

The Influence of Work Discipline, Leadership Style, and Competence on Teacher Performance at State Senior High School 2 Binjai

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ABSTRACT

This study aims to analyze the influence of work discipline, leadership style, and competence on teacher performance at State Senior High School 2 Binjai. The study employs a quantitative approach using a survey method conducted through the distribution of questionnaires to 81 respondents who are teachers. The variables examined in this study include work discipline (X1), leadership style (X2), competence (X3), and teacher performance (Y). The data analysis techniques applied include validity and reliability tests of the instruments, multiple linear regression analysis, and hypothesis testing using the t-test and F-test to identify both partial and simultaneous effects among variables. The results show that, partially, work discipline has a significant effect on teacher performance, as indicated by a calculated t-value of 2.851, which is greater than the t-table value of 1.991. Leadership style is also proven to have a significant effect on teacher performance, with a calculated t-value of $2.581 > 1.991$. Likewise, competence has a significant effect on teacher performance, with a calculated t-value of $2.285 > 1.660$. Simultaneously, the three independent variables—work discipline, leadership style, and competence—have a significant effect on teacher performance. This is evidenced by the F-test results, which show a calculated F-value of 2.524, greater than the F-table value of 2.492. These findings indicate that improvements in teacher performance result from the interaction of various factors, particularly work discipline, the effectiveness of leadership style, and the level of professional competence possessed by teachers.

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Introduction

Modern management now emphasizes the importance of efficiency, effectiveness, and innovation in human resource management, including within educational institutions. The application of sound management principles has a significant impact on overall organizational performance. In educational institutions, effective management is reflected in how school principals are able to lead, direct, and develop teachers' potential so that they can work optimally.

Optimal teacher performance is a crucial determinant in ensuring the quality of the learning process at State Vocational High School 2 Binjai, particularly in efforts to achieve graduate competencies that are aligned with the demands of industry and the workforce. Based on the results of initial observations and interviews with several teachers and the vice principal for curriculum affairs, several indications of a decline in teacher performance were identified. These indications include inconsistencies in the preparation of lesson plans (Rencana Pelaksanaan Pembelajaran/RPP) at the beginning of each semester, limited variation in the use of teaching methods and instructional media, and the implementation of learning evaluations that have not yet fully provided systematic and structured feedback to students.

Table 1. Teacher Performance Achievement Data (2019–2025)

Academic Year	Number of Teachers Evaluated	Average Performance Score	Category	Trend Description
2019/2020	77	87	Very Good	-
2020/2021	76	85	Very Good	Decreasing
2021/2022	78	82	Good	Decreasing
2022/2023	80	84	Good	Increasing
2023/2024	82	88	Very Good	Increasing
2024/2025	81	80	Fair	Decreasing

The data presented in the teacher performance achievement table indicate a fluctuating dynamic in performance scores over the past six academic years. In the 2019/2020 academic year, teacher performance was classified as very good, with an average score of 87. However, a gradual decline occurred in the 2020/2021 and 2021/2022 academic years, with average scores decreasing to 85 and 82, respectively. This condition subsequently showed improvement in the 2022/2023 and 2023/2024 academic years, as reflected by an increase in the average scores to 84 and then 88, returning to the very good category. Nevertheless, in the 2024/2025 academic year, a fairly significant decline was observed, with the average score dropping to 80, which falls into the fair category, despite the relatively stable number of teachers evaluated.

Teacher performance can be defined as the level of work achievement attained by teachers in carrying out the duties and responsibilities assigned by educational institutions. According to Mangkunegara (2020), performance refers to the results of work achieved by an individual, both in terms of quality and quantity, in carrying out tasks in accordance with the responsibilities undertaken. In the educational context, teacher performance is influenced by various factors, including the level of work discipline, the leadership style of the school principal, and the competencies possessed by teachers. Teachers with a high level of discipline, supported by an effective principal's leadership style and adequate competencies, tend to demonstrate optimal performance in fulfilling their professional duties as educators.

