule (Kwiek & Roszka, 2024).

This research also supports the results of a study conducted by (Kwiek & Roszka, 2024), which stated that work discipline has a positive influence on teacher work productivity. In their research at SMK Bakti Ponorogo, it was found that good work discipline is directly related to increasing teachers' work productivity. Their results showed that the t-count value of 3.341 was greater than the t-table of 2.030, with a significance value of $0.002 < 0.05$. This indicates that the more disciplined a teacher is in carrying out his duties and responsibilities, the higher the productivity achieved in their work. This study provides empirical evidence that reinforces the findings in our study regarding the relationship between work discipline and teacher productivity.

Good discipline in the work environment is closely related to the teacher's responsibility for his work, both in terms of teaching and in carrying out administrative tasks. Teachers who have high work discipline will be more responsible in completing their tasks, such as preparing lesson plans, preparing learning materials, and carrying out evaluations of students. This discipline is also reflected in low teacher attendance, where teachers who are disciplined in terms of attendance tend to be more productive in classroom learning activities. Research conducted by (Innocent & Andala, 2021) also shows that work discipline, including punctual attendance, plays an important role in improving teacher performance.

Overall, the results of this study provide a clear picture of the importance of teacher work discipline in increasing teacher work productivity. School principals and education management need to pay greater attention to strengthening the culture of work discipline in schools. Discipline that is applied consistently will create a more orderly work environment, increase efficiency, and reduce distractions that can affect the quality of teaching. Thus, the increase in teachers' work productivity depends not only on the individual abilities of teachers, but also on the effective management of discipline in the school environment.

The Influence of Transformational Leadership and Teacher Work Discipline on Teacher Work Productivity

Based on the results of the determination carried out on the variables of the transformational leadership of the principal (X1) and the work discipline of the teacher (X2) on the work productivity of the teacher (Y), it was found that both had a significant simultaneous influence. The determination coefficient obtained of 0.590 shows that 59% of the variation in teacher work productivity can be explained by these two main factors, namely the principal's transformational leadership and the teacher's work discipline. This shows that teachers' work discipline and principals' leadership styles together contribute greatly to increasing teacher productivity. Meanwhile, the rest, which is 41%, is influenced by other factors, such as motivation, health, income, and environmental factors that are not included in this research model.

From the results of regression analysis, it was found that if the transformational leadership of the principal increased by one score, the teacher's productivity would increase by 0.393, with a constant of 12.978. This means that good leadership of the principal will significantly increase teacher productivity. This is in line with the findings of Bass & Avolio (1994), who stated that transformational leaders are able to exert a positive influence through motivation, individual attention, and intellectual stimulation to their subordinates, in this case teachers. Thus, a principal who is effective in inspiring and giving clear direction will motivate teachers to work harder and be more productive.

Furthermore, the results of the analysis also showed that teachers' work discipline contributed more to teacher productivity, with an increase of 0.444 in teacher productivity every time teachers' work discipline increased by one score. This shows that work discipline, which includes punctuality, responsibility, and adherence to school rules, has a very significant impact on teacher productivity. emphasized the importance of work discipline in improving work efficiency and quality. Disciplined teachers, both in terms of attendance and in carrying out teaching tasks, will create a more productive and organized learning environment.

However, while transformational leadership and teacher work discipline play a big role in increasing teacher productivity, there are many other factors that also affect productivity, such as motivation, nutrition and health, income, social security, work environment, and work climate. These factors, although not involved in this regression model, still have a significant impact on teacher performance. For example, a teacher's high intrinsic motivation will encourage them to work better, while good physical condition and health will also affect their concentration and work endurance. Therefore, these factors should be considered by schools in an effort to increase teachers' work productivity.

