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Leadership, Supervisory Practices, and Work Discipline as Determinants of Teacher Performance at MIN 2 Kerinci

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ABSTRACT

Purpose: *This study aims to examine the influence of leadership, supervisory practices, and work discipline on teacher performance at MIN 2 Kerinci. Specifically, it seeks to determine how each of these factors individually affects teacher performance and to what extent they collectively contribute to enhancing overall teaching effectiveness. The study also intends to provide empirical evidence for educational policymakers and school administrators to develop strategies for improving teacher performance in the school context.*

Design/Methodology/Approach: *The research employed a census sampling technique, involving all 87 teachers at MIN 2 Kerinci. Primary data were collected through questionnaires distributed to the teachers. Data analysis was conducted using multiple linear regression with the assistance of SPSS software.*

Findings: *The results indicate that: (1) leadership has a negative and non-significant effect on teacher performance; (2) supervisory practices have a positive and significant effect on teacher performance; (3) work discipline has a positive and significant effect on teacher performance; and (4) collectively, leadership, supervisory practices, and work discipline account for 74.9% of the variance in teacher performance, with the remaining 25.1% influenced by other factors outside this study.*

Research Implications: *These findings suggest that improving supervisory practices and work discipline can enhance teacher performance, while leadership style may require further investigation to understand its impact. Educational policymakers and school administrators can use these insights to develop strategies for optimizing teacher effectiveness.*

INTRODUCTION

Teacher performance is widely acknowledged as a fundamental determinant of educational quality and student outcomes (Setiyaningsih, 2020; Wulandari et al., 2021). Effective teachers not only deliver instructional content but also shape the learning environment, facilitate student engagement, and contribute to school improvement. Consequently, educational institutions increasingly emphasize managerial factors such as leadership, supervision, and work discipline as key drivers of teacher performance (Pratiwi, Wahyudin & Oktarina, 2025). Leadership, particularly instructional and transformational styles, plays an essential role in aligning school goals with teacher expectations and practices. Several studies have demonstrated that principals who exhibit supportive leadership behaviors enhance teacher motivation, engagement, and instructional quality (Pratiwi et al., 2025; Irwanto & Maria, 2024).

Academic supervision also contributes positively to teacher performance by providing ongoing guidance, feedback, and professional support (Marzuki, 2021; Gandi, Fitria & Eddy, 2024). Supervision practices ensure that teachers maintain instructional standards, implement best practices in pedagogy, and adhere to curriculum expectations. Independent research has shown that robust supervisory systems correlate with improvements in teacher task execution and instructional consistency. Work discipline—manifested through punctuality, adherence to

rules, and dutiful completion of responsibilities—has also been identified as a significant predictor of teacher effectiveness (Marzuki, 2021). Several empirical investigations indicate that discipline reinforces accountability and fosters a professional culture in schools, which ultimately influences performance outcomes (Suwarni, Basrowi & Khaeruman, 2025).

Despite the growing body of research on these individual factors, current literature reveals limitations in addressing multiple determinants of teacher performance simultaneously within the context of faith-based educational institutions such as Madrasah Ibtidaiyah. Many existing studies examine pairs of variables—such as leadership and discipline (Sari, 2021; Suwarni et al., 2025), or supervision and discipline (Gandi et al., 2024)—yet few integrate all three factors in one empirical model. Moreover, much of the research has been conducted in general primary or secondary school settings rather than specifically within madrasah environments, which may exhibit different organizational cultures and accountability structures. This represents a critical research gap in the educational management literature, as contextual differences can influence how leadership, supervision, and discipline interact and affect teacher performance outcomes.

To address this gap, the present study examines the combined influence of leadership, supervisory practices, and work discipline on teacher performance at MIN 2 Kerinci. By integrating these three determinants into a single analytical framework and focusing on a madrasah context, this research contributes novel empirical evidence to international educational management literature. The novelty of this study lies in its comprehensive multivariate approach within a madrasah setting, enabling deeper insights into the relative contribution of each factor and their collective impact on teacher performance.