Based on the results of initial observations and descriptive data obtained at State Senior High School 2 Binjai in 2025, it is known that the overall level of teacher performance falls

within the “fairly good” category, with an average achievement of 78.8%. Although this achievement reflects a relatively positive condition, several aspects still require more in-depth attention, particularly those related to discipline, the optimization of technology utilization in learning, and the continuous development of teacher professionalism.

From the aspect of instructional planning, most teachers have prepared lesson plans (Rencana Pelaksanaan Pembelajaran/RPP) that refer to the Merdeka Curriculum. However, it was also found that some teachers have not updated the instructional materials they use and tend to replicate documents from previous years without making adjustments to students’ needs or developments in learning technology. This condition indicates that the level of innovation in instructional planning still needs to be improved so that the learning process can take place in a more relevant, adaptive, and contextual manner in line with the dynamics of educational development.

Overall, these results indicate that teacher performance at State Senior High School 2 Binjai is fairly good but not yet optimal. Factors such as inconsistent work discipline, varying levels of technological competence, and a lack of motivating leadership are suspected to contribute to the suboptimal teacher performance. Therefore, this study is important to empirically examine the influence of work discipline, leadership style, and competence on teacher performance at State Senior High School 2 Binjai, so that it can provide strategic solutions for improving the quality of education at the school.

Based on the results of initial observations and several previous studies, a research gap was identified. Some prior studies have only examined two variables, such as the influence of work discipline and leadership style on teacher performance, while few have investigated all three variables simultaneously by incorporating competence as an additional variable, particularly in the context of State Senior High School 2 Binjai. Moreover, the contextual conditions of State Senior High School 2 Binjai, which has its own organizational characteristics and work culture, make this research important to conduct in order to provide a more specific empirical description of the relationship between these three variables and teacher performance.

Based on the foregoing discussion, this study aims to analyze the influence of work discipline, leadership style, and competence on teacher performance at State Senior High School 2 Binjai. This research is expected to provide a theoretical contribution to the development of human resource management science, particularly within the educational context. In addition, the study is also expected to offer practical contributions for the school in formulating strategies to improve teacher performance, including strengthening work discipline, developing effective school principal leadership styles, and enhancing teacher competence through continuous training programs.

This study also possesses a degree of novelty, as it integrates three main variables—work discipline, leadership style, and competence—into a single analytical model aimed at measuring their influence on teacher performance at the senior high school level. This

approach is expected to enrich the academic literature and serve as a reference for future research in the fields of educational management and human resource development.

Method

This study employs a quantitative approach, considering that the data obtained are numerical in nature and are analyzed using statistical techniques to test the formulated hypotheses. This approach is applied to identify the relationships and effects between the independent variables—work discipline, leadership style, and competence—and the dependent variable, namely teacher performance at SMA Negeri 2 Binjai.

According to Sugiyono (2021), the quantitative approach is a research method based on the positivist paradigm, which is used to examine a particular population or sample. Data collection is carried out through research instruments, while data analysis is quantitative or statistical in nature with the purpose of testing the formulated hypotheses. Therefore, this approach is considered relevant for research aimed at examining relationships among variables in an objective, systematic, and measurable manner.

The authors conducted the research at SMA Negeri 2 Binjai, located at Jl. Padang No. 8, Rambung Dalam, Binjai Selatan District, Binjai City, North Sumatra 20734. The research was scheduled to take place from November 2025 to December 2025.

Based on data obtained from the school, the total number of teachers at SMA Negeri 2 Binjai is 81. All of these teachers possess characteristics relevant to the study, as they all carry out teaching duties, comply with school discipline regulations, interact with the principal as a leader, and demonstrate performance in the learning process.

Based on these considerations, this study employs a saturated sampling technique (also known as total sampling), which is a sampling method in which all members of the population are included as research samples. Accordingly, the sample size in this study consists of 81 teachers, representing the entire population.

