The Influence of the Principal's Transformational Leadership Style, Work Discipline, Job Satisfaction on Teacher Performance in Bireuen Regency

**Yusnita1) \*, Marwan 1), Teuku Salfiyadi 1)**

1Master of Educational Administration Study Program, Universitas Almuslim. Aceh, Indonesia

|  |  |  |
| --- | --- | --- |
| *Received: 02 December 2023*  | *Revised: 20 December 2023*  | *Accepted: 31 December 2023* |

**Abstract**

The purpose of this research is (1) to find out whether the Transformational Leadership Style of School Principals influences the Performance of State Vocational School Teachers in Bireuen Regency (2) to find out whether Work Discipline influences Teacher Performance. State Vocational School teacher in Bireuen Regency. (3) find out whether Job Satisfaction influences the performance of State Vocational School teachers in Bireuen Regency (4) determine the simultaneous influence of the Principal's Transformational Leadership Style, Work Discipline, Job Satisfaction on the Performance of State Vocational School Teachers in Bireuen Regency. This research uses a quantitative approach method, a population of 227 people with a sample of 145 people with a proportional random sampling technique using the Slovin formula with an error rate of 5%, data collection techniques likert scale questionnaires and multiple linear regression analysis data processing techniques using SPSS 25. Hypothesis testing results Research using the t test shows that there is no significant influence of transformational leadership style on the performance of State Vocational School teachers in Bireuen Regency. This is indicated by the calculated t value < t table (1.436 < 1.976) and with a significant value of 0.153 > 0.05. Meanwhile, there is a significant influence of work discipline on the performance of State Vocational School teachers in Bireuen Regency. This is shown by the calculated t value > t table (3.477 > 1.976) and with a significance value of 0.000 < 0.05. Meanwhile, teacher job satisfaction influences the performance of State Vocational School teachers in Bireuen Regency with a calculated t value > t table (3.483 > 1.976) and with a significance value of 0.000 < 0.05. And the results of the f test show that there is a significant influence of transformational leadership style, work discipline and teacher job satisfaction on the performance of State Vocational School teachers in Bireuen Regency. The calculated f value > f table (32.052 > 2.668) with a significance value of 0.000 < 0.05. It can be concluded that improving teacher discipline must be further improved, in order to increase teacher performance scores.

**Keywords**: discipline; job satisfaction; leadership style; performance.

INTRODUCTION

Teacher performance is very important in realizing national education goals and determining the level and quality of education however teacher performance is influenced by various factors both from within and from outside the individual concerned (Susanto, 2012). In Law no. 20 of 2003 concerning the Indonesian National Education System in Article 39 paragraph 2 states that the task of teachers is to plan and implement the learning process, assess learning outcomes, carry out guidance and training, as well as carry out research and community service (Teacher and Lecturer Law No. 20 of 2003).

The importance of teachers' teaching performance influences the optimal learning achievement of students, which is one of the external forces that can be used by a teacher to exercise influence in teaching. Thus, an appropriate measurement is needed to find out the current level of teacher performance in school.

Performance measurement is a systematic and continuous process for assessing the success/failure of implementing activities in accordance with programs, policies, to achieve the targets and objectives that have been set in realizing the school's vision and mission. Performance measurement is a method for assessing the progress that has been achieved compared to the targets and objectives that have been set. This requires each individual teacher to be able to improve their quality both in teaching and carrying out work according to the tasks and functions assigned.

Performance measurement is not only limited to the mechanism for providing rewards/punishments. Measuring the level of performance achievement is carried out by comparing the target achievement of performance indicators that have been set with their realization, so that it can be seen whether the targets that have been set have been achieved or not. There are 12 vocational schools in Bireuen Regency which are divided into 2 categories, namely 8 public vocational schools and 4 private vocational schools (Bireuen Regency Education Office, 2023). Based on this data, it is known how the general assessment of teachers at the State Vocational High School (SMK) level in Bireuen Regency is presented in table 1 below**:**

**Tabel 1. Overview of Teacher Behavior Assessment at State Vocational Schools in Bireuen Regency**

|  |  |
| --- | --- |
| **Description of Behavioral Areas** | **Values ​​/ Aspects (%)** |
| Service orientation | 87 % |
| Integrity | 88 % |
| Commitment | 88 % |
| Discipline | 88% |
| Cooperation | 90% |
| Behavior | 87% |
| Work performance | 80% |
| Average |  86,8 % |

Based on the table 1, it is known that the average percentage of teacher behavior assessed from all aspects is 86.8% or the equivalent of 87%. The Collaboration sector is the field with the highest rating, reaching 90%, while the field of behavior and service orientation is the field with the lowest score, namely 87%. This illustrates that the performance of State Vocational School level teachers in Bireuen Regency is included in the good category as seen from the average percentage presented in table 1 above.

In reality, there are still many obstacles that occur which affect teachers' performance in carrying out their duties as teachers, including the teacher career ladder system which is still ambiguous between professional needs and a bureaucracy that has a strong political content. The phenomenon that occurs in State Vocational Schools in Bireuen Regency is that teacher performance is classified as good if seen in substance alone, however, there are many things that influence teacher performance, namely transformational leadership style, work discipline and Job satisfaction is not yet fully integrated into the school environment, there is a need to improve performance related to facts in the field. Performance improvement is assessed not only based on quantity but also based on quality.