The results of this study confirm that the transformational leadership of the principal and the work discipline of the teacher play a very important role in increasing the productivity of teachers in schools. Principals who are effective in leading and providing the right motivation to teachers will create an environment that supports optimal teacher performance. Good work discipline from teachers will also reinforce the positive results that result from effective leadership. Therefore, policies that encourage the implementation of transformational leadership styles and the improvement of teachers' work discipline must be a priority at SMP Negeri 96 South Jakarta to achieve higher teacher work productivity and better learning quality.

Discussion

The results of the study indicate that the principal's transformational leadership

has a significant influence on teacher work productivity. This finding is in line with the opinion of (Bakker et al., 2023) who stated that transformational leaders are able to inspire and motivate their subordinates through vision, passion, and attention to individual needs. This similarity confirms that a leadership style that emphasizes inspirational, intellectual, and personal attention values tends to increase work motivation, thus having positive implications for productivity. Research by Leithwood and (Li & Liu, 2022)(Kılınç et al., 2024)(Alzoraiki et al., 2023) also supports this, confirming that principals who implement transformational leadership can improve teacher effectiveness and learning.

On the other hand, teacher work discipline has also been proven to provide a positive contribution to work productivity. This result is in line with research from (Rivaldo & Nabella, 2023)(Hermanto & Srimulyani, 2022)(Tohan et al., 2022), which states that discipline is one of the main factors that determine the success of an organization. When teachers have high discipline, such as punctuality, consistency in carrying out tasks, and compliance with rules, work productivity tends to increase. However, in some contexts, there are differences in findings. For example, a study by (Xu et al., 2022) (Innocent & Andala, 2021)(Kilag et al., 2023) showed that discipline does not always guarantee productivity if it is not supported by intrinsic motivation. This difference shows the need for a holistic approach in understanding the factors of teacher productivity.

The implication of this finding is that the principal's leadership does not only act as an administrative director, but also as an agent of change who is able to create a conducive work environment and encourage teacher performance. If the principal fails to carry out his transformational role (dysfunction), then teachers tend to work mechanically without a spirit of innovation, which ultimately reduces productivity. On the other hand, if leadership is carried out with a transformational approach (function), then the school structure will strengthen as a dynamic and productive learning community.

In relation to the school organizational structure, teacher discipline reflects the existence of a strong internal control system. If discipline is not enforced (weak structure), then there will be irregularities in the implementation of tasks, which will have an impact on the decline in the quality of learning. On the other hand, discipline supported by a clear organizational structure and a positive work culture will create an organized and productive work system. Thus, a healthy school organizational structure plays a very important role in strengthening the effects of discipline on teacher work productivity.

Overall, the positive relationship between transformational leadership and work discipline on teacher productivity shows that aspects of leadership and individual behavior cannot be separated. Both work synergistically in forming a structure that supports performance improvement. Therefore, strengthening the capacity of school principals as transformational leaders and instilling work discipline values continuously are important strategies in improving the quality of education. This study provides practical contributions for policy makers in the field of education to emphasize leadership training and strengthening a culture of work discipline in the school environment.

CONCLUSION

Based on the results of the research, it can be concluded that the transformational leadership of the principal and the work discipline of teachers have a significant positive influence on the work productivity of teachers at SMP Negeri 96 South

Jakarta. Simultaneously, these two factors explain the 59% variation in teacher productivity, suggesting that inspirational leadership and high work discipline can significantly improve teacher performance. The transformational leadership of the principal contributed to the increase in teacher productivity by 0.393, while the work discipline of the teacher contributed even more, at 0.444. This confirms that leaders who are effective in providing direction and attention to individuals and teachers who have high discipline will tend to be more productive in carrying out their teaching duties.

However, while leadership and work discipline have a huge impact, other factors such as motivation, health, income, and work environment also affect teacher productivity, which explains 41% of the variation that is not covered by these two main factors. Therefore, to increase the overall productivity of teachers, it is necessary to pay attention to other supporting factors besides leadership and work discipline. This study provides evidence that the combination of effective transformational leadership and high discipline is a key in increasing teacher productivity, which in turn will contribute to improving the quality of education in schools.

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