Results and Discussion

Senior High School (SMA Negeri/SMAN) 2 Binjai is one of the public senior high schools categorized as both a favorite and the second-oldest in Binjai City, North Sumatra. It is located at Jl. Padang No. 08, Rambung Dalam, South Binjai District. The school provides three years of education, covering grades X to XII, and has implemented the 2013 Curriculum since 2007.

Validity and Reliability Test of Work Discipline (X1)

The validity test was conducted to determine the extent to which the research instrument is capable of measuring the construct it is intended to measure. A valid instrument indicates that each statement item in the questionnaire can accurately and appropriately represent the research variable. In this study, the validity test was applied to all statement items of the Work Discipline variable (X1), which was measured using a Likert scale.

Table 2. Validity Test of Work Discipline

Item No.	r calculated	r table	Description	Result
1	0.888	0.282	r calculated > r table	Valid
2	0.710	0.282	r calculated > r table	Valid
3	0.817	0.282	r calculated > r table	Valid
4	0.829	0.282	r calculated > r table	Valid
5	0.701	0.282	r calculated > r table	Valid
6	0.900	0.282	r calculated > r table	Valid
7	0.810	0.282	r calculated > r table	Valid
8	0.496	0.282	r calculated > r table	Valid
9	0.842	0.282	r calculated > r table	Valid
10	0.789	0.282	r calculated > r table	Valid

Based on the results of testing the statement items for the Work Discipline (X1) variable, it is known that all items have calculated r values greater than the r table value; therefore, all statements are declared valid. These findings indicate that the research instrument used is capable of accurately measuring the teachers' work discipline variable and is thus appropriate and suitable for use in the research data collection process.

Table 3. Reliability Test of Work Discipline

Cronbach's Alpha	Number of Items
0.803	10

Furthermore, the scores from each group of items were summed to obtain a total score. If the correlation value reaches 0.7, the item is considered to have an adequate level of reliability; whereas if the correlation value is below 0.7, the item is regarded as less reliable. Based on the results of the reliability test, a Cronbach's Alpha value of 0.803 was obtained, indicating that the research instrument has a fairly good level of reliability.

Validity and Reliability Test of Leadership Style (X2)

The data presented in the table, which have been summarized in the form of a frequency distribution table below, show the frequency level of respondents' answers to questions related to the Leadership Style variable.

Table 4. Validity Test of Leadership Style

Item No.	r calculated	r table	Description	Result
1	0.900	0.282	r calculated > r table	Valid
2	0.810	0.282	r calculated > r table	Valid
3	0.496	0.282	r calculated > r table	Valid
4	0.842	0.282	r calculated > r table	Valid
5	0.789	0.282	r calculated > r table	Valid
6	0.829	0.282	r calculated > r table	Valid
7	0.701	0.282	r calculated > r table	Valid
8	0.900	0.282	r calculated > r table	Valid
9	0.812	0.282	r calculated > r table	Valid
10	0.475	0.2821	r calculated > r table	Valid

Based on the results of the validity test conducted on all statement items of the Leadership Style variable (X2), it is found that all items have r-count values greater than the

r-table value, indicating that all statement items are valid. These results show that the research instrument used is capable of accurately measuring the principal's leadership style variable in accordance with the concept that is the focus of the study.

Table 5. Leadership Style Reliability Test

Cronbach's Alpha	Number of Items
0.798	10

Furthermore, the scores of each item in each group were summed to obtain a total score. An item is considered to have an adequate level of reliability if its correlation value reaches ≥ 0.7 ; if the correlation value is below 0.7, the item is considered less reliable. Based on the reliability test results, a Cronbach's Alpha value of 0.798 was obtained, indicating that the research instrument has a fairly good level of reliability and can be considered consistent.

Validity and Reliability Test of Motivation (X3)

The validity test aims to examine the extent to which the research instrument is able to measure the studied variable accurately, precisely, and consistently. An instrument is considered valid if each statement item in the questionnaire truly represents the construct of the variable being measured. In this study, the validity testing was conducted on all statement items of the motivation variable (X3), which were arranged in the form of a questionnaire using a Likert scale as the measurement tool.