Apart from the transformational leadership style possessed by the leaders of State Vocational Schools in Bireuen Regency which is thought to be still low, teacher job satisfaction is also still low. Based on initial observations that have been made, there are conditions that indicate problems regarding job satisfaction, namely teachers are not sincere in carrying out their duties, such as feeling quickly bored with their own work because they do the same work every day, therefore teachers are less motivated to play an active role in their work. what he did.

Leadership style is a leader's behavioral pattern in the process of mobilizing and influencing workers. Furthermore, Iman defines leadership style as a pattern of behavior and strategies that are often liked and often applied by a leader, with leadership style as a process of influencing other people to carry out organizational tasks voluntarily for their subordinates to always be productive. Therefore, the existence of a leader in an organization is felt to be absolutely necessary to be the captain for his subordinates. Effective leadership is a vital prerequisite for the survival and success of an organization.

This will have a good impact on education because education is a system, where one component influences each other to achieve goals. In this case, the teacher and principal components play an important role in achieving educational goals. Teacher behavior will be influenced by the behavior of the principal. Therefore, good principal leadership will influence teacher behavior to be good too, for example being confident, loyal and motivated to carry out their duties optimally.

With so many different leadership styles, one of which is the Transformational Leadership Style according to (Yukl, 2016) states that all transformational leaders can make their followers more aware of the importance and value of work and persuade followers not to prioritize their own interests for the sake of the organization. This can be resolved if solving problems in the company or organization has leaders who are competent in managing subordinates so that work in the company runs well (David, 2016).

The problem of improving teacher performance is not only influenced by the school principal's leadership style, but is also driven by other aspects, namely the level of work discipline that has been implemented by State Vocational School level teachers in Bireuen Regency. The level of work discipline is a measure of improving the quality of a teacher's performance. This is because discipline is a behavior that is carried out with awareness and obeys the rules. In this regard, it is in accordance with the statement (Malthis & Jackson, 2006) in their book that work discipline is closely related to workforce behavior.

In this regard, (Nugraheni & Ratna, 2016) also stated that work discipline is an attitude of respect, respect, obeying and following applicable regulations, whether written or not, and enforcing them, and not avoiding sanctions. This shows that the attitude of discipline grows from within every individual human being, teachers are included in a community group that must follow certain rules at school, therefore teachers work in accordance with the provisions that have been implemented by school regulations.

In improving the quality of maximum teacher performance, increasing discipline is also one of the things that is assessed, this is related to punctuality, suitability of teaching materials, ability to comply with all regulations and being able to apply rules in interactions at school, so that the quality of teacher performance improves. An average attendance rate of between 2-3 percent is a symptom of poor work discipline. Basically, the discipline factor is one of the important functions of human resource management and is the key to realizing goals, because without discipline it is difficult to achieve it (Winaya et al., 2012).

It is often found that the level of teacher discipline is only measured by the teacher's presence on time, this cannot be a reference considering that there are many things studied at the level of teacher discipline that influence the performance of a teacher in schools such as at the State Vocational School level in Bireuen Regency.

In connection with a teacher's performance, there are other aspects that are targeted that influence the quality of teacher performance, namely job satisfaction which is aimed at the attitudes, emotions and achievements provided by a teacher. Agree with (Hasibuan, 2009) that job satisfaction is an emotional attitude that is pleasant and able to increase the feeling of love for the work done. Job satisfaction will be seen in how a teacher has morals at work, discipline and work performance. Meanwhile, according to (Robbins, 2010), job satisfaction refers to the attitude of a teacher who is satisfied with the work done. Someone with high job satisfaction has a positive attitude towards their work. A person who is dissatisfied has a negative attitude. When people talk about employee attitudes, they usually refer to job satisfaction.

Job satisfaction is individual, each person has a different level of satisfaction according to the value system that applies to him. The higher the assessment of the activities carried out where the target desire is felt individually, the higher the satisfaction with the activity. Thus, satisfaction is an evaluation that describes a person's feelings of being happy or unhappy, satisfied or dissatisfied at work (Riva'i et al., 2013).

In connection with the above, job satisfaction is a teacher's attitude in appreciating the work that has been done regarding various aspects contained in the job. Individual attitudes in experiencing work are also influenced by individual characteristics and conditions in the teacher's school environment. So it can be said that job satisfaction is an emotional attitude to have fun and love your job. This attitude is reflected in our work ethic, discipline and work performance. Job satisfaction is enjoyed both at work and outside work, and in a combination of inside and outside work.

Teacher job satisfaction is a feeling of satisfaction or dissatisfaction with the teacher's job and the extent to which the teacher accepts and appreciates aspects of the job such as assessment, staff relationships, responsibility and recognition. (Isdayani et al., 2022). In this way, teacher job satisfaction can reflect a person's feelings towards their work, which includes payment of appropriate salaries, co-workers, promotions and supervision

In reality, there are still many obstacles that occur which affect teachers' performance in carrying out their duties as teachers, including the teacher career ladder system which is still ambiguous between professional needs and a bureaucracy that has a strong political content. The phenomenon that occurs at State Vocational Schools in Bireuen Regency is that teacher performance is classified as good if seen in substance alone, however there are many things that influence teacher performance, namely transformational leadership style, work discipline and job satisfaction which are not fully integrated well in the school environment. there is a need to improve performance related to facts on the ground. Performance improvement is assessed not only based on quantity but also based on quality.

