
Contribution of instructional leadership and teacher work discipline to teacher performance

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Abstract

This research aimed to obtain data and information about the contribution of instructional leadership to teacher performance, teacher work discipline to teacher performance, and the contribution of instructional leadership and teacher work discipline to teacher performance at an Islamic state junior high school in Pariaman City. This research was quantitative and correlational with the associative type. The population was 116 civil servant teachers. The sample was determined using the Cochran formula with an error rate of 10%, and the stratified proportional random sampling technique was used to obtain 58 teachers. The research instrument was a questionnaire with five alternative answers. The data analysis technique used multiple linear regression tests processed in SPSS version 26. The data analysis showed a significant contribution of instructional leadership and teacher performance, between teacher work discipline and teacher performance, and between instructional leadership and teacher work discipline to teacher performance. Instructional leadership contributes significantly to teacher performance. The better the instructional leadership shown, the better the performance of Islamic state junior high school teachers in Pariaman City. Also, teacher work discipline contributes significantly to teacher performance. The better the teacher's work discipline, the better the performance of Islamic state junior high school teachers.

Keywords

Contribution, instructional leadership, teacher performance, teacher work discipline

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Introduction

National education goals can be achieved through quality educational institutions, namely schools. The learning process in schools is one way to improve human resources in achieving national education goals. Teachers as educators have a central role in realizing quality learning, which will also affect student learning outcomes. The teacher's job is to provide services to meet the needs of students (Erlia, 2021). Therefore, teachers must understand and be able to carry out their primary task as teachers, namely, implementing quality learning.

The position of a teacher is not only functional but also more professional, meaning a position that is more closely related to expertise and skills that have been prepared through education and training specifically in their fields. Teachers are one of the important components in education because teachers interact directly with students. Teachers are the key to human resources, and they need to be supported and improved consistently to improve the standards of educational resources to carry out their profession as well as possible (Rafiei & Davari, 2015). Therefore, teachers who have high performance in carrying out their duties are very much needed.

Teachers with high performance will have good behavior worthy of being imitated and emulated by their students, who will also show exemplary achievements to improve the quality of their teaching (Thompson et al., 2014). In addition, teachers who have high performance will be able to carry out learning creatively through the proper methods and strategies that enable students to understand what is being taught by the teacher. High-performing teachers will ensure that learning takes place smoothly and improve teaching standards. Teachers are expected to be able to carry out their duties with full responsibility because good teacher performance will provide an optimal contribution to achieving national education goals (Stronge, 2018). Performance is one of the important things in helping to complete each educational goal. The success of a school or the achievement of school goals is based on teachers' performance in carrying out their duties as educators, starting from planning, implementation, and evaluation.

Teacher performance is the result of work that determines the level of success of teachers in carrying out their primary tasks at school. Professional teacher performance can be seen from the achievements of teachers in the teaching and learning process (Zeng, 2023) and their ability to prepare all kinds of learning devices that support the learning process and complete all forms of administration as a teacher. The principal applies instructional leadership, whose primary goal is improving student learning outcomes through professional teacher empowerment. The principal applies this leadership style so that the desired educational goals can be adequately realized. Instructional leadership is an important factor in building effective schools. It is also a significant factor in fighting for quality schools. It is a variable that contributes significantly to improving student achievement and school performance. That is what makes the presence of school leadership very much needed. Instructional leadership is usually interpreted as curriculum and learning management by the principal. Instructional leadership involves determining clear goals in detail, managing curriculum, learning and monitoring lesson plans, managing learning resources, and evaluating teachers regularly to improve student learning and growth.