Table 6. Motivation Validity Test

Item No.	r calculated	r table	Description	Result
1	0.860	0.282	r calculated > r table	Valid
2	0.812	0.282	r calculated > r table	Valid
3	0.475	0.282	r calculated > r table	Valid
4	0.431	0.282	r calculated > r table	Valid
5	0.806	0.282	r calculated > r table	Valid
6	0.701	0.282	r calculated > r table	Valid
7	0.900	0.282	r calculated > r table	Valid
8	0.812	0.282	r calculated > r table	Valid
9	0.945	0.282	r calculated > r table	Valid
10	0.455	0.282	r calculated > r table	Valid
11	0.914	0.282	r calculated > r table	Valid
12	0.914	0.282	r calculated > r table	Valid

Based on the results of the validity test on all statement items for the motivation variable (X3), it was found that all items have calculated r values exceeding the r table value. Therefore, all statement indicators are declared valid. These results indicate that the research instrument used has adequate capability to accurately measure respondents' levels of motivation in accordance with the underlying theoretical construct.

Table 7. Motivation Reliability Test

Cronbach's Alpha	Number of Items
0.775	12

Based on the data processing results, the Cronbach's Alpha value obtained was 0.775 with a total of 12 statement items. This Cronbach's Alpha value was then compared with the applicable reliability criteria, in which a research instrument is considered reliable if it has a Cronbach's Alpha coefficient greater than 0.60.

Validity and Reliability Test of Employee Performance (Y)

The validity test is conducted to assess the accuracy level of the research instrument in measuring the variables under study. An instrument is considered valid if each statement item in the questionnaire accurately represents the construct of the variable being measured. In this study, validity testing was applied to all statement items of the Employee Performance (Y) variable, which were developed using a Likert-scale questionnaire.

Table 8. Validity Test of Employee Performance

Item No.	r calculated	r table	Description	Result
1	0.914	0.282	r calculated > r table	Valid
2	0.945	0.282	r calculated > r table	Valid
3	0.455	0.282	r calculated > r table	Valid
4	0.914	0.282	r calculated > r table	Valid
5	0.945	0.282	r calculated > r table	Valid
6	0.900	0.282	r calculated > r table	Valid
7	0.900	0.282	r calculated > r table	Valid

Based on the results of the validity test on all statement items of the Employee Performance (Y) variable, it was found that each item had a calculated r value greater than the r table value. Therefore, all statement items are declared valid. This finding indicates that the research instrument used has an adequate level of validity and is able to accurately represent the employee performance construct in accordance with the underlying theoretical concepts.

Table 9. Reliability Test of Employee Performance

Cronbach's Alpha	Number of Items
0.816	12

Based on the results of the reliability test on the Employee Performance (Y) variable, the Cronbach's Alpha value obtained was 0.816 with a total of 6 statement items. This value indicates that the Cronbach's Alpha is greater than 0.60; therefore, it can be concluded that all statement items in the employee performance variable have good internal consistency and are considered reliable.

Results of the Classical Assumption Tests

Classical assumption tests were conducted as an initial stage prior to applying multiple linear regression analysis. These tests aim to ensure that the regression model used meets the basic statistical assumptions, so that the resulting estimates are valid, consistent, and reliable. In this study, the classical assumption tests applied include the normality test, multicollinearity test, and heteroskedasticity test.

