



The Influence of Leadership, Motivation and Work Discipline on Teacher Performance With Job Satisfaction As An Intervening Variable in Arifah Madrasah

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Abstract: This study investigates the influence of leadership, motivation and work discipline on teacher performance through job satisfaction at madrasah arifah. This research uses a quantitative approach through questionnaires to 98 respondents with a Likert scale with analysis using SEM-PLS (Structural Equation Modeling-Partial Least Square). The research results show: leadership has a positive and significant effect on teacher performance, motivation has a positive and significant effect on teacher performance, work discipline has a positive and significant effect on teacher performance, job satisfaction has a positive and significant effect on teacher performance, leadership has a positive and significant effect on job satisfaction, motivation has a positive effect and significant to teacher job satisfaction, work discipline has a positive and significant effect on teacher job satisfaction, leadership has an indirect effect on teacher performance, motivation has an indirect effect on teacher performance, work discipline has an indirect effect on teacher performance, so it can be concluded that leadership, motivation, and work discipline has a positive and significant effect on teacher job satisfaction at Arifah Madrasah.

Keywords: Leadership, Motivation, Work Discipline, Teacher Performance, Job Satisfaction.

INTRODUCTION

Human resources (HR) is a very important element of an educational institution. Human resources function as thinkers, planners, movers, implementers and perfecters to achieve the goals of educational institutions. Teachers are the most influential component in the education center. Teacher plays an important and strategic role in education. Therefore, improvement efforts made to improve the quality of education will not make a significant contribution if they are not supported by qualified and professional teachers.

According to Hasibuan (2011) Leadership is the way a leader influences the behavior of subordinates so they want to work together and work productively to achieve organizational goals. Kreitner and Kinicki (2010) define leadership as a process in which an individual influences others to achieve common goals. Leadership as a management function is very important to achieve organizational goals. Madrasah head leadership is a very important indicator in improving teacher performance which is expected to improve the quality of education. The results of the study show that there is a positive influence between the principal's leadership on teacher performance (Gading and Ismiyati, 2015).

Work motivation has a very important role in achieving maximum organizational goals, because with motivation the teacher can complete his work according to predetermined standards. According to Afandi (2018) motivation is a desire that arises from within a person or individual because he is inspired, encouraged, and compelled to carry out activities with sincerity, pleasure and earnestness so that the results of the activities he does get good and quality results. The teacher as one of the components that determines the success of learning because it has a role to design, manage, implement and evaluate learning. Therefore, growing teacher motivation is very important.

According to Moenir (2002) discipline is an obligation that must be obeyed and prohibitions that must not be violated by every employee (teacher). Discipline is a social aspect that needs to be understood in depth and grows from within the person as something that must be done to carry out a rule. To understand and then comply with these rules takes time, while the form of obedience is the ability to adapt to the environment (organizational society or the general public). This means that discipline is an understanding of a mental attitude of behavior which is an attitude to do something consciously, obediently and in an orderly manner, as a result of the development of training, controlling character, and controlling environmental influences.

Job satisfaction is an employee's emotional state in which there is or is not a meeting point between the value of employee compensation from the company and the level of value of compensation that is desired by the employee concerned. Employee compensation, both in the form of "financial" and "non-financial". Within the Education organization. where the job satisfaction felt by the teacher is generally reflected in the teacher's positive attitude towards work and everything that is faced or assigned to him in the work environment. Conversely, if job satisfaction is not achieved, it can have a negative impact on the institution/organization. The bad consequences are in the form of laziness, absenteeism, work strikes, labor turnover and other adverse adverse consequences.

Researchers in recent years have identified various variables that can affect teacher performance. These variables include Leadership, Motivation, Training, Performance Indra Marjaya (2019), Leadership Style, Motivation, Work stress, performance of Alti Idah Anugrah (2022), Work Discipline Motivation Performance Compensation Ahmad Badawi Saluy (2018). Based on these variables, a pre-survey was conducted to obtain the four variables that most influenced teacher performance at Arifah Madrasah. The results of the pre-survey showed that the variables of leadership, motivation, work discipline and job satisfaction were mostly chosen by the respondents. This research will then analyze the influence of leadership, motivation and work discipline on teacher performance through variable intervening job satisfaction at Madrasah Arifah.