Instructional leadership focuses on learning, whose components include curriculum, teaching and learning process, assessment of learning outcomes, assessment and development of teachers, excellent service in learning, and development of school learning communication (Wiyono et al., 2014). The principal, as a leader in the school, is always required to be able to provide instructional leadership competitively and innovatively. Furthermore, discipline trains the mind and attitude to produce self-control and habits to obey applicable regulations. Siagian (2006). Based on various aspects that impact optimizing teacher performance, breakthroughs need to be made related to this problem. Strengthening the instrument is the most basic aspect that must be done so that its implementation is correct, on target, and positively contributes to improving teacher performance. Therefore, teachers can continuously develop their profession and achieve the expected educational goals with instructional leadership and work discipline.

Methodology

This research is quantitative. This research uses a correlational quantitative method with an associative type of research, where associative research is an effort to determine the contribution of independent variables (instructional leadership and teacher work discipline) to the dependent variable (teacher performance). This method is intended to investigate and analyze the factors suspected of being the cause of the incident. The population in this research was all teachers with the status of civil servants and government employees with work agreements who taught at an Islamic state junior high school in Pariaman City, totalling 116 people. The sample for this research was determined using the stratified proportional random sampling technique. This model sampling technique was chosen because the population members have the same opportunity to be selected as a representative sample, thus obtaining a large sample size at an Islamic state junior high school in Pariaman City for each stratum, and the total number of research samples is 58 people.

The instrument used to collect data for the three research variables was a questionnaire compiled with a Likert scale model with five alternative answers: Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). The questionnaire trial was conducted on at least 20 teachers with the same criteria as the respondents who participated in the questionnaire testing. This trial aims to determine the reliability and validity of the instrument so that the resulting questionnaire accurately reflects the desired research results. In addition, to determine whether respondents could understand the points made in the research instrument. The data from the questionnaire validity test for the three variables were processed in SPSS Version 26.

Findings and Discussions

Teacher performance variable data

Data collection on teacher performance variables was obtained by distributing questionnaires to 58 Islamic state junior high school teachers in Pariaman City. The teacher performance questionnaire distributed consisted of 30 items, with the highest point of 5 and

the lowest point of 1. The minimum score was 30 (1 x 30), and the maximum was 150 (5 x 30). From the respondents' answers, the lowest score was 121, and the highest was 140.

The data processing results obtained an average score (mean) of 128.31, a mode of 122.00, a median of 127.50, and a standard deviation of 5.177. The frequency distribution of teacher performance scores can be described in Table 1.

Table 1. *Frequency distribution of teacher performance score (y)*

No	Interval class	Frequency	Percentage	Cumulative frequency	% cumulative frequency
1	121-126	24	41.38	24	41.38
2	127-132	22	37.93	46	79.31
3	133-138	8	13.79	54	93.1
4	139-144	4	6.9	58	100
Total		58	100		

Furthermore, based on the data processing of teacher performance variables by comparing the average score with the highest score multiplied by 100%, which is 128.31 divided by 140 and multiplied by 100, a score of 91.65% is obtained. This score indicates that the teacher performance variable is in the "very good" interpretation of the ideal score. Therefore, teacher performance at an Islamic state junior high school in Pariaman City is in the "very good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each teacher performance indicator are in Table 2.

Table 2. *Response achievement level for each teacher performance indicator*

Variables	Indicators	Number of items	Total ideal score	Average score	% category achievement level	Category
Teacher performance (y)	Creating a conducive learning climate	8	40	33.62	84.05	Good
	Having the ability to develop learning strategies and management	8	40	35.33	88.32	Good
	Having the ability to provide feedback and reinforcement	7	35	30.22	86.35	Good

Having the ability for self-improvement	7	35	29.14	83.25	Good
Total	30	150	128.31	85.49	Good

Table 2 shows that the highest indicator achievement score of 88.32% in the good category is the ability to develop learning strategies and management. Furthermore, the lowest indicator achievement score is the ability to improve oneself at 83.25% in the good category. Generally, the achievement level of teacher performance scores is 85.49% in the good category. This shows that the performance of an Islamic state junior high school teachers in Pariaman City, seen from the aspects of 1) the ability to create a conducive learning climate, 2) the ability to develop learning strategies and management, 3) the ability to provide feedback and reinforcement, and 4) the ability to improve oneself, is in a good category.