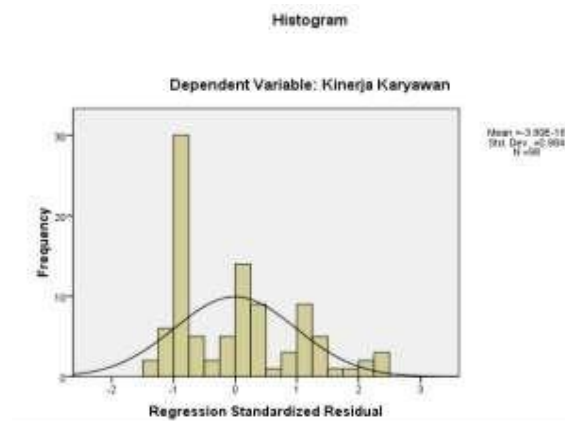
Table 10. Results of Descriptive Statistical Analysis

		X1	X2	X3	Y
Work Discipline	Pearson Correlation	1	.043	-.047	.072
	Sig. (2-tailed)	.000	.002	.012	.027
	N	35	35	35	35
Leadership Style	Pearson Correlation	.043	1	.000	-.055
	Sig. (2-tailed)	.002	.000	.996	.594
	N	35	35	35	35
Competence	Pearson Correlation	-.047	.000	1	.225*
	Sig. (2-tailed)	.012	.996	.000	.026
	N	35	35	35	35
Teacher Performance	Pearson Correlation	.072	-.055	.225*	1
	Sig. (2-tailed)	.027	.594	.026	.000
	N	35	35	35	35

* Correlation is significant at the 0.05 level (2-tailed).

Source: Results of SPSS Version 22.0 data processing

Based on Table 4.9, the results of the normality test show probability values of 0.000 for the Work Discipline variable, 0.002 for Leadership Style, 0.012 for Competence, and 0.027 for Employee Performance. Overall, these results indicate that the data meet the assumption of normality and are therefore suitable for use in further analysis.

**Figure 1. Results of the Normality Test Using a Histogram Graph**

Based on the displayed histogram, the data distribution pattern resembles a bell-shaped curve, with the data concentrated around the central value. This condition indicates that the residuals in the regression model are normally distributed and do not show any significant deviation from the normality assumption.

Multicollinearity Test

The multicollinearity test in this study was conducted using the Tolerance value and the Variance Inflation Factor (VIF) as indicators. A regression model is considered free from multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10. Thus, it can be concluded that there is no high correlation among the independent variables that could interfere with the estimation of the regression model.

Table 11. Multicollinearity Test Coefficients

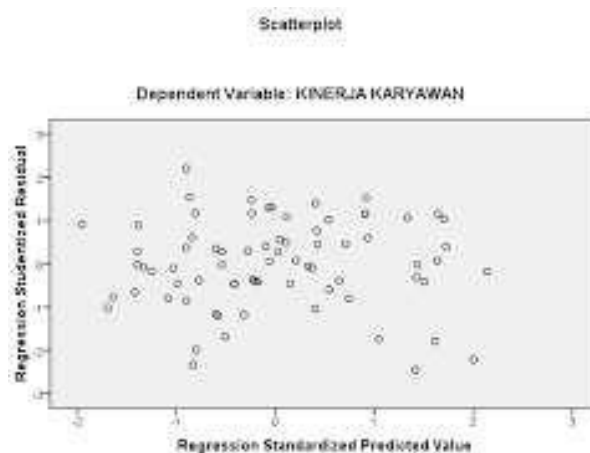
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Work Discipline	0.996	1.004
	Leadership Style	0.935	1.002
	Competence	0.935	1.002

Based on the results of the multicollinearity test, the Work Discipline variable (X1) shows a Tolerance value of 0.996 and a Variance Inflation Factor (VIF) value of 1.004. Furthermore, the Leadership Style variable (X2) has a Tolerance value of 0.935 and a VIF value of 1.002. Meanwhile, the Competence variable (X3) also shows a Tolerance value of 0.935 with a VIF value of 1.002.

The Tolerance values for all independent variables in this study are above 0.10, while the Variance Inflation Factor (VIF) values for each variable are below 10. These results indicate that there is no significant multicollinearity, meaning that the independent variables do not exhibit high correlations with one another.