LITERATURE REVIEW
Grand Theory

The study of teacher performance and its determinants is grounded in educational leadership and organizational behavior theories. Management in educational institutions involves guiding, influencing, and facilitating the work of teachers to improve instructional outcomes and school effectiveness. According to educational management scholars, leadership is a core function that shapes organizational climate, motivation, and professional behaviors within schools, directly influencing teacher performance (Management in Education, 2025). This theoretical perspective aligns with transformational and instructional leadership theory, which posits that leaders who set clear goals, empower followers, and support professional development enable higher work performance levels. In educational settings, principals' leadership encompasses direction-setting, teacher support, and learning-focused supervision, thereby impacting teacher effectiveness and outcomes. From this grand theoretical lens, research that focuses on multiple leadership functions, supervision, and individual work behaviors (such as discipline) represents an integrative organizational approach to performance improvement. Accordingly, leadership is conceptualized as a determinant of teacher performance, forming the basis for the first hypothesis:

Leadership and Teacher Performance

Existing reviews have consistently identified leadership as one of the strongest predictors of teacher performance outcomes. A systematic literature review examining principal leadership's influence on teacher performance found that leadership behaviors — including supportive communication, instructional coaching, and transformational practices — are associated with improved teacher motivation, professionalism, and instructional quality. For instance, transformational leaders articulate a compelling vision, facilitate professional learning, and encourage teacher collaboration, all of which contribute to heightened teacher

engagement and performance. Leadership that emphasizes shared goals and continuous improvement tends to produce better classroom practices and greater teacher commitment.
H1: Leadership has a positive effect on teacher performance

Supervision and Teacher Performance

Academic supervision is widely viewed as an extension of leadership functions within educational organizations. It involves systematic guidance, feedback, evaluation, and support for instructional practices. Several literature reviews have highlighted the role of supervision in enhancing teachers' professional competencies and performance quality (Pardi, 2025). For example, supervisory practices that focus on classroom observation, reflective dialogue, and targeted feedback are shown to improve pedagogical competence and instructional consistency across teaching staff. These practices create structured opportunities for teachers to refine methodologies, adapt to curriculum demands, and align daily practice with institutional expectations.
H2: Supervisory practices have a significant influence on teacher performance

Work Discipline and Teacher Performance

Work discipline is conceptualized as adherence to professional norms, punctuality, consistent implementation of responsibilities, and compliance with institutional expectations. The literature shows that teachers who maintain high levels of discipline demonstrate greater instructional reliability, organizational commitment, and sustained productivity, which in turn enhance performance outcomes. In various educational settings, disciplined work behaviors have been linked to improved classroom management, consistency in instructional planning, and higher accountability (Marzuki, 2022). Work discipline also supports teachers in meeting performance standards and contributes to a culture of responsibility within the school environment.
H3: Work discipline has a significant influence on teacher performance

METHODS

This study employed a quantitative research approach to examine the influence of leadership, supervisory practices, and work discipline on teacher performance at MIN 2 Kerinci. The research design was explanatory in nature, aiming to not only identify relationships between variables but also determine their relative contribution to teacher performance. The population of this study consisted of all teachers at MIN 2 Kerinci, totaling 87 individuals, and a census sampling technique was applied, meaning that all members of the population were included as research respondents. Primary data were collected using a structured questionnaire designed to measure each variable in the study. The questionnaire included items on leadership behavior, supervisory practices, work discipline, and teacher performance, adapted from established instruments in previous educational research. Data collection was conducted by distributing the questionnaires directly to all teachers, ensuring full participation and completeness of responses. Once collected, the data were processed and analyzed using multiple linear regression analysis with the help of SPSS software. This method allowed the researchers to examine the individual effects of leadership, supervision, and work discipline on teacher performance, as well as their combined contribution. The regression analysis provided coefficients that indicated the strength and direction of relationships between the independent variables and the dependent variable, enabling the testing of the proposed hypotheses. Through this methodological approach, the study sought to generate empirical evidence on how managerial and individual factors interact to shape teacher performance, providing insights for school administrators and policymakers to develop effective strategies for enhancing teacher effectiveness within the context of a madrasah.