Meanwhile, discipline and job satisfaction can be implemented consistently, if teachers have a great sense of responsibility regarding discipline, which is followed by increased job satisfaction which is provided by appreciating teachers who are outstanding, exemplary and competent so as to encourage other teachers so that it has a strong impact on teacher performance. This reflects how the better the teacher's performance, the more support for job satisfaction and high discipline is needed.

This is reflected in the work of teachers and employees carrying out their duties according to the set working hours, encouraging them to be more disciplined because there is no obligation to be absent daily at school. The transformational leadership style approach which gives teachers and employees the opportunity to be involved and participate in decision making makes them feel valued and part of the school to encourage discipline in carrying out their duties to achieve better performance.

Furthermore (Aziz & Abdul, 2018) stated that the Transformational Leadership Style had a positive and significant effect on teacher performance, and partially work discipline had a positive and significant effect on teacher performance, transformational leadership style and discipline simultaneously had a significant effect on Teacher Performance.

Furthermore (Kholiq et al., 2020) the results of their research state that the transformational leadership style influences teacher performance to a greater extent than job satisfaction which also influences teacher performance. Transformational leadership style and job satisfaction simultaneously influence teacher performance.

The different results from the research above mean that this research has a research gap with previous research. The research gap in this research is related to the differences in results between the relationship between transformational leadership, work discipline and job satisfaction on teacher performance. This research uses more than 2 independent variables, namely using 3 variables which together influence teacher performance. The use of 3 variables in this research was carried out because it was assumed that they would have a high impact on the performance of State Vocational School teachers in Bireuen Regency.

The fact found in the field is that the transformational leadership style possessed by the leaders of State Vocational Schools in Bireuen Regency is still low. This is confirmed by the results of initial observations which show that in total there are 237 Civil Servant Teachers at State Vocational Schools in Bireuen Regency. Both civil servant and honorary teachers, namely 472 people consisting of 327 women and 145 men who were spontaneously observed in the initial survey were in the low category.

Apart from the transformational leadership style possessed by the leaders of State Vocational Schools in Bireuen Regency which is thought to be still low, teacher job satisfaction is also still low. Based on initial observations that have been made, there are conditions that indicate problems regarding job satisfaction, namely teachers are not sincere in carrying out their duties, such as feeling quickly bored with their own work because they do the same work every day, therefore teachers are less motivated to play an active role in their work. what he did.

Then, teachers always feel dissatisfied with salaries that are not commensurate with the workload they receive. Apart from that, small disputes often arise between colleagues which create discomfort between teachers. Another problem is that superiors do not care about the achievements that their employees have achieved. This can be seen from the few opportunities given to employees to get promotions, while this can increase teacher job satisfaction. The low level of teacher job satisfaction that occurs in almost all State Vocational Schools in Bireuen Regency is confirmed by the results of initial observations through direct interviews with several teachers in several State Vocational Schools in Bireuen Regency.

Overall, in general, State Vocational School Civil Servant Teachers in Bireuen Regency who were observed expressed their feelings of dissatisfaction. However, during initial observations at State Vocational Schools in Bireuen Regency, another problem was found, namely an inadequate work environment. A less conducive work environment will have an impact on reducing the performance of State Vocational School teachers in Bireuen Regency. A less conducive work environment occurs in only a few schools, which can be seen from uncomfortable work situations and poor workplace arrangements. Based on observations made at the research location, it can be seen that the arrangement of the workplace looks untidy, there is still a lot of data in the form of paper piled up on the work desk and not organized properly.

Research purposes Based on the problem formulation, the research objectives are as follows to find out whether the Principal's Transformational Leadership Style, work discipline, job satisfaction partially and simultaneously influence the performance of State Vocational School Teachers in Bireuen Regency.

METHODS

The approach to this research is a quantitative approach, namely research that is more about "accuracy" by describing each variable in terms of the accuracy of the influence between one other variable and having a broad generalization area (Irawan, 2006). Quantitative data processing and analysis methods to determine the extent Certain independent variables influence the dependent variable. Determining that the dependent variable in the hypothesis is influenced by one or several independent variables. Quantitative research methods are methods that rely on objective measurements and mathematical (statistical) analysis of data samples obtained through questionnaires, polls, tests, or other research instruments to prove or test hypotheses (temporary assumptions) proposed in the research (Marwan et al, 2023).