Heteroskedasticity Test

The heteroskedasticity test in this study was conducted using scatterplot graphical analysis by examining the relationship between the predicted values (ZPRED) and the residuals (SRESID). According to Ghozali (2018), a regression model is considered free from heteroskedasticity if the points in the scatterplot are randomly distributed around zero on the Y-axis and do not form a specific pattern, such as a wavy, widening, or narrowing pattern. This condition indicates that the residual variance is homogeneous or constant.



Based on the presented scatterplot, the distribution of data points appears to be randomly scattered without forming any systematic pattern. The data points are spread both above and below zero on the Y-axis and do not show specific patterns such as funnel-shaped, widening, narrowing, or wavy forms. This condition indicates that there are no symptoms of heteroskedasticity in the tested model.

This finding suggests that the residual variance in the regression model is homogeneous (constant). Therefore, it can be concluded that the regression model used in this study satisfies the classical assumptions and does not exhibit heteroskedasticity.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used to identify and measure the magnitude of the influence of independent variables on a dependent variable within a research model. In the context of this study, this technique was applied to analyze the effect of work discipline (X1), leadership style (X2), and competence (X3) on teacher performance (Y) at SMA Negeri 2 Binjai.

Table 12. Results of Multiple Linear Regression Analysis

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Work Discipline	0.996	1.004
Leadership Style	0.935	1.002
Competence	0.935	1.002

The resulting regression equation is as follows:

$$Y = 16.878 + 0.078X_1 + 0.065X_2 + 0.177X_3$$

Based on the results of the multiple linear regression analysis, the unstandardized coefficients were used as the basis for constructing the regression model describing the relationship between work discipline (X1), leadership style (X2), and competence (X3) and teacher performance (Y). The analysis produced the regression equation $Y = 16.878 + 0.078X_1 + 0.065X_2 + 0.177X_3$. This equation represents the functional relationship between the independent variables and the dependent variable in the context of the study conducted among teachers at SMA Negeri 2 Binjai, where each regression coefficient indicates the magnitude of change in teacher performance resulting from a one-unit change in the respective independent variable, assuming the other variables remain constant.

The equation represents the functional relationship between the independent variables and the dependent variable in the context of a study conducted on teachers at SMA Negeri 2 Binjai. Each regression coefficient indicates the magnitude of change in the teacher performance variable resulting from changes in each independent variable, assuming that the other variables remain constant (*ceteris paribus*).

The equation illustrates the functional relationship between the independent variables and the dependent variable within the context of research carried out on teachers at SMA Negeri 2 Binjai. Each regression coefficient represents the extent of change in the teacher performance variable as a consequence of changes in each independent variable, assuming that the other variables are held constant (*ceteris paribus*).

The regression coefficient for the leadership style variable (X2) of 0.065 indicates that each one-unit increase in leadership style will increase teacher performance by 0.065 units, assuming that the other independent variables remain constant (*ceteris paribus*). This finding

suggests that the implementation of an effective leadership style by school leaders contributes positively to improving teacher performance in carrying out their professional duties and responsibilities.

Meanwhile, the regression coefficient for the competence variable (X3) of 0.177 indicates that each one-unit increase in competence will increase teacher performance by 0.177 units, assuming that the other independent variables remain constant (*ceteris paribus*). This coefficient is the largest among the independent variables, and thus it can be interpreted that competence has the most dominant contribution to improving teacher performance. These findings indicate that the higher the level of competence possessed by teachers, the more optimal the performance produced in the learning process at SMA Negeri 2 Binjai.

The Coefficient of Determination (R^2)

The coefficient of determination (R^2) is a statistical measure used to identify the proportion of variation in the dependent variable that can be explained by the independent variables in a regression model. In this study, the coefficient of determination is used to evaluate the extent to which work discipline (X1), leadership style (X2), and competence (X3) are able to explain variations in teacher performance (Y) at SMA Negeri 2 Binjai. The value of R^2 ranges from 0 to 1, where a value closer to 1 indicates a stronger ability of the independent variables to explain variations in the dependent variable, while a value closer to 0 indicates a weaker explanatory contribution.