LITERATURE REVIEW

Leadership

According to Hasibuan (2011) leadership is a way for a leader to influence the behavior of subordinates so they want to cooperate and work productively to achieve organizational goals. Leadership as a person's ability to influence a group towards achieving goals Badeni (2013)

- There are four leadership behaviors according to Makawimbang Kasida (2017), namely:
1. Command, leadership tells what and when something is done, no participation in decision making;
 2. Supportive, i.e. managers become friends with employees and show interest in them;
 3. Facilitate, namely the leader gives advice and involves employees in decision making;
 4. Achievement orientation, namely the leader shares contributions regarding goals and shows confidence that employees are able to achieve them.

In assessing the effectiveness of teacher performance in schools, there are factors that influence it, namely the leadership of the school principal. Principals have an important role in improving teacher performance. Maximum teacher performance can be achieved if teacher performance indicators are met, namely being able to make lesson plans, being able to master learning materials, being able to master teaching strategies and methods, being able to manage classes, and being able to make evaluations and assessments. Therefore it is suspected that there is an influence between the principal's leadership on teacher performance. Leadership really colors working conditions, policies, social influence with teachers and students and also their actions in making various policies, these conditions also have an impact on the performance of teachers.

Bayu Hendro Priyono's research results (2018) Leadership has a positive and significant effect on teacher performance. The results of this finding mean that the better the leadership style, the better the teacher's performance. Teacher motivation has a positive and significant effect on teacher performance. The results of this finding mean that the better the teacher's motivation, the better the teacher's performance. The physical work environment has a positive effect. Leadership style has a positive and significant effect on teacher performance. The results of this finding mean that the better the leadership style, the better the teacher's performance.

***Hypothesis 1:** leadership influences the performance of teachers in Madrasah Arifah*

Work motivation

Work motivation is a driving force or driving force in a person to want to behave and work diligently and properly in accordance with the duties and obligations that have been given to him. According to Wibowo (2014) work motivation is a psychological process that arouses, directs and persistence in carrying out voluntary actions directed at achieving goals.

There are three main driving factors of work motivation according to Wibowo (2014), namely:

a. Energize is what leaders do when they set the right example, communicate the clear and challenge the right way. b. Encourage is what leaders do to support the motivational process through empowerment, coaching and rewards. Encourage is done by empowering, coaching and recognizing c. Exhorting is how leaders create experiences based on sacrifice and inspiration that prepare the foundation on which motivation develops.

Teacher work motivation is an encouragement that arises from within and from outside the teacher. A teacher will work diligently if he has high motivation. If strong motivation is formed from within a teacher, it will be able to produce good achievements and work results as well as quality from the work he does. In addition, a good relationship between teachers will greatly support the teacher's performance in carrying out their duties because it will generate enthusiasm and a sense of pleasure to work. This is supported by research Garum (2019) previously which showed that motivation has an effect on teacher performance

***Hypothesis 2:** Motivation influences teacher performance at Madrasah Arifah*

Work Discipline

Discipline comes from the Latin word disciplina which is defined as training or education, character development, and decency. One aspect of the strength of Human

Resources (HR) can be reflected in the attitude and behavior of discipline, because discipline has a strong impact on an organization to achieve success in pursuing planned goals.

Keith Davis in Mangkunegara (2013), suggests that "Discipline is management action to enforce organization standards". Based on the opinion of Keith Davis, work discipline can be interpreted as the implementation of management to reinforce organizational guidelines.

Henry Simamora in Sinambela (2019) "The main purpose of disciplinary action is to ensure that employee behavior is consistent with the rules set by the agency". Siswanto in Rizki and Suprajang (2017) argues that "The purpose and objectives of work discipline are the fulfillment of several objectives such as":

1. The general objective of work discipline is for the continuity of the agency in accordance with the motives concerned, both today and tomorrow.