Then collect comprehensive data through surveys to the audience with questions that address all independent variables. The data analysis method used is Multiple Regression Analysis by examining the relationship between variable factors, namely between transformational leadership style (X1), teacher discipline (X2), teacher job satisfaction (X3) on teacher performance (Y) at State Vocational Schools in Bireuen Regency. This research is planned to be carried out at State Vocational Schools in Bireuen Regency. The objects of this research are PNS (Civil Servant) teacher employees at the Bireuen Regency State Vocational High School. The population in this research is the total population of civil servant teachers at State Vocational Schools in Bireuen Regency, totaling 227 civil servant teachers, while the sample used is 145 respondents

Apart from primary data, secondary data was also used in this research to support the suitability of the research, namely by literature study, references and documentation. Secondary data collection was obtained by critically examining references. The data collection method used in this research is the distribution of closed questionnaires in the form of a list of questions regarding the problems to be studied, addressed to the school principals who are the research sample. The list contains questions about the main problem being studied. Data collection through distributing a list of questions is arranged in stages based on scale. Likert measurements, (Sugiyono, 2015) with a scale of five, can be seen in the following table:

**Tabel 2. Questionnaire data measurement scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Answer Choices** | **Code** | **Scor** | **Meaning** |
| Strongly agree | SS | 5 | Very high |
| Agree | S | 4 | Tall |
| Disagree | KS | 3 | Currently |
| Don't agree | TS | 2 | Low |
| Strongly Disagree | STS | 1 | Very low |

The analysis used in this research is regression analysis for hypothesis testing. The testing steps are as follows:

* Data Normality Test

The normality test is a statistical test intended to test whether the residual values of research variables are normally distributed or not. The simple condition for a rasidual to be said to be normally distributed is to check the rasidual value in the Asymp.Sig section. (2-tailed) or using exact Monte Corlo. If the value is > 0.05 (or the Asymp. Sig value is greater than 5%), then the residual is said to be normally distributed. s20 This test is carried out to assist accuracy in conducting hypothesis testing. Hypothesis testing can only be carried out if the variables to be analyzed are normally distributed, therefore a normality test is needed. In this study, data normality was tested using the Kolmogorov-Sminow test, and the data was processed using Statistical Product and Service Solution (SPSS) version 25.

* Multicollinearity Test

Multicollinearity is a situation where there is a perfect or near perfect linear relationship between the independent variables in the regression model." A good regression analysis as stated by (Priyatno, 2013) is if there is no multicollinearity. If there is multicollinearity in the regression, the consequence is that the correlation coefficient is uncertain and the error becomes very large or uncertain. The multicollinearity test in this research was carried out by looking at the results of the regression test using the SPSS program with the indicator that if the VIF (Variance Inflation Factor) value is less than 10 and the tolerance value is more than 0.1 then multicollinearity does not occur.

* Heteroskedasticity Test

Heteroscedasticity is the condition of a perfect linear relationship between independent variables in a regression model. A good regression model is one that does not show heteroscedasticity. To find out whether this research has heteroscedasticity, as stated by (Priyatno, 2016), the indicators are:

1. If there is a certain pattern, for example there are points that form a certain regular pattern (wavy, widening and narrowing) then heteroscedasticity occurs in the regression model.
2. If there is no clear pattern, for example the points are spread above and below the number 0 on the Y axis, then heteroscedasticity does not occur.
* Hypothesis Testing

Hypothesis testing in this research was carried out using linear regression analysis. As stated by Gujarati, regression analysis is the study of the dependence of one dependent (dependent) variable on one or more independent/independent variables, which aims to estimate and/or predict the population average or average value of the dependent variable based on the value of the independent variable known (Erwan & Dyah, 2007). In this research, the regression analysis used is multiple regression analysis. Multiple regression analysis is used to test hypotheses 1, 2, and 3. By looking at how much influence the independent variable has on the dependent variable, there are 3 independent variables (X1) transformational leadership style, (X2) Discipline, and (X3) Teacher satisfaction with the dependent variable, namely (Y) performance of civil servant teachers at State Vocational Schools in Bireuen Regency.

* Carry out a significance test (t test)

The t test was carried out to determine whether or not there was a significant influence between the independent variables on the dependent variable. Testing was carried out using a significance level of 0.05 and 2 sides with steps (Priyatno, 2016)

* Determine the simple correlation coefficient and coefficient of determination

The simple correlation coefficient (Pearson correlation) can be seen from the magnitude of r which shows the correlation between the independent variable and the dependent variable. If the value of r gets closer to 1, the closer the relationship becomes. To find out the magnitude of the coefficient of determination, it can be seen from the magnitude of r Square (r2). The r Square (r2) number is converted into a percentage so that you can see the percentage contribution of the influence of the independent variable to the dependent variable.

* Determine the equation of a simple linear regression line

Y = a + B1X1+ B2X2+ B3X3 +e (Santoso, 2004)

Information: Y= Dependent variable (Teacher Performance), a = Constant, namely the value of Y if X= 0 B1, B2, B3 = Regression coefficients; X1 = Independent Variable (Transformational Leadership Style); X2 = Independent Variable (Discipline); X3 = Independent Variable (Job Satisfaction); e = Error

RESULTS AND DISCUSSION

The data normality test was carried out to see whether the residual values ​​were normally distributed. Normally distributed data allows the use of parametric statistics, whereas if the data is not normally distributed, non-parametric statistics are used. This article explains the steps in carrying out a data normality test using SPSS, starting from entering data, determining variables, to viewing the results of the data normality test.