Table 13. Model Summary – Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546a	.607	.031	.88315

The obtained R Square value of 0.607 indicates that 60.7% of the variation in teacher performance can be simultaneously explained by the variables of work discipline, leadership style, and competence. Meanwhile, the remaining 39.3% is explained by other variables outside the scope of this research model. These variables are presumed to include factors such as work motivation, work environment, job satisfaction, and other determinants that were not accommodated in this study.

Simultaneous Hypothesis Testing (F-Test)

The F-test is used to examine the significance of the simultaneous effect of independent variables on the dependent variable. In the context of this study, the F-test is employed to analyze whether work discipline, leadership style, and competence jointly have a significant effect on teacher performance at SMA Negeri 2 Binjai.

Table 13. ANOVA – F-Test (Simultaneous Test)

Model	Collinearity Statistics			
	Df	Mean Square	F	Sig.
1 Regression	3	1.579	2/524	.016
Residual	94	.780		
Leadership Style	97			

$$F_{\text{table}} = n - k - 1 = 35 - 4 - 1 = 30 \rightarrow 2.47$$

$$F_{\text{calculated}} = 2.524$$

$$F_{\text{table}} = 2.47$$

Based on the results of data analysis, the calculated F value is 2.524 with a significance level of 0.016. Meanwhile, the F table value obtained from the degrees of freedom calculation ($df = n - k - 1$), namely $35 - 4 - 1 = 30$ at a significance level of 0.05, is 2.47. Therefore, it can be concluded that the calculated F value (2.524) is greater than the F table value (2.47), indicating a statistically significant simultaneous effect.

Based on the data analysis results, the calculated F value is 2.524 with a significance level of 0.016. Meanwhile, the F table value determined through the degrees of freedom calculation ($df = n - k - 1$), namely $35 - 4 - 1 = 30$ at a significance level of 0.05, is 2.47. Thus, it can be interpreted that the calculated F value (2.524) exceeds the F table value (2.47), which statistically demonstrates the presence of a significant simultaneous effect.

Simultaneous Hypothesis Testing (F-test)

Partial Hypothesis Testing (t-test)

The t-test is used to examine the partial effect of each independent variable on the dependent variable. In this study, the t-test is applied to determine whether Work Discipline (X1), Leadership Style (X2), and Competence (X3) individually have a significant effect on Teacher Performance (Y) at SMA Negeri 2 Binjai.

Table 14. t-Test Results

	Model	t	Sig.
1	(Constant)	4.976	.000
	Work Discipline	1.851	.397
	Leadership Style	1.581	.563
	Competence	2.285	.025

The t-table value for $n=35-4=31$ is 1.661.

The t-test is a statistical method used to examine the partial influence of each independent variable on the dependent variable. In this study, the t-test is applied to analyze the significance of the individual effects of Work Discipline (X1), Leadership Style (X2), and Competence (X3) on Teacher Performance (Y) at SMA Negeri 2 Binjai. The test is conducted by comparing the calculated t-value with the t-table value at a significance level of 0.05. Based on the calculation, the t-table value obtained is 1.661 with degrees of freedom ($df = n - k = 35 - 4 = 31$).

Based on the data analysis results, the Work Discipline variable (X1) shows a calculated t-value of 1.851 with a significance level of 0.397. When compared with the t-table value of 1.661, statistically the calculated t-value is indeed greater than the t-table value. However, since the significance value is greater than 0.05, it can be concluded that Work Discipline does not have a significant effect on Teacher Performance at SMA Negeri 2 Binjai.

Simultaneous Hypothesis Testing (F-Test)

Furthermore, the leadership style variable (X2) shows a calculated t value of 1.581 with a significance level of 0.563. When compared with the t table value of 1.661, it is found that the calculated t value is smaller than the t table value, and the significance value is greater than 0.05. Therefore, it can be concluded that leadership style does not have a significant effect on teacher performance at SMA Negeri 2 Binjai.