Description of instructional leadership variable data

From the respondents' answers, the lowest score was 106, and the highest was 142. The data processing results obtained an average score (mean) of 126.64, a mode of 134.00, a median of 128.00, and a standard deviation of 9.375. The frequency distribution of instructional leadership scores is in Table 3.

Table 3. *Frequency distribution of instructional leadership scores (x1)*

No	Interval class	Frequency	Percentage	Cumulative frequency	% of cumulative frequency
1	106-111	4	6.9	4	6.9
2	112-117	8	13.79	12	20.69
3	118-123	10	17.24	22	37.93
4	124-129	10	17.24	32	55.17
5	130-135	14	24.14	46	79.31
6	136-141	10	17.24	56	96.55
7	142-147	2	3.45	58	100
Total		58	100		

Furthermore, based on data processing of instructional leadership variables, by comparing the average score with the highest score multiplied by 100%, which is 126.64 divided by 142 and multiplied by 100, a score of 89.18% is obtained. From this score, the instructional leadership variable is in the "good" interpretation of the ideal score. Therefore, it indicates that instructional leadership at an Islamic state junior high school in Pariaman City is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each teacher performance indicator are in Table 4.

Table 4. *Response achievement level for each instructional leadership indicators*

Variables	Indicators	Number of items	Total ideal score	Average score	% category achievement level	Category
Instructional leadership (X1)	Guiding subordinates	9	45	37.59	83.52	Good
	Giving instructions	6	30	25.22	84.08	Good
	Instructing	6	30	25.26	84.20	Good
	Designing	5	25	21.62	86.48	Good
	Motivating	4	20	16.95	84.74	Good
Total		30	150	126.64	84.61	Good

Table 4 shows that the highest indicator achievement score of 86.48% in the good category is for designing tasks. Furthermore, the lowest indicator achievement score is guiding subordinates, with 83.52% in the good category. Generally, the achievement level of teacher performance scores is 84.61% in the good category. This shows that instructional leadership at an Islamic state junior high school in Pariaman City, seen from the aspects of 1) guiding subordinates, 2) providing instructions, 3) instructing, 4) designing tasks, and 5) motivating, is in a good category.

Description of teacher work discipline variable data

From the respondents' answers, the lowest score was 114, and the highest was 148. The data processing results obtained an average score (mean) of 135.24, a mode of 147.00, a median of 136.00, and a standard deviation of 9.487. The frequency distribution of teacher work discipline is described in Table 5.

Table 5. *Frequency distribution of teacher work discipline scores (x2)*

No	Interval class	Frequency	Percentage	Cumulative frequency	% of cumulative frequency
1	114-119	5	8.62	5	8.62
2	120-125	5	8.62	10	17.24
3	126-131	7	12.07	17	29.31
4	132-137	16	27.59	33	56.9
5	138-143	12	20.69	45	77.59
6	144-149	13	22.41	58	100
Total		58	100		

Furthermore, based on the results of data processing of the Teacher Work Discipline variable, by comparing the average score with the highest score multiplied by 100%, which is

135.24 divided by 148 and multiplied by 100, a score of 91.37% is obtained. This score indicates that the teacher work discipline variable is in the "very good" interpretation. Therefore, the teacher work discipline at an Islamic state junior high school in Pariaman City is in the "Very Good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each teacher performance indicator can be seen in Table 6.