**Tabel 3. Data Normality Test Results Kolmogorov-Smirnov Test Monto Carlo**

|  |
| --- |
| One-Sample Kolmogorov-Smirnov Test |
|  | Unstandardized Residual |
| N | 145 |
| Normal Parametersa,b | Mean | .0000000 |
| Std. Deviation | 1.80386716 |
| Most Extreme Differences | Absolute | .104 |
| Positive | .082 |
| Negative | -.104 |
| Test Statistic | .104 |
| Asymp. Sig. (2-tailed) | .001c |
| Monte Carlo Sig. (2-tailed) | Sig. | .078d |
| 99% Confidence Interval | Lower Bound | .071 |
| Upper Bound | .085 |

Based on the table above, the hypothesis used is: H0: residuals are normally distributed, H1: residuals are not normally distributed. The results shown in the table show that the Monte Carlo sig (2 tailed) value is 0.078, where this value is greater than 0.05, so it can be concluded that the assumption of residual normality data is met, so the hypothesis H0 is accepted and H1 is accepted. Thus, it shows that the residual test results on 145 respondents' data in this study are normal. This can support the success of multiple linear regression testing using 3 independent variables, namely leadership style, work discipline and job satisfaction of State Vocational School teachers in Bireuen Regency.

Validity testing is carried out to measure whether or not a question item from the research questionnaire is valid. Testing the validity of the questionnaire can be done using Bivariate Pearson testing, Corrected Item-Total Correlation and Confirmatory Factor Analysis (CFA). The bivariate Pearson test procedure is carried out by correlating each value of the question item with the total score of the questionnaire items. Based on the description above, the results of data processing related to the validity test of the research instrument with a total of 145 respondents can be presented to find out whether the questionnaire is valid or not, which can be seen in the following table:

**Table 4. Instrument Validity Test Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | Statement | r Hitung | r Tabel | Signifikan | $$α$$ | Keterangan |
| Leadership Style (X1) | Item 1 | 0, 804 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 2 | 0, 459 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 3 | 0,724 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 4 | 0, 668 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 5 | 0, 514 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 6 | 0, 725 | 0.1371 | 0,000 | 0,05 | Valid |
| Discipline (X2) | Item 1 | 0, 701 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 2 | 0, 648 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 3 | 0, 412 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 4 | 0,164 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 5 | 0, 370 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 6 | 0, 680 | 0.1371 | 0,000 | 0,05 | Valid |
| Job satisfaction (X3) | Item 1 | 0, 470 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 2 | 0, 345 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 3 | 0, 564 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 4 | 0, 582 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 5 | 0, 209 | 0.1371 | 0,011 | 0,05 | Valid |
| Item 6 | 0, 703 | 0.1371 | 0,000 | 0,05 | Valid |
| Teacher Performance (Y) | Item 1 | 0, 287 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 2 | 0, 302 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 3 | 0, 422 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 4 | 0, 695 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 5 | 0, 463 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 6 | 0, 650 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 7 | 0, 514 | 0.1371 | 0,000 | 0,05 | Valid |
| Item 8 | 0, 534 | 0.1371 | 0,000 | 0,05 | Valid |

Based on table 4 above, it shows that the calculated r value > r table and the significant value is <0.05, it can be concluded that all statement items in the table above are valid. The correlation calculation value will be obtained if a correlation coefficient is used to measure the level of validity of the item that will be declared valid. In determining whether an item is valid or invalid, a correlation coefficient significance test is usually carried out at a significance level of 0.05, meaning that an item is considered valid if it is significantly correlated with the total score.

From the results of the correlation calculation, a correlation coefficient will be obtained which is used to measure the level of validity of an item and to determine whether an item is feasible used or not. In determining whether an item is suitable or not to be used, a correlation coefficient significance test is usually carried out at a significance level of 0.05, meaning that an item is considered valid if it is significantly correlated with the total score.

The multicollinearity test is used to determine whether there is a relationship or correlation between the independent variables. Multicollinearity states the relationship between independent variables. A good regression model should have no correlation between independent variables. Detection of whether or not there is multicollinearity in the regression model can be seen from the magnitude of the VIF (Variance Inflation Factor) and tolerance. A regression is said to be free from multicollinearity if the VIF value is < 10 and the tolerance value is > 0.10.

**Tabel 5. Multicollinearity Test Results**

|  |
| --- |
| Coefficientsa |
| Model | Collinearity Statistics |
| Tolerance | VIF |
| 1 | Leadership Style | .586 | 1.706 |
| Discipline | .416 | 2.401 |
| Satisfaction | .642 | 1.558 |
| a. Dependent Variable: Performance |

Based on the table 5, it can be seen that the VIF value obtained on the leadership style variable (X1) is 1.706 < 10, Work Discipline (X2) is 2.401 < 10 and Job Satisfaction (X3) is 1.558 < 10. This indicates the absence of symptoms and There is no multicollinearity in this regression model. Furthermore, the tolerance results obtained on the leadership style variable (X1) are 0.586 > 0.01, Work Discipline (X2) is 0.416 > 0.01 and Job Satisfaction (X3) is 0.642 > 0.01 which indicates that symptoms of multicollinearity do not occur in this regression model. It can be concluded that the regression model in this study does not have multicollinearity.