RESULT AND DISCUSSION
Validity and Reliability Testing

Before analyzing the data, the research ensured that the measurement instruments used in the questionnaire were both valid and reliable. Validity testing was conducted to determine whether the questionnaire items accurately measured the constructs of leadership, supervisory practices, work discipline, and teacher performance. This was achieved through the Pearson Product-Moment correlation method, comparing each item's score with the total score of its respective variable. Items with a correlation coefficient (r) greater than the critical value at a significance level of 0.05 were considered valid, indicating that they effectively represented the intended constructs.

Following validity testing, reliability testing was carried out to examine the consistency and stability of the measurement instruments. The Cronbach's Alpha coefficient was employed to assess internal consistency for each variable. A Cronbach's Alpha value of 0.70 or higher was considered acceptable, demonstrating that the questionnaire items reliably measured the respective variables over repeated applications.\By conducting these validity and reliability tests, the study ensured that the data collected were accurate, consistent, and suitable for further statistical analysis, including multiple linear regression. This process strengthened the credibility of the study's findings and provided confidence in interpreting the relationships among leadership, supervisory practices, work discipline, and teacher performance.

Classical Assumption Tests

Before conducting multiple linear regression analysis, the study performed several classical assumption tests to ensure the validity of the regression results. These tests include normality, multicollinearity, and heteroscedasticity, which are essential for fulfilling the assumptions of linear regression analysis.

Normality Test (Kolmogorov-Smirnov)

The normality of the residuals was tested to ensure that the data met the assumption of normal distribution required for multiple linear regression analysis.

Table 1. Normality Test

Asymp. Sig. (2-tailed)	Alpha	Info.
0.200*	0.05	Normal

Source: Data processed using IBM SPSS Statistics 25 (2025)

The test produced an Asymp. Sig. (2-tailed) = 0.200, which is greater than the alpha level of 0.05. This indicates that the residuals are normally distributed, fulfilling the normality assumption for regression analysis. Consequently, the data can be reliably used for further analysis, and the regression results will not be biased due to non-normality.

Multicolinearity Test (Variance Inflation Factor (VIF) and Tolerance)

Multicollinearity testing was conducted to determine whether the independent variables—leadership, supervisory practices, and work discipline—were highly correlated with each other. High multicollinearity can distort regression coefficients and make it difficult to assess the individual effect of each variable. The study used the Variance Inflation Factor (VIF) and tolerance values as indicators.

Table 2. Multicolinearity Test

Independent Variable	Tolerance	VIF	Interpretation
Leadership (X1)	0.732	1.367	No multicollinearity
Supervisory Practices (X2)	0.689	1.451	No multicollinearity
Work Discipline (X3)	0.715	1.399	No multicollinearity

Source: Data processed using IBM SPSS Statistics 25 (2025)

The results of the multicollinearity test indicate that all independent variables—leadership, supervisory practices, and work discipline—have tolerance values above 0.1 and VIF values below 10. This means that there is no evidence of multicollinearity among the independent variables. Each variable contributes uniquely to explaining teacher performance, allowing the regression coefficients to be interpreted accurately. Therefore, the model meets the assumption of independence among predictors, ensuring that the influence of each variable on teacher performance can be reliably assessed.

Heteroscedasticity Test (Variance of Residuals)

To ensure the validity of the regression results, the study examined whether the variance of residuals was constant across all levels of the independent variables. Constant residual variance is a key assumption in multiple linear regression because heteroscedasticity can lead to inefficient and biased estimates.

Table 3. Heteroscedasticity Test

Independent Variable	Sig.	Alpha	Interpretation
Leadership (X1)	0.412	0.05	Variance of residuals is constant
Supervisory Practices (X2)	0.538	0.05	Variance of residuals is constant
Work Discipline (X3)	0.467	0.05	Variance of residuals is constant

Source: Data processed using IBM SPSS Statistics 25 (2025)

The results show that the p-values for all independent variables are greater than the alpha level of 0.05, confirming that the variance of residuals is constant. This indicates that the regression model does not exhibit heteroscedasticity. Therefore, the regression estimates are efficient, unbiased, and reliable, and the hypothesis testing for the effects of leadership, supervisory practices, and work discipline on teacher performance is valid.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the simultaneous and individual effects of leadership, supervisory practices, and work discipline on teacher performance at MIN 2 Kerinci. This analysis allows for the identification of the relative contribution of each independent variable while controlling for the others, as well as determining how well the combined variables explain variations in teacher performance.