Table 6. *Response achievement level for each teacher's work discipline indicator*

Variables	Indicators	Number of items	Total ideal score	Average score	% category achievement level	Category
Teacher work discipline (X2)	Punctuality in working	7	35	31.60	90.30	Very good
	Utilizing Madrasah facilities and infrastructure	4	20	17.95	89.74	Good
	Producing satisfactory work	6	30	26.69	88.97	Good
	Job responsibilities	9	45	41.14	91.42	Very good
	Compliance with Madrasah regulations	4	20	17.86	89.31	Good
Total		30	150	135.24	89.95	Good

Table 6 shows that work responsibility is the highest indicator of achievement score of 91.42% in the very good category. Furthermore, the lowest indicator achievement score produces satisfactory work of 88.97% in the good category. Generally, the achievement level of teacher work discipline scores is 89.95% in the good category. This shows that the work discipline of An Islamic state junior high school teachers in Pariaman City is seen from the aspects of 1) punctuality in working, 2) utilizing Madrasah facilities and infrastructure, 3) producing satisfactory work, 4) work responsibility, and 5) obedience to Madrasah regulations is in a good category.

Table 7. *Summary of research results*

Variables	Mean	% level of achievement	Interpretation
Teacher performance (y)	128.31	85.49	Good
Instructional leadership (x1)	126.64	84.61	Good
Teacher work discipline (x2)	135.24	89.95	Good

Analysis requirements testing

The research data were analyzed using correlation and regression techniques. This technique can only be used if it meets several requirements, as Sudjana (2009) stated. These requirements are 1) data comes from randomly selected samples, 2) data is normally distributed, 3) data is homogeneous, 4) data between independent variables is independent, and 5) the regression line is linear.

Normality test

The normality test for the scores of teacher performance variables (Y), instructional leadership (X1), and teacher work discipline (X2) was conducted using the Kolmogorov-Smirnov Z Technique (SPSS Version 26.00). Data can be normally distributed if K-S has a significance level (Asymp. Sig) > 0.05; conversely, if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the examination can be seen in Table 8.

Table 8. *Summary of normality test results*

K-S test	Teacher performance	Instructional leadership	Teacher discipline	work
Statistics test	0.102	0.111	0.103	
P= Asymp. Sig. value	0.200	0.070	0.195	

Table 8 shows that the significance value of each variable is greater than alpha 0.05. Thus, the second requirement, namely data normality, has been met.

Homogeneity test

Data homogeneity testing is carried out to determine the similarity of variance of the dependent variable of teacher performance (Y) for each value group of independent variables, including instructional leadership (X1) and teacher work discipline (X2), to determine if the Levene Test method is used. As a testing criterion, if the significance value is > 0.05, the variance of two or more data groups is the same.

The homogeneity test uses the Levene Test with the SPSS version 26.00 program by looking at the significance level value > 0.05, meaning that the research data comes from the same variance (homogeneous). If the significance level value is < 0.05, the research data comes from different variances (not homogeneous), as shown in Table 9 below.

Table 9. *Summary of homogeneity test results*

Variables	Levene statistics	Degree of freedom 1	Degree of freedom 2	Sig.	Information
Instructional leadership (x1)	0.938	13	41	0.525	Homogeneous
Teacher work discipline (x2)	1.527	13	41	0.149	Homogeneous

Based on Table 9, the results of the teacher performance analysis (Y), which includes instructional leadership (X1) and teacher work discipline (X2), are homogeneous, which means that the variance of the Y group data for X1 and X2 is homogeneous. This means that the homogeneity requirements are met.

Multicollinearity test

The multicollinearity test states that the independent variables must be free from multicollinearity symptoms (correlation symptoms between independent variables) to test whether the presence or absence of multicollinearity can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1. The results of the multicollinearity test can be seen in Table 10.

Table 10. *Multicollinearity test*

Model	Collinearity Statistic		
	Constant	Tolerance	VIF
Instructional leadership (X1)		0.700	1.428
Teacher work discipline		0.700	1.428

Table 10 above shows that the instructional leadership variable has a VIF value of 1.428 and a tolerance of 0.700, and work discipline has a VIF value of 1.428 and a tolerance of 0.700. This means that both independent variables' VIF (Variance Inflation Factor) value is <10, and the tolerance value is >0.1. Thus, there is no multicollinearity problem, or there is no relationship between the independent variables, namely instructional leadership and teacher work discipline.