This heteroscedasticity test is carried out to find out whether in a regression model there are similarities or differences in variance from the residuals of one observation to another. If the variance from the residual from one observation to another is constant, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is homoscedastic. Detection of the presence or absence of heteroscedasticity can be seen by whether it is present or not by testing using the Glejser test. The results obtained can be detected whether the results indicate whether heteroscedasticity has occurred or whether heteroscedasticity has not occurred. In heteroscedasticity testing, there is a condition for carrying out the second multiple linear regression test, namely the absence of symptoms of heteroscedasticity, where the sig value must be greater than 0.05

The hypotheses for heteroscedasticity testing are as follows, H0: if the sig value is > 0.05 then it passes the heteroscedasticity test, H1: if the sig value is <0.05 then it does not pass the heteroscedasticity test. So if the significant value (p-value) of all independent variables is > 0.05 then H0 is accepted, which means the residual variance is homogeneous (no cases of heteroscedasticity occur). The results of the heteroscedasticity test are as follows:

**Tabel 6. Heteroscedasticity Test Results**

|  |
| --- |
| Coefficientsa |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 54.807 | 83.121 |  | .659 | .511 |
| x2 | -.379 | .149 | -.328 | -2.546 | .012 |
| x1 | .173 | .112 | .165 | 1.540 | .126 |
| x3 | .260 | .139 | .197 | 1.877 | .063 |
| a. Dependent Variable: absres2 |

Based on the output results table 6, the results of the heteroscedasticity test are by looking at the output coefficients table with the abs\_res variable acting as the dependent variable, namely teacher performance. Showing the results of heteroscedasticity testing, it is known that the significant value for all independent variables, namely leadership style (X1) is 0.12, then work discipline (X2) is 0.126 and job satisfaction (X3) is 0.063, which is greater than 0.05 (alpha 5%), so it can be concluded that heteroscedasticity does not occur so that the heteroscedasticity assumption is fulfilled.

Y=α+β1X1+β2 X2 +β3 X3

Based on the table above, the following equation is obtained:

Y= α +β1X1+β2 X2 +β3 X3

Y= -2,183+0,183+0,613+0,580

The following is an explanation of multiple linear regression: (1) The constant value is -2.183 with a negative value. This explains that the variables of leadership style, discipline and job satisfaction have an influence on teacher performance variables; (2) The beta coefficient value of the transformational leadership style variable is 0.183. If the other values ​​are constant and variable a decrease of 18.3%; (3) The beta coefficient value of the discipline variable is 0.613. If the other values ​​are constant and variable then the teacher performance variable (Y) will experience a decrease of 61.3%; (4) The beta coefficient value of the job satisfaction variable is 0.580. If the other values ​​are constant and the variable) will experience a decrease of 58%.

 Hypothesis testing in this research was carried out using multiple linear regression analysis. As stated by Gujarati, regression analysis is the study of the dependence of one dependent (dependent) variable on one or more independent/independent variables, which aims to estimate and/or predict the population average or average value of the dependent variable based on the value of the independent variable known (Erwan and Dyah, 2007) . In this study, the regression analysis used is multiple regression analysis. Multiple regression analysis is used to test hypotheses 1, 2, and 3. by seeing how much influence the independent variable has on the dependent variable, there are 3 independent variables (X1) transformational leadership style, (X2) Discipline, and (X3) Teacher satisfaction on the dependent variable, namely (Y) teacher performance at SMK Negeri Bireuen Regency. In hypothesis testing, 2 test methods are used, namely the T test and the F test, which are as follows:

The t test was carried out to test the research hypothesis regarding the influence of each independent variable partially on the dependent variable. The T test (T Test) is a statistical test used to test the truth or falsity of a hypothesis which states that between two sample means taken randomly from the same population, there is no significant difference (Sudjiono, 2010). T-statistics is a value used to see the level of significance in hypothesis testing by finding the T-statistics value through a bootstrapping procedure. In hypothesis testing it can be said to be significant when the T-statistics value is greater than the T table value, whereas if the T-statistics value is smaller then it is considered not significant (Ghozali, 2016). The partial test or t test is used to test the significance of the relationship between variables The partial test results in this research can be seen in table 12 as follows: If t count > t table then it is stated that there is an influence. The calculated t and t table values ​​can be seen in the following table 7:

**Tabel 7.** **Recapitulation of T Calculated and T Table Values**

|  |  |  |  |
| --- | --- | --- | --- |
| Variabel | T hitung | T tabel | Kriteria |
| X1 (Leadership Style) | 1,436 | 1,976 | No effect |
| X2 (Work Discipline) | 3,477 | 1,976 | Influential |
| X3 (Job Satisfaction | 3,483 | 1,976 | Influential |

In testing the hypothesis, it can be seen that the influence of the leadership style variable (X1) on teacher performance (Y) from the results of the analysis obtained a calculated t value of 1.436 < t table 1.976 and a sig value. amounting to 0.153 > 0.05 so that Ha is rejected and H0 is accepted which is partially concluded. The principal's transformational leadership style does not have a significant positive effect on teacher performance. Next, looking at the influence of work discipline (X2) on teacher performance (Y), the analysis results show that the t value is 3.477 > table 1.976 and the sig value. equal to 0.001 < 0.05 and then H0 is rejected and Ha is accepted. It can be partially concluded that the level of teacher discipline has a significant positive effect on the performance of State Vocational School teachers in Bireuen Regency.