2. Specific objectives of work discipline: a. So that employees comply with all rules and policies that have been set. b. Can do the job as well as possible and be able to provide maximum service. c. Can use and maintain the facilities and infrastructure of office goods and services as well as possible. d. Employees are able to obtain a high level of performance.

Hypothesis 3: Work discipline influences teacher performance at Madrasah Arifah

Job satisfaction

The term "Satisfaction" refers to the general attitude of an individual towards his work. Someone with a high level of job satisfaction shows a positive attitude towards work. Satisfied employees will be able to work well, enthusiastically, actively, and can perform better than employees who do not get job satisfaction.

Job satisfaction is an attitude of employees towards work related to work situations, cooperation between employees, rewards received from work, and matters relating to physical and psychological factors (Sutrisno, 2019).

Several experts have suggested indicators for measuring job satisfaction, one of which is as stated by Keith Davis in Sudaryo, Agus & Nunung (2018) that to measure job satisfaction can be known by using the following indicators: 1. Turnover) 2. Rate of absence from work 3. Age 4. Level of employment

Based on the results of analysis in research Hanafi Suyukoh (2021) found that work motivation, work discipline have a positive effect on performance, Edeline Ersanko (2019) with the research results Motivation has a positive effect on teacher performance. Servant leadership has a positive effect on teacher performance. Job satisfaction has a positive effect on teacher performance. By feeling satisfied with what they have, the teacher can perform optimally in doing school work.

Hypothesis 4 :job satisfaction on teacher performance at Madrasah Arifah

Hypothesis 5 :leadership on teacher job satisfaction at Madrasah Arifah

Hypothesis 6 :motivation on teacher job satisfaction at Madrasah Arifah

Hypothesis 7:work discipline on teacher job satisfaction at Madrasah Arifah

Performance

According to Mathis and Jackson, performance is basically what employees do and don't do. Employee performance is what influences how much they contribute to the organization which includes (1) output quantity, (2) output quality, (3) output period, (4) attendance at work, (5) cooperative attitude, while that according to Cushway "performance is assessing how someone has worked compared to predetermined targets".

According to Ivor K. Davies said that a person has four general functions which are the characteristics of a teacher's work as follows:

a. planning

Planning is the job of a teacher. Setting learning goals.

b. Organize

Organizing a teacher's work to organize and link learning resources so as to realize learning goals in the most effective, efficient, and economical way possible.

c. Lead

Leading is a teacher's job to motivate, encourage and stimulate students, so that they are ready to realize learning goals.

d. Supervise

Supervising is the job of a teacher to determine whether his function in organizing and leading above has been successful in realizing the goals that have been formulated. If the goal cannot be realized, then the teacher must assess and rearrange the situation and the book changes the goal.

Thus it can be concluded from the above understanding, that performance is a person's ability to carry out tasks that produce satisfactory results, in order to achieve group organizational goals in a work unit. So, the teacher's performance in the teaching and learning process is the teacher's ability to carry out his duties as a teacher who has the expertise to educate students in the context of coaching students to achieve educational institutions.

Performance appraisal is one of the most important tasks to be carried out by a manager or leader. Nevertheless, the implementation of objective performance is not a simple task. The assessment must avoid "likes and dislikes" from the appraiser, so that the objectivity of the appraiser can be maintained. This appraisal activity is important, because it can be used to improve personnel decisions and provide feedback to employees about the employee's performance. According to Mathis and Jackson, they expressed their opinion that, "performance appraisal can be carried out by anyone who understands correctly about evaluating individual employee performance". The possibilities include: 1). The superiors who assess their subordinates. 2). subordinates who judge their superiors. 3). Group members assess each other. 4).Self-assessment of employees. 5) Multi-source assessment, and 6) external sources. Performance appraisal can be the main source of information and feedback for employees, which is the key to the development of future employees.