Linearity test

The last requirement is testing the regression line of the independent variable against the dependent variable. This regression line test is carried out to see whether the data on the

instructional leadership and teacher work discipline variables tend to form a linear line against the teacher performance variable. The decision on whether the linear regression line is tested by the F test with a significance level of 0.05. If the significance value of F is greater than alpha 0.05, then this means that the regression line is linear, but if the significance value of F is less than alpha 0.05, then the regression line is not linear. The results of the linearity test between X1 and X2 against Y are presented in Tables 11 and 12 below.

Table 11. *Summary of results of the linearity test analysis of x_1 against y*

Source	Sum of Squares	Degree of freedom	Average number of quadrants	F	P
Deviation	875.064	28	31.252	1.429	0.175
In group	612.333	28	21.869		
Total		57			

Table 11 shows the F value = 1.429 with $p = 0.175$ ($p > 0.05$). This means that the regression equation is linear.

Table 12. *Summary of results of the linearity test analysis of x_2 against y*

Source	Sum of Squares	Degree of freedom	Average number of quadrants	F	P
Deviation	405.891	25	16.236	0.476	0.970
In group	1057.081	31	34.099		
Total		57			

Table 12 shows the F value = 0.476 with $p = 0.970$ ($p > 0.05$). This means that the regression equation is linear.

Hypothesis testing

This research aims to reveal the contribution of instructional leadership and teacher work discipline to teacher performance. The analysis was conducted on the independent variables against the dependent variables, namely instructional leadership, teacher work discipline, and teacher performance. The data analysis of this research used multiple linear regression analysis to determine the contribution of independent variables to the dependent variable. This analysis used the SPSS version 26.0 program.

First hypothesis test (x_1 against y)

The first hypothesis tested in this research is that "instructional leadership contributes to teacher performance." A correlation analysis was first carried out, followed by a simple regression analysis to test this hypothesis. The results of the correlation analysis of instructional leadership competency scores with teacher performance scores are in Table 13.

Table 13. *Correlation results of x1 against y*

Model Summary				
Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	0.581 ^a	0.151	0.084	15.154
a. Predictors: (Constant), Instructional leadership				

The calculation results in Table 13 show that the correlation coefficient between the instructional leadership variable and the teacher performance variable is 0.581, and the determination coefficient is 0.151. This means that the contribution of instructional leadership to teacher performance is 15.1%. The figure of 15.1% was obtained by applying the formula proposed by Usman (2010), which states that the value of the contribution of an independent variable to the dependent variable can be determined by calculating using the following formula: Coefficient of determination = $r^2 \times 100\%$; it can be calculated that Coefficient of Determination = $0.151 \times 100\% = 15.1\%$. Thus, instructional leadership significantly contributes to teacher performance by 15.1%.

Second hypothesis test (x2 against y)

The second hypothesis tested in this research is that "teacher work discipline contributes to teacher performance." A correlation analysis was first carried out to test this hypothesis, followed by a simple regression analysis. The results of the correlation analysis of teacher work discipline scores with teacher performance scores are in Table 14 below.

Table 14. *Correlation results of x2 against y*

Model Summary				
Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1s	0.682 ^a	0.184	0.981	15.111
a. Predictors: (Constant), Teacher work discipline				

The calculation results in Table 14 show that the correlation coefficient between the teacher work discipline variable and the teacher performance variable is 0.682, and the determination coefficient is 0.184. This means that the contribution of teacher work discipline to the teacher performance variable is 18.4%. The figure of 18.4% was obtained by applying the formula proposed by Usman (2010), which states that the value of the contribution of an independent variable to the dependent variable can be determined by calculating using the following formula: Coefficient of Determination = $r^2 \times 100\%$; it can be calculated that KP = $0.184 \times 100\% = 18.4\%$. Thus, the teacher work discipline significantly contributes to teacher performance by 18.4%.