Meanwhile, the influence of job satisfaction (X3) on teacher performance decisions (Y). From the results of the analysis, the calculated t value was 3.483 > t table 1.976 and the sig. variable (X3) is 0.001 < 0.05, then H0 is rejected and Ha is accepted. It can be partially concluded that job satisfaction has a significant positive influence on the performance of State Vocational School teachers in Bireuen Regency. Thus, it can be concluded that partially work discipline and job satisfaction have a significant effect on increasing the performance of State Vocational School teachers in Bireuen Regency, while the transformational leadership style has no significant effect as seen from the values ​​compared between t count and t table and also the significant values ​​obtained.

The f test is used to show whether all the independent variables in this regression model have a joint influence on the dependent variable. Apart from that, to see how all the independent variables together influence the dependent variable or to test whether the regression model we created is good/significant or not good/non-significant.

**Tabel 8. Simultaneous Hypothesis Test Results (F Test)**

|  |
| --- |
| ANOVAa |
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 319.543 | 3 | 106.514 | 32.052 | .000b |
| Residual | 468.567 | 141 | 3.323 |  |  |
| Total | 788.110 | 144 |  |  |  |
| a. Dependent Variable: Performance |
| b. Predictors: (Constant), Satisfaction, Leadership Style, Discipline |

Based on the table above, it is known that the calculated F value is 32.052 > 2.668, so Ha is accepted and H0 is rejected, which means that the principal's transformational leadership style, discipline and job satisfaction simultaneously have a significant positive effect on the performance of State Vocational School teachers in Bireuen Regency. The results of simultaneous testing (F test) together with leadership style (X1), discipline (X2) and satisfaction (X3) simultaneously have a significant positive influence on teacher performance. The coefficient of determination (R2) is used to measure how well the regression line fits the actual data (goodness of fit). This coefficient of determination measures the percentage of the total variance of the dependent variable Y that is explained by the independent variables in the regression line. The Coefficient of Determination (R2) aims to determine how much the independent variable can explain the dependent variable. The results obtained are as follows:

**Tabel 9. Coefficient of Determination Test Results (R2)**

| **Model Summaryb** |
| --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .637a | .405 | .393 | 1.823 |
| a. Predictors: (Constant), Satisfaction, Leadership Style, Discipline |
| b. Dependent Variable: Performance |

Based on the results of the Coefficient of Determination (R2) test in the table above, it shows that the Adjusted R Square value is 0.393, meaning that Leadership Style, discipline and teacher satisfaction have an influence of 39.3% (0.393x100%) on the performance of State Vocational School teachers in Bireuen Regency. Based on the research results and tests that have been carried out, it is known that all the items tested are statements in the questionnaire, this shows that by looking at the results of the calculated r value > r table (0.1371) it can be concluded that the data tested is valid. Questionnaire item testing is aimed at seeing whether the proposed statement items are normal, apart from that, a linearity test is also carried out on all variables, namely transformational leadership style (X1), work discipline (X2) and job satisfaction (X3). The results show that deviation from linearity in the column significance for the three independent variables in this study is greater than 0.05, so it can be said that the results are linear.

The results of the multicollinearity and heteroscedasticity tests show that there are no symptoms of both in this study. However, the test results regarding the influence of the independent variable partially with the T test on the dependent variable show that the leadership style variable (X1) has no effect on performance. guru SMK Negeri, while work discipline (X2) and job satisfaction (X3) have a significant positive influence on the performance of State Vocational School teachers in Bireuen Regency.In the results of simultaneous testing (F test), the results showed that the three independent variables, namely leadership style (X1), work discipline (X2) and job satisfaction (X3) simultaneously had an effect on improving the performance of vocational school teachers, especially those with Civil Servant status in Bireuen Regency.

Among the three independent variables whose influence is seen on the performance of State Vocational School teachers in Bireuen Regency, based on the results of the multiple linear regression test, variable 58%. This shows that the work discipline of civil servant teachers in State Vocational Schools greatly influences the performance of teachers in Bireuen Regency and also that job satisfaction has a very large contribution to improving the quality both in quantity and quality of the performance of civil servant teachers in State Vocational Schools in Bireuen Regency.

This is in accordance with research conducted by Purba (2021) that the results of partial testing (t test) show that motivation influences teacher performance, while work discipline has no influence on teacher performance, Leadership Style influences teacher performance at the Medan 8 Methodist school. Furthermore, the results of the simultaneous test (F Test) showed that the three independent variables (Motivation, Work Discipline and Leadership Style) had an effect on the dependent variable (Teacher Performance). Adjusted r square shows that the variables Motivation, Work Discipline and Leadership Style can explain variations in the Teacher Performance variable amounting to 76.3% and the remaining 23.7% explains other variables not examined in this research.

Apart from that, it is also in accordance with research results from Agustini, 2019 which stated that work discipline influences teacher performance. Motivation influences teacher performance. Leadership influences teacher performance. Work discipline, motivation and leadership together influence teacher performance by 99.4%, while 0.6% is influenced by other variables not discussed in this regression model.