Based on various previous studies by Muhammad Arif (2020) The results of this study indicate that leadership and motivation have a positive and significant direct effect on work discipline. and motivation has a positive and significant effect on performance. Meanwhile, leadership and motivation mediated by work discipline (intervening) have a positive effect on performance

Hypothesis 8: leadership has an indirect effect on teacher performance at Madrasah Arifah

Hypothesis 9 : motivation has an indirect effect on teacher performance at Madrasah Arifah

Hypothesis 10: Does work discipline have an indirect effect on teacher performance at Madrasah Arifah

Conceptual framework

Based on the research background and theoretical studies above, the conceptual framework of this research can be described as follows:

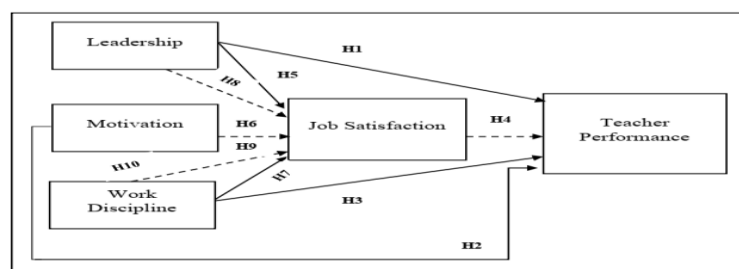


Figure 1. Conceptual Framework

METHODS

This research is an explanatory research with a quantitative approach designed to investigate the effect of transformational leadership (X1), leadership (X2), work motivation and work discipline (X3) on teacher performance (Y2) with job satisfaction (Y1) as an intervening variable. The population in this study were all teachers at Arifah Madrasah in Gowa Regency, totaling 98 respondents.

Data collection was carried out through a questionnaire instrument whose measurements were under the dimensions of each variable. The data obtained was then processed and analyzed using SEM-PLS (Structural Equation Modeling-Partial Least Square). Each hypothesis will be tested and analyzed through the SmartPLS application.

RESULT AND DISCUSSION

Profiles of the Respondents

Respondents in this study were 98 based on gender 43% male and 57% female, this shows that the majority of respondents were women. Based on age, it shows that the highest number of respondents are respondents who are aged 20-29 years as much as 43% and the age of the fewest respondents is in the range > 50 years, namely as many as 6%, then based on education it shows that the highest number of respondents are respondents who have the last S1 education of 57 % and the least number of respondents, namely having the last S3 education, is as much as 1%. From these data it can be concluded that 57% of the majority of teachers who teach at these schools have met the standard teaching requirements, namely a minimum of a bachelor's degree (S1),

Measurement Model (Outer Model)

Table 1. Outer Model Result Summary

	Leadership	Work motivation	Work Discipline	Teacher Performance	Job satisfaction
X1.1	0.732				
X1.2	0.735				
X1.3	0.722				
X1.4	0.727				
X1.5	0.715				
X1.6	0.706				
X1.7	0.706				
X1.8	0.765				
X1.9	0.775				
X1.10	0.748				
X1.11	0.812				
X1.12	0.765				
X1.13	0.719				
X1.14	0.707				
X1.15	0.706				
X2.1		0.712			
X2.2		0.826			
X2.3		0.704			
X2.4		0.800			
X2.5		0.746			
X2.6		0.728			
X2.7		0.707			
X2.8		0.719			
X2.9		0.725			
X2.10		0.724			
X2.11		0.730			

X2.12		0.798		
X2.13		0.755		
X2.14		0.769		
X2.15		0.712		
X2.16		0.742		
X2.17		0.733		
X3.1			0.767	
X3.2			0.719	
X3.3			0.786	
X3.4			0.763	
X3.5			0.787	
X3.6			0.761	
X3.7			0.746	
X3.8			0.775	
X3.9			0.732	
X3.10			0.769	
X3.11			0.763	
X3.12			0.725	
X3.13			0.721	
Y1				0.737
Y2				0.759
Y3				0.779
Y4				0.811
Y5				0.759
Y6				0.707
Y7				0.705
Y8				0.730
Y9				0.715
Y10				0.733
Y11				0.722
Y12				0.706
Y13				0.734
Y14				0.718
Z1				0.732
Z2				0.749
Z3				0.797
Z4				0.745
Z5				0.773
Z6				0.809
Z7				0.768
Z8				0.749
Z9				0.731
Z10				0.799