Third hypothesis (x1 and x2 against y)

The third hypothesis tested in this research is "instructional leadership and teacher work discipline contribute to teacher performance." A correlation analysis was first carried out to test this hypothesis, followed by a multiple regression analysis. The results of the correlation analysis of instructional leadership and teacher work discipline scores with teacher performance scores can be seen in Table 15.

Table 15. *Correlation results of x1 and x2 against y*

Correlation	Correlation coefficient	Coefficient of determination	ρ
Ry1.2	0.142	0.21	0.001

The calculation results in Table 15 show that the correlation coefficient between instructional leadership and teacher work discipline variables with the teacher performance variable is 0.142, and the determination coefficient is 0.21. This means that the contribution of instructional leadership and teacher work discipline to the teacher performance variable is 21%. Thus, instructional leadership and teacher work discipline significantly contribute to teacher performance by 21%. Based on the test results above, the contribution of instructional leadership and teacher work discipline to teacher performance, the contribution of the instructional leadership variable (X1) to the teacher performance variable (Y) is 15.1%. The teacher work discipline variable (X2) to the teacher performance variable (Y) is 18.4%, and the instructional leadership variable (X1) and teacher work discipline (X2) to the teacher performance variable (Y) is 21%. In comparison, the rest is determined by other factors not included in this research.

Discussion

Based on the results of data analysis and the level of achievement of the response of Islamic state junior high school teachers in Pariaman City to the variables measured, the level of achievement of teacher responses to instructional leadership, teacher work discipline, and teacher performance variables is in a good category. The findings of this research differ from the results of initial observations. Initial observations of the performance of Islamic state junior high school teachers in Pariaman City still seem lacking. The difference in initial research findings occurs because the results of measurements carried out based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalization. Therefore, it is necessary to conduct systematic research according to procedures to obtain empirical evidence and the truth. The data analysis and hypothesis testing results show that the three hypotheses tested in this research can be accepted. This means that individually and collectively, instructional leadership and teacher work discipline have a significant contribution and role in improving the performance of Islamic state junior high school teachers in Pariaman City.

Contribution of instructional leadership to teacher performance, this research indicates that instructional leadership significantly contributes to teacher performance. This means that instructional leadership contributes positively and significantly to the performance of Islamic state junior high school teachers in Pariaman City. The results of the descriptive analysis also show that instructional leadership is included in the good category. Meanwhile, from each research indicator, the highest indicator is designing tasks in the good category. Furthermore, the indicator with the lowest achievement is guiding subordinates, which is in the good category; the indicator of giving instructions is in the good category; the indicator of instructing is in the good category; and the indicator of motivating is in the good category. Of the five indicators of instructional leadership analyzed, all are in a good category.

The results of the analysis indicate that instructional leadership can guide, provide guidance, instruct, design tasks, and motivate teachers well in compiling learning devices systematically and according to guidelines, implementing creative and enjoyable learning, conducting learning outcome assessments, and implementing remedial and enrichment activities, which are follow-ups to learning outcome assessments. The principal always motivates teachers to improve their performance by giving awards to teachers who have carried out their duties well and achieved incentives. Furthermore, the principal can provide sufficient facilities and infrastructure so that teachers do not have obstacles in their duties. Finally, the principal can coach teachers who are negligent and violate the rules so that teachers always remember their duties as teachers.

This supports [Sagala \(2017\)](#), who stated that the principal's leadership greatly determines the quality; without good leadership from the principal, improving quality cannot be achieved. The main contribution of the principal's leadership is not merely in the form of instructions but rather more of a motivation or trigger that inspires teachers and employees so that their initiative and creativity develop optimally to improve their performance. Furthermore, [Hartiwi et al. \(2020\)](#) also said that instructional leadership contributes positively and significantly to teacher performance.