CONCLUSIONS

Based on the research formulation and objectives, the conclusions in the research are as follows: The results of testing the research hypothesis using the t test show that there is no significant influence of transformational leadership style on the performance of State Vocational School teachers in Bireuen Regency. This is shown by the calculated t value < t table (1.436 < 1.976) and with a significance value of 0.153 > 0.05. There is a significant influence of work discipline on the performance of State Vocational School teachers in Bireuen Regency. This is shown by the calculated t value > t table (3.477 > 1.976) and with a significance value of 0.000 < 0.05. There is a significant influence of teacher job satisfaction on the performance of State Vocational School teachers in Bireuen Regency. This is shown by the calculated t value > t table (3.483 > 1.976) and with a significance value of 0.000 < 0.05. The results of the f test show that there is a significant influence of transformational leadership style, work discipline and teacher job satisfaction on the performance of State Vocational School teachers in Bireuen Regency. This is shown by the calculated f value > f table (32.052 > 2.668) and with a significance value of 0.000 < 0.05.

REFERENCES

Abdul. A. A. M. (2018). Pengaruh Citra Merek Dan Kepuasan Konsumen Terhadap Loyalitas Konsumen Sim Card Telkomsel. *Jurnal Trend*, *7*(1), 71-82.

Agustini, S. (2019). *Pengaruh Disiplin Kerja, Motivasi, dan Kepemimpinan Terhadap Kinerja Guru di SMP Swasta Imelda Medan. Doctoral dissertation*, Universitas Dharmawangsa.

David, F. R. (2016). *Manajemen Strategik – Suatu Pendekatan Keunggulan Bersaing, Edisi 15*. Jakarta, Salemba Empat

David, F. R & Forest, R. D. (2016). *Manajemen Strategik*, Alih Bahasa Alexander Sindoro, Prehallindo, Jakarta.

Ghozali, I. (2016). *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23. Edisi 8*. Semarang: Badan Penerbit Universitas Diponegoro.

Irawan, P. (2006). *Penelitian Kualitatif dan Kuantitatif untuk Ilmu-ilmu Sosial*. Jakarta: Departemen Ilmu Adaministrasi, Fakultas Ilmu Sosial dan Politik, UI.

Hamid, M., Sufi, I., Konadi, W., & Akmal, Y. (2019). *Analisis Jalur Dan Aplikasi Spss Versi 25, Edisi Pertama*. Medan: Sefa Bumi Persada.

Kholiq, K, N., Sri, S., Allya, R., & Assyofa. (2020). Pengaruh Gaya Kepemimpinan Transformasional dan Kepuasan Kerja Terhadap Kinerja Guru. *Prosiding Manajemen, 6*(2).

Marwan, Konadi, W., Syahrin, A., Kamaruddin, & Rahmat (2023). *Penelitian Kualitatif, Kuantitatif dan Mixed Method dilengkapi analisis data dengan SPSS*. Banda Aceh: Bandar Publishing.

Mathis, R.L. & J.H. Jackson. (2006). *Human Resource Management: Manajemen Sumber Daya Manusia*. Terjemahan Dian Angelia. Jakarta: Salemba Empat

Nugraheni, A. S., & Rahmayanti, R. (2016). Pengaruh Disiplin Kerja Terhadap Kinerja Guru di MI Al Islam Tempel dan MI Al Ihsan. *Jurnal Pendidikan Madrasah, 1*(2).

Priyatno, D. (2013). *Analisis Korelasi, Regresi dan Multivariate dengan SPSS*. Yogyakarta: Gava Media

Purba, D. H. (2021). *Pengaruh Motivasi, Disiplin Kerja Dan Gaya Kepemimpinan Terhadap Kinerja Guru Methodist 8 Medan. Doctoral dissertation*. Universitas Mikroskil.

Purwanto, A, Erwan, & Sulistyastuti, D. R. (2007). *Metode Penelitian Kuantitatif, Untuk administrasi Publik, dan Masalah-Masalah Sosial*. Yogyakarta: Gaya Media.

Priyatno, D. (2016). *Belajar Alat Analisis Data Dan Cara Pengolahannya Dengan SPSS.* Yogyakarta: Gava Media.

Rivai, Veithzal & Sagala, E. J. (2013). *Manajemen Sumber Daya Manusia untuk Perusahaan*. Jakarta: Raja Grafindo Persada.

Sari, V. W. (2021). *Pengaruh Disiplin Kerja, Motivasi Kerja dan Gaya Kepemimpinan terhadap Kinerja Guru pada Sekolah Swasta SMP PAB 9 Klambir Lima*. Universitas Pancabudi.

Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press

Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods).* Bandung: Alfabeta.

Susanto, H. (2012). Faktor-faktor Yang Mempengaruhi Kinerja Guru The Factors Of Affecting The Performace Of The Teachers’ Of State Vocational High School. *Jurnal Pendidikan Vokasi, 2*(2), 197–212.

Syafar, O. A. W., & Muelyono, M. (2015). Pengaruh Disiplin Kerja, Gaya Kepemimpinan Dan Kepuasan Kerja Terhadap Kinerja Guru Di SMA Negeri 7 Palu. *e-Jurnal Katalogis*, *3*(12).

Winaya, K. (2012). *Manajemen Sumber Daya Manusia*. Denpasar Fakultas Ekonomi Universitas Udayana.

Yukl, G. (2016). *Kepemimpinan dalam Organisasi. Edisi ketujuh*. Jakarta: PT Indeks.