Table 2. Average Variance Extracted (AVE) Value Results

	Average Variance Extracted (AVE)
Leadership	0.543
Work motivation	0.553
Work Discipline	0.570
Teacher Performance	0.544
Job satisfaction	0.586

Validity Test

1. Convergent Validity

Table 1 shows the relationship between the construct and all question items with outer loading values > 0.60. Thus, all items have met the convergent validity requirements for explanatory research(Hair et al., 2019).

Table 2 shows the Average Variance Extracted (AVE) value ≥ 0.50 , meaning that the variation of each variable in the measurement item has met good convergent validity.

2. Discriminant Validity

Table 3. Heterotrait-Monotrait Ratio (HTMT)

	Leadership	Work motivation	Work Discipline	Teacher Performance	Job satisfaction
Leadership	0.737				
Work motivation	0.614	0.744			
Work Discipline	0.594	0.577	0.755		
Teacher Performance	0.693	0.673	0.678	0.737	
Job satisfaction	0.653	0.646	0.636	0.717	0.766

The results in Table 3 above show that HTMT values have met the validity criteria, namely, all values < 0.9 (Hair et al., 2019). It means that the variance divided by each variable is higher against its measurement item when compared to being divided by other variable items. Therefore, the evaluation of discriminant validity with HTMT is fulfilled.

In the cross-loading value shown in Table 1, the overall correlation value of the construct with the indicator is higher than that of other constructs. It means that each measurement item correlates more strongly with the measured variable. Therefore, it can be concluded that the latent construct of each variable is valid because it has fulfilled the discriminant validity by cross-loading.

3. Reliability Test

Based on the results in Table 1, the construct in this study is declared reliable, shown by Cronbach's alpha value > 0.6 and composite reliability value > 0.6 . Overall, the variables transformational leadership (X1), work-life balance, organizational commitment, job satisfaction, and OCB have acceptable levels of reliability.

Structural Model (Inner Model)

1. Construct Reliability

After testing the validity of the construct, the next test is the construct reliability test which is measured by two criteria, namely Composite Reliability (CR) and Cronbach's Alpha (CA) from the indicator block which measures the CR construct used to display good reliability. A construct is declared reliable if the value of composite reliability or Cronbach's Alpha > 0.7 , although 0.6 is still acceptable (Hair et. al, 2013).

Table 4. Cronbach Alpha and Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability
Leadership	0.940	0.942	0.947
Work motivation	0.949	0.951	0.955
Work Discipline	0.937	0.938	0.945
Teacher Performance	0.935	0.936	0.943
Job satisfaction	0.921	0.923	0.934

Based on table 4, the Cronbach's Alpha test results and composite reliability for all variables show a value of > 0.6 . According to Hinton, et. al (2013) suggests four points for reliability which include excellent reliability (>0.90), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (low reliability) <0.50 . So that in this study the reliability was in the very good category because it was above 0.9.

2. Coefficient of Determination Testing (R-Square/) R^2

Table 5. R-Square

	R Square	R Square Adjusted
Job satisfaction	0.570	0.556
Teacher Performance	0.667	0.653

The table above shows that the R-Square value for the variable job satisfaction is 0.570, which means that 57.0% of the contribution or change in job satisfaction is influenced by leadership, work motivation, and work discipline, while the remaining 43.0% is explained by factors other than the research conducted.

Based on the results of data processing, the R-Square value for the teacher performance variable is 0.667, which means that 66.7% of the contribution or change in job satisfaction is influenced by leadership, work motivation, and work discipline, while the remaining 33.3% is explained by factors other factors outside the research.