Table 5. Multiple Linear Regression Analysis Test Result

Model	β	Sig. (p)	Info
Constant	1.024	0.000	Positive, significant
Leadership (X1)	-0.102	0.257	Negative, not significant
Supervisory Practices (X2)	0.386	0.000	Positive, significant
Work Discipline (X3)	0.472	0.000	Positive, significant

Source: Data processed using IBM SPSS Statistics 25 (2025)

Based on the results in Table 5, the multiple linear regression equation can be formulated as follows:

$$Y = 1.024 - 0.102X_1 + 0.386X_2 + 0.472X_3$$

The regression results indicate that the constant (intercept) is 1.024 and is positive and significant, suggesting that when all independent variables are zero, the baseline teacher performance is 1.024. Leadership (X1) has a negative coefficient of -0.102, but it is not statistically significant ($p = 0.257$). This indicates that, within this sample, variations in leadership style do not have a meaningful direct effect on teacher performance. Supervisory Practices (X2) have a positive coefficient of 0.386 and are statistically significant ($p = 0.000$). This means that for every one-unit increase in supervisory practices, teacher performance increases by 0.386 units, holding other variables constant. Work Discipline (X3) has a positive coefficient of 0.472 and is statistically significant ($p = 0.000$). This suggests that higher levels of work discipline among teachers are associated with higher teacher performance, with an

increase of 0.472 units in performance for each one-unit increase in work discipline, assuming other variables remain constant. Overall, the regression model shows that supervisory practices and work discipline are the dominant predictors of teacher performance, while leadership does not show a significant direct effect in this context. This model can be used as a basis for interventions aimed at improving teacher performance by enhancing supervision and discipline.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was used to measure the proportion of variance in the dependent variable, teacher performance, that can be explained by the independent variables—leadership, supervisory practices, and work discipline.

Table 6. Coefficient of Determination

R Square	Adjusted R Square	Info.
0.749	0.738	Strong

Source: Data processed using IBM SPSS Statistics 25 (2025)

The regression model has an R^2 value of 0.749, indicating that 74.9% of the variance in teacher performance can be explained by leadership, supervisory practices, and work discipline together. The Adjusted R^2 of 0.738 accounts for the number of predictors in the model and provides a slightly more conservative estimate of explanatory power.

This suggests that the combination of supervisory practices and work discipline, along with leadership, has a Strong effect on teacher performance, while the remaining 25.1% of the variance is influenced by other factors not included in the study. Therefore, while the model explains a substantial portion of teacher performance, other variables such as motivation, experience, or school resources may also play a role.

Model Fit (F-test)

The F-test was conducted to examine whether the independent variables—leadership, supervisory practices, and work discipline—simultaneously have a significant effect on teacher performance.

Table 7. Model Fit

F-test	Sig.	Info
59.412	0.001*	Model Fit

Source: Data processed using IBM SPSS Statistics 25 (2025)

The F-test result shows an F-value of 59.412 with a significance level of 0.001, which is less than the alpha level of 0.05. This indicates that the regression model is statistically significant, meaning that the independent variables—leadership, supervisory practices, and work discipline—simultaneously influence teacher performance.

In other words, while individual variables may have different levels of significance, together they provide a significant predictive model for teacher performance. This confirms that the model is appropriate for explaining variations in teacher performance at MIN 2 Kerinci, and it can be reliably used for further interpretation of the effects of each predictor.

Hipothesis Test

The t-test was performed to determine whether each independent variable—leadership, supervisory practices, and work discipline—has a significant individual effect on teacher performance.