Contribution of teacher work discipline to teacher performance, data analysis states that compliance with regulations and responsibility for work is in the high category and only need to be maintained, while punctuality is in the sufficient category. Teachers must be given clear guidance on time to carry out their duties, starting from compiling learning devices with clear time descriptions on the school education calendar, details of effective weeks, annual programs, semester programs, and learning times in the RPP. In the implementation of learning, teachers are given a learning schedule that has been prepared by the school, so that teachers know when their teaching schedule is; then, to assess learning outcomes and follow-up programs, teachers also follow the school education calendar and semester programs that have been made.

This finding supports [Badriyah \(2015\)](#), who argues that teacher work discipline is a means the principal uses to communicate to teachers that they must change their behavior. According to [Yanni and Sufyarma \(2022\)](#), discipline is a tool for driving teachers so that every job can run smoothly; it must be enforced so that there is good discipline. Furthermore, it supports [Amini et al. \(2020\)](#), who stated that teacher work discipline contributes positively

and significantly to teacher performance. Thus, the higher the teacher's work discipline, the more it will improve teacher performance.

Contribution of instructional leadership and teacher work discipline to teacher, the data analysis shows that teacher performance is significantly contributed by instructional leadership and teacher work discipline, individually and together. Instructional leadership and teacher work discipline are two very important factors to consider. High instructional leadership and teacher work discipline will improve teacher performance. When viewed from the achievement of the performance variable score of Islamic state junior high school teachers in Pariaman City, it is in the good category, the instructional leadership variable is also in the good category, and the teacher work discipline variable is in the good category. The ability of the madrasah principal to guide subordinates, give instructions, design tasks, and motivate and teach work discipline in the form of punctuality in working, utilizing madrasah facilities and infrastructure, producing satisfactory work, work responsibility, and obedience to madrasah regulations simultaneously provides a positive and significant contribution to the ability of teachers in compiling learning devices, implementing learning, and the outcome assessments. This finding supports Marks and Printy (2003) and Setyaningsih (2020), which stated that instructional leadership and teacher work discipline simultaneously positively and significantly contribute to teacher performance. Thus, if improved for the better, the variables of instructional leadership and teacher work discipline will positively contribute to teacher performance.

Conclusions

Based on the results of the analysis, the conclusions of this research are (1) H01 was rejected, and Ha1 is accepted. This shows that instructional leadership contributes significantly to teacher performance. The better the instructional leadership shown, the better the performance of Islamic state junior high school teachers in Pariaman City. (2) H02 was rejected, and Ha2 was accepted. This shows that teacher work discipline contributes significantly to teacher performance. The better the teacher's work discipline, the better the performance of Islamic state junior high school teachers in Pariaman City. H03 was rejected, and Ha3 is accepted. This shows that instructional leadership and teacher work discipline contribute significantly to teacher performance. The better the level of instructional leadership and teacher work discipline, the better the performance of Islamic state junior high school teachers in Pariaman City.

The research's findings suggest the following recommendations to various parties. Teachers can be enthusiastic about working, loyal, disciplined, and responsible for improving teacher performance. Teachers can also increase references regarding creating effective learning plans and implementing a conducive/interactive learning process. Teachers can also develop themselves by participating in educational activities such as seminars, workshops, and training. Furthermore, the principal can take action to improve teachers' abilities in making learning plans and organizing the learning process by guiding teachers through a supervision program.

The principal of An Islamic state junior high school in Pariaman City needs to create a better leadership function to improve teacher work discipline. Efforts are made by providing

direction, motivating, guiding, supervising, and providing good examples for teachers. Furthermore, in general, improvements to teacher performance can also be carried out by the Ministry of Education, the institution responsible for organizing education, to guide teacher performance. The Ministry of Religion is expected to continuously (continuous professional development) guide teacher performance through existing teacher forums, such as the Subject Teachers' Conference. In addition, it is expected that the Ministry of Religion can make policies regarding improving teacher performance in a better direction.

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