3. Goodness of Fit (Q-Square)

The goodness of Fitrating is based on the Q-Square value. The magnitude of the Q-Square value is in the range of 0 , where closer to 1 means the model is a better fit with the data $0 < Q^2 < 1$ (Irwan et al., 2015). The Q-Square value is obtained from the following calculation results:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R^2) \times (1 - R^2)] \\
 &= 1 - [(1 - 0.570) \times (1 - 0.667)] \\
 &= 0.857
 \end{aligned}$$

The result of the calculation above yields a Q-Square value of 0.857. This value shows the large variety of research data that can be explained by the research model, which is 85.7%, while other factors outside this research model explain the remaining 14.3%. The calculation results reflect that this research model is stated to have good goodness of fit.

4. Test the Hypothesis

Hypothesis testing can be seen from the value of Path Coefficients, namely the value of T-Statistics or P-Values after bootstrapping the SmartPLS application. The hypothesis is accepted if the P-Values < 0.05 or T-Statistics > 1.96 indicate that the path coefficient is significant (Hair et al., 2017, 2019).

Table 6. Hypothesis Test Results

hypothesis	Original Sample	P Values	T Statistics	Results
Leadership -> Job Satisfaction	0.301	0.000	3,512	Accepted
Work Motivation -> Job Satisfaction	0.297	0.000	3,570	Accepted
Work Discipline -> Job Satisfaction	0.286	0.001	3,331	Accepted
Leadership -> Teacher Performance	0.247	0.016	2,418	Accepted
Work Motivation -> Teacher Performance	0.209	0.015	2,449	Accepted
Work Discipline -> Teacher Performance	0.240	0.012	2,526	Accepted
Job Satisfaction -> Teacher Performance	0.268	0.004	2,857	Accepted
Leadership -> Job Satisfaction -> Teacher Performance	0.081	0.034	2,126	Accepted
Work Motivation -> Job Satisfaction -> Teacher Performance	0.079	0.021	2,308	Accepted
Work Discipline -> Job Satisfaction -> Teacher Performance	0.077	0.041	2,048	Accepted