Table 8. t-test Result

Independent Variable	t-value	Sig. (p)	Info
Leadership (X1)	-1.143	0.257	H1 Rejected
Supervisory Practices (X2)	4.212	0.000	H2 Accepted
Work Discipline (X3)	5.098	0.000	H3 Accepted

Source: Data processed using IBM SPSS Statistics 25 (2025)

The results of the t-test show that leadership (X1) has a t-value of -1.143 with a p-value of 0.257, which is greater than the alpha level of 0.05. This indicates that leadership does not have a statistically significant effect on teacher performance in this study, and therefore H1 is rejected. In contrast, supervisory practices (X2) have a t-value of 4.212 and a p-value of 0.000, which is less than 0.05. This means that supervisory practices positively and significantly influence teacher performance, and H2 is accepted. Similarly, work discipline (X3) has a t-value of 5.098 with a p-value of 0.000, indicating a significant positive effect on teacher performance. Thus, H3 is accepted. Overall, the t-test confirms that supervisory practices and work discipline are significant predictors of teacher performance at MIN 2 Kerinci, while leadership does not have a significant direct effect in this context. These findings provide guidance for school management to focus on improving supervision and promoting work discipline to enhance teacher performance.

DISCUSSION

The findings of this study provide important insights into how leadership, supervisory practices, and work discipline influence teacher performance in the context of MIN 2 Kerinci. Grounded in educational leadership and organizational behavior theory, teacher performance is influenced by managerial processes and individual work behaviors that shape instructional effectiveness and professional outcomes (Leithwood et al., 2004).

Although leadership is theoretically considered a critical driver of teacher performance, this study found that leadership does not have a significant direct effect on teacher performance. This suggests that the effect of leadership may operate indirectly, perhaps through mediating variables such as teacher motivation, supervision quality, or organizational culture. Previous studies have shown mixed results regarding the impact of leadership on teacher performance. Some research indicates a positive relationship, where effective principals enhance teacher outcomes by providing guidance, support, and professional development opportunities (Irfiana & Siswanto, 2024; Syafniyenti, Sulastri, & Rosita, 2024). The differences in results may be due to contextual factors, variations in leadership styles, or the presence of moderating variables that influence how leadership translates into performance outcomes.

Supervisory practices were found to have a positive and significant effect on teacher performance. This finding emphasizes the importance of regular supervision in guiding instructional activities, providing constructive feedback, and fostering professional growth. Studies have consistently highlighted that structured supervision contributes to teacher effectiveness and accountability, improving overall performance (Marzuki, 2022; Gandi, Fitria, & Eddy, 2024). Effective supervision serves as a mechanism through which leadership influences teacher performance, ensuring that strategic goals are translated into classroom practices.

Work discipline also has a positive and significant influence on teacher performance. Teachers who demonstrate consistent, responsible, and professional work behaviors tend to achieve higher performance outcomes. This aligns with previous research indicating that disciplined work behavior contributes to improved teaching quality, classroom management, and organizational reliability (Wulandari, Fitria, & Wahidy, 2021; Lestari, Ahyani, & Djunaidi, 2023). Work discipline reflects the individual's commitment to professional standards, which supports better performance even in the absence of strong leadership influence. The combined effects of leadership, supervisory practices, and work discipline provide a substantial explanation of teacher performance, supporting models of educational management that emphasize the interaction between organizational structures and individual behaviors. While leadership may not show a direct significant effect, it likely plays an indirect role by shaping supervision practices and influencing discipline norms. These results support the notion from

organizational behavior theory that performance outcomes are jointly determined by management mechanisms and individual agency.

In sum, supervisory practices and work discipline emerge as the dominant factors in improving teacher performance. Leadership, while theoretically important, may influence performance through indirect channels rather than direct measurable outcomes.

CONCLUSION

This study concludes that supervisory practices and work discipline are significant determinants of teacher performance at MIN 2 Kerinci. Teachers who receive effective supervision and demonstrate high work discipline tend to achieve better performance outcomes. In contrast, leadership does not show a direct significant effect on teacher performance, suggesting that its influence may be indirect or mediated through supervision and discipline mechanisms. The findings underscore the importance of strengthening supervisory systems and promoting a culture of work discipline within schools to enhance teacher effectiveness. Practically, school management should focus on developing structured supervision programs and fostering professional responsibility among teachers. The study also contributes theoretically by highlighting that in educational contexts, organizational structures (supervision) and individual behaviors (discipline) can have a stronger direct impact on performance than leadership alone, aligning with principles from educational management and organizational behavior theories.

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