Meanwhile, the competence variable (X3) shows a calculated t value of 2.285 with a significance level of 0.025. When compared with the t table value of 1.661, the calculated t value is greater than the t table value, and the significance value is less than 0.05. Thus, it can be concluded that competence has a positive and significant effect on teacher performance at SMA Negeri 2 Binjai.

Discussion

a. The Effect of Work Discipline on Teacher Performance

Based on the results of the t-test presented in the table, the calculated t value for the Work Discipline variable is 1.851. This value is greater than the t table value of 1.661. Therefore, it can be concluded that the Work Discipline variable has a significant effect on Teacher Performance.

This finding is consistent with the study conducted by Tri Eva Juniangsih Ritonga (2015) entitled The Effect of Work Discipline on Teacher Performance at the Sub Dolog Office Region IV Padangsidimpuan. The study showed a positive effect of work discipline on teacher performance, as evidenced by a determination coefficient (R) of 0.86, indicating a very strong relationship. In addition, the contribution of work discipline to teacher performance reached 0.93, meaning that 93% of the variation in teacher performance is influenced by work discipline, while the remaining 7% is influenced by other factors such as salary adequacy and a conducive work environment.

b. The Effect of Leadership Style on Teacher Performance

Based on the analysis results shown in the table, the t-test value for the leadership style variable is 1.581, which is smaller than the t table value of 1.661. Therefore, it can be concluded that the leadership style variable does not have a significant effect on teacher performance.

This result differs from the study conducted by Jamaluddin (2017) entitled The Effect of Leadership Style on Teacher Performance at the Education Office of South Sulawesi Province. In that study, the results of the Product Moment correlation test showed that the relationship between leadership style (X) and teacher performance (Y) had a significance level of $0.00 < 0.05$, indicating a significant correlation. Furthermore, the coefficient of determination (R^2) of 0.399 indicated that leadership style contributed 39.9% to teacher performance. Moreover, hypothesis testing using the ANOVA table showed an F calculated value of 29.876, which was greater than the F table value of 4.06. This indicates that H_0 was

rejected and H_a was accepted, leading to the conclusion that leadership style has a significant effect on teacher performance at the Education Office of South Sulawesi Province.

The competency variable has a calculated t value of 2.285, which is greater than the t table value of 1.660. Therefore, it can be concluded that the competency variable has a significant effect on teacher performance. This finding is in line with the research conducted by Nelfiane Datalamon (2018) entitled *The Effect of Competence on the Performance of Local Government Apparatus*. The results of that study show that the regression equation between the two variables is $Y = 18.235 + 0.650X$. In addition, the data analysis and hypothesis testing indicate that competence influences performance with a contribution of 38.6% and a correlation coefficient of 0.621. Competence has been proven to play a role in enhancing individuals' ability to carry out their work optimally; therefore, providing appropriate competence to government officials or employees can significantly contribute to performance improvement.

c. The Effect of Work Discipline, Leadership Style, and Competence on Teacher Performance

The coefficient of determination (R Square) obtained is 0.607, indicating that work discipline, leadership style, and competence jointly explain 60.7% of the variation in teacher performance. Meanwhile, the remaining 39.3% of the variation in teacher performance is influenced by other factors outside this research model.

Conclusion

Based on the results of the study on the influence of work discipline, leadership style, and competence on teacher performance at SMA Negeri 2 Binjai, it can be concluded that simultaneously these three independent variables have an effect on teacher performance. However, based on partial testing results, only the competence variable is proven to have a positive and significant effect on teacher performance. Meanwhile, work discipline and leadership style do not show a significant effect on teacher performance.

These findings indicate that competence is the dominant factor contributing to the improvement of teacher performance at SMA Negeri 2 Binjai. Therefore, the development and enhancement of teacher competence are crucial aspects that need to be continuously optimized as a strategic effort to improve the quality of education.

Declarations

Statement on the Use of Artificial Intelligence. Declares whether or not AI was used in the article.

Author contribution statement. Describes the contribution of each author to the conduct of the research and the preparation of the article, in accordance with the conventions of the specific field of study.

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