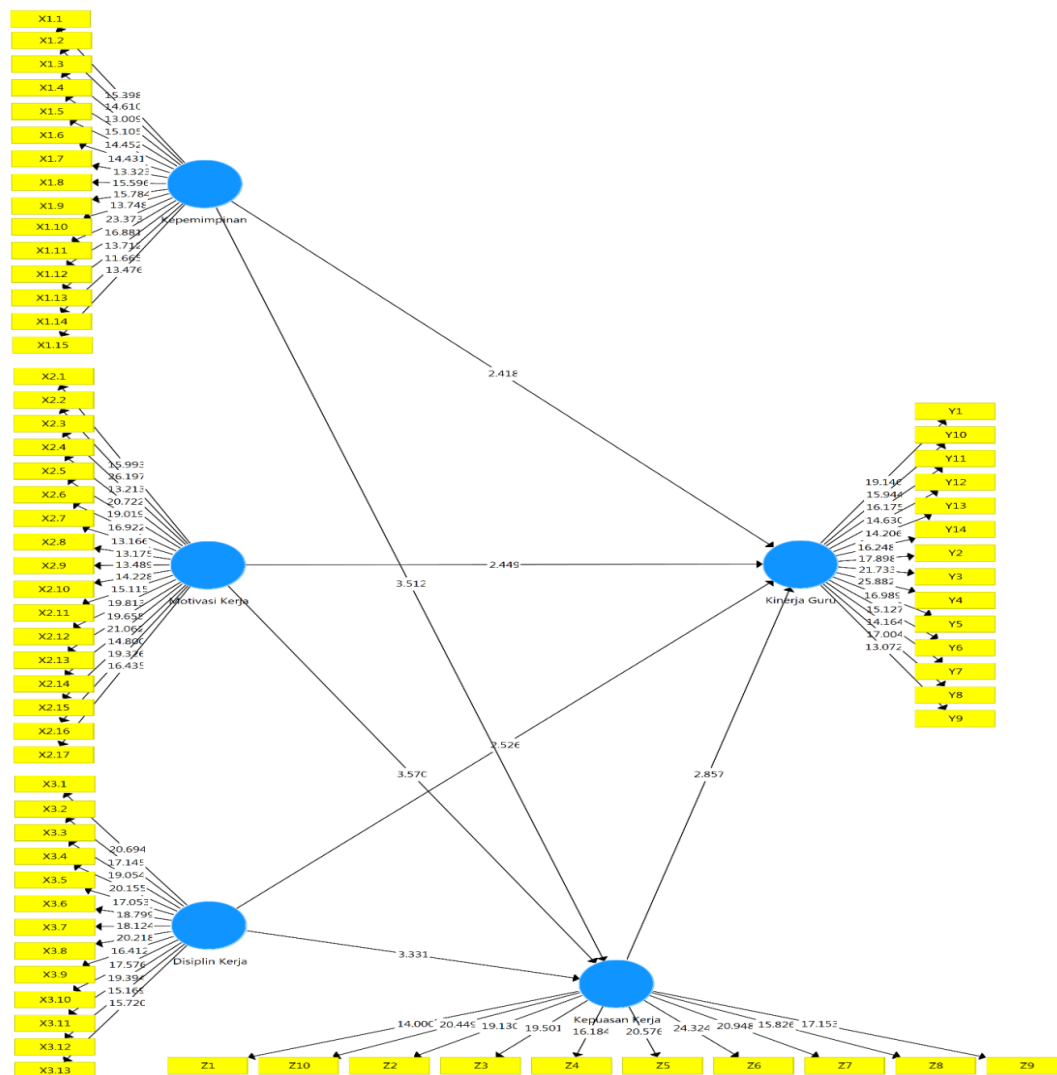


Figure 2. Path Coefficient

Discussion

H1 Research results regarding leadership have an influence on teacher performance at Madrasah Arifah, the t-count value is greater than the t-table value ($3.512 > 1.986$) and the sig value is less than 0.05 ($0.000 < 0.05$). then H1 is accepted thus leadership has a positive and significant effect on teacher performance at Madrasa Arifah. The results show that leadership can improve teacher performance at Madrasa Arifah. Assessor feedback is given in order to improve teacher performance which is felt to be lacking with good leadership. The results of this study are also in line with previous studies such as research by Bayu Hendro Priyono(2018),

H2 Research results regarding motivation have an influence on teacher performance at Madrasah Arifah, the t-count value is greater than the t-table value ($2.449 > 1.986$) and the sig value is less than 0.05 ($0.015 < 0.05$). then H2 is accepted thus work motivation has a positive and significant effect on teacher performance at Madrasah Arifah. motivation. Assessor feedback is given in order to improve teacher performance which is felt to be lacking by providing motivation. The results of this study are also in line with previous studies such as research by Edeline (2019) and Dova Dwi Yanti (2019)

H3 Research results regarding work discipline have an influence on teacher performance at Arifah Madrasah, the t-count value is greater than the t-table value ($2.526 > 1.986$) and the sig value is less than 0.05 ($0.012 < 0.05$). then H3 is accepted thus work

discipline has a positive and significant effect on teacher performance. The results of the study show that work discipline can improve teacher performance at Madrasah Arifah. The results of this study are also in line with previous studies such as research by Hanafi Suyukoh (2021) and Santi Maodia Fathonah (2021)

H4 Research results regarding leadership have an influence on teacher performance at Madrasah Arifah, the t-count value is greater than the t-table value ($2.857 > 1.986$) and the sig value is less than 0.05 ($0.004 < 0.05$). then H4 is accepted thus job satisfaction has a positive and significant effect on teacher performance. The results of the study show that job satisfaction can improve teacher performance at Arifah Madrasah. The results of this study are also in line with previous research such as research by Sihombing, M., Wahyu, & Sulaiman. (2020),

H5 Research results regarding leadership have an influence on teacher job satisfaction at Arifah Madrasah, the t-count value is greater than the t-table value ($3.512 > 1.986$) and the sig value is less than 0.05 ($0.000 < 0.05$). then H5 is accepted thus leadership has a positive and significant effect on teacher performance. The results of this study are also in line with previous studies such as research by Tomy Sun Siagian (2018).

H6 Research results regarding motivation have an influence on teacher job satisfaction at Arifah Madrasah, the t-count value is greater than the t-table value ($3.570 > 1.986$) and the sig value is less than 0.05 ($0.000 < 0.05$). Thus H6 is accepted, so it can be concluded that work motivation has a positive and significant effect on job satisfaction. The results of this study are also in line with previous studies such as research by Anwar Sewang.

H7 Based on the test results for the influence of work discipline on job satisfaction, the t value is greater than the t table ($3.331 > 1.986$) and the sig value is less than 0.05 ($0.001 < 0.05$). So it can be concluded that work discipline has a positive and significant effect on job satisfaction. This is in accordance with H7 which suspects that work discipline has a positive effect on job satisfaction. Thus H7 is accepted. In previous research conducted (Atmi Saptarini, 2018), and (Alamsyah Yunus, Ahmad Alim Bachri, 2013) which stated that discipline has an effect on job satisfaction.

H8 Based on the test results for the indirect effect of leadership on teacher performance through job satisfaction, the t value is greater than the t table ($2.126 > 1.986$) and the sig value is less than 0.05 ($0.034 < 0.05$). So it can be concluded that leadership has a positive and significant effect on teacher performance through job satisfaction. This is consistent with H8 which suspects that leadership has a positive effect on teacher performance through job satisfaction. Leadership as a management function is very important to achieve organizational goals. The results of the research show that there is a positive influence between the principal's leadership on teacher performance (Gading and Ismiyati, 2015).

H9 Research results regarding work motivation on teacher performance through job satisfaction obtained t value greater than t table ($2.305 > 1.986$) and sig value less than 0.05 ($0.021 < 0.05$). Thus H6 is accepted, so it can be concluded that work motivation has a positive and significant effect on job satisfaction. The results of this research show that there is a significant influence of the motivational variable on employee job satisfaction. Next. Job satisfaction has a significant effect on employee performance. The better job satisfaction obtained by employees. Employee performance also increases. Job satisfaction mediates the relationship between work motivation and employee performance.

H10 Research results regarding work discipline have an indirect effect on teacher performance at Arifah Madrasah, the t-value is greater than the t-table ($2.048 > 1.986$) and the sig value is less than 0.05 ($0.041 < 0.05$). Then H10 is accepted thus work discipline has a positive and significant effect on teacher performance through job satisfaction. Work discipline has a strong impact on an organization to achieve success in pursuing planned goals. In line with the research of Sihombing, M., Wahyu, & Sulaiman. (2020). Emphasizing that there is an indirect effect of work discipline through job satisfaction on performance.

CONCLUSION

This research concludes as follows: leadership has a positive and significant effect on teacher performance, motivation has a positive and significant effect on teacher performance, work discipline has a positive and significant effect on teacher performance, job satisfaction has a positive and significant effect on teacher performance, leadership has a positive and significant effect on job satisfaction, motivation has a positive effect and significant to teacher job satisfaction, work discipline has a positive and significant effect on teacher job satisfaction, leadership has an indirect effect on teacher performance, motivation has an indirect effect on teacher performance, work discipline has an indirect effect on teacher performance, so it can be concluded that leadership, motivation, and work discipline has a positive and significant effect on teacher job satisfaction at Arifah Madrasah.

This research has several limitations. This study only analyzes leadership, motivation, work discipline and job satisfaction as variables that affect performance. In this regard, further research can be conducted on other government organizational units or a wider scope. Future research also needs to consider using other variables that affect performance, such as organizational culture, work involvement, perceived organizational support, psychological capital, procedural justice and other variables.

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