THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND TEACHER DISCIPLINE ON TEACHER PROFESSIONALITY THROUGH TEACHER JOB SATISFACTION AT SMPN 1 SERBA JADI

Dara Mustika Saragih[1], Gangsar Mayang Sari [2], Mangasi Sinurat[3], Nursaimatussaddiya[4]
Jurusan Manajemen, Fakultas Ekonomi, STIE Bina Karya, Indonesia[1,2,3,4]
E-mail: Daramustikasaragih06@gmail.com[1], medan3.mkt4@gmail.com[2], mangasisinurat621@gmail.com[3], binakarya.tebing@gmail.com[4]

Abstract

This study aims to analyze the influence of Teacher Discipline and Transformational Leadership on Teacher Job Satisfaction and Teacher Professionalism in schools. Using a quantitative approach with path analysis, the results of the study indicate that Teacher Discipline has a significant influence on Teacher Job Satisfaction and Teacher Professionalism, both directly and through job satisfaction channels. In addition, Transformational Leadership also has a significant influence on both variables, although slightly lower than teacher discipline. Teacher Job Satisfaction acts as a mediator between teacher discipline and transformational leadership with teacher professionalism. This finding confirms the importance of the role of discipline and transformational leadership in improving teacher professionalism through increasing job satisfaction. This study suggests that schools focus more on developing supportive discipline and leadership and creating a work environment that improves teacher satisfaction and professionalism.

Keywords: *Teacher Discipline, Transformational Leadership, Teacher Job Satisfaction and Teacher Professionalism*

INTRODUCTION

Education has a strategic role in building superior and competitive human resources. Schools as formal institutions are responsible for creating a conducive learning environment, one of which is determined by teacher professionalism. Professional teachers not only have competence in teaching, but are also able to play a role as a facilitator, motivator, and innovator in the learning process. However, teacher professionalism is not formed by itself, but is influenced by various factors, both internal and external. One of the factors that significantly influences teacher professionalism is the principal's transformational leadership. Transformational leadership is a leadership style that is able to inspire, motivate, and build high commitment in teachers to achieve educational goals. Principals with this leadership style will encourage teachers to continue to develop, innovate, and have high work enthusiasm. However, in reality, not all principals are able to apply transformational leadership optimally. This is a challenge in itself in improving teacher professionalism in the school environment. In addition to transformational leadership, teacher discipline is also a factor that determines professionalism in carrying out their duties. Teachers who have high discipline will show greater dedication and responsibility towards their work. Discipline in teaching, both in terms of punctuality, fulfillment of educational administration, to the application of effective learning methods, greatly affects student learning outcomes. Unfortunately, there are still teachers who are less disciplined in carrying out their duties, both in terms of attendance, lateness to class, and lack of preparation in teaching. This certainly has a negative impact on the quality of learning and teacher professionalism as a whole.

Figure 1.1 Level of Teacher Job Satisfaction at SMPN 1 Serba Jadi

In general, the level of teacher job satisfaction at SMPN 1 Serba Jadi is in the good category, with the aspects of relationships with colleagues and the work environment getting the highest scores. However, there is still room for improvement, especially in the aspect of welfare and appreciation for teachers. Strategic efforts that can be made by the school include improving welfare facilities, providing better appreciation to teachers, and adjusting the workload to remain balanced with the quality of teachers' work lives. By increasing job satisfaction, it is hoped that teacher professionalism and performance will also be more optimal, which will ultimately have a positive impact on the quality of education in schools.

On the other hand, teacher job satisfaction is also a variable that cannot be ignored in improving teacher professionalism. Teachers who are satisfied with their work will have higher motivation to teach optimally. Teacher job satisfaction is influenced by various aspects, such as the work environment, awards given, relationships with colleagues and leaders, and welfare received. When teachers feel satisfied, they tend to be more disciplined, highly committed, and show better performance in carrying out their duties. Conversely, if job satisfaction is low, then the teaching spirit and teacher professionalism will also decrease.

SMP Negeri 1 Serba Jadi is one of the schools that strives to improve teacher professionalism through various policies, including strengthening the principal's transformational leadership, improving teacher discipline, and creating a work environment that supports job satisfaction. However, in its implementation, there are still various challenges that need to be overcome. Some teachers still experience obstacles in adapting to changes and demands of the times, so they have not fully achieved the expected professional standards. Therefore, research is needed to determine the extent to which transformational leadership and teacher discipline influence teacher professionalism, by considering the role of job satisfaction as a mediating variable.

Source: Pre Survey (2025)

Figure 1.2 Results of Teacher Professionalism at SMPN 1 Serba Jadi

Overall, the level of teacher professionalism at SMPN 1 Serba Jadi is in the good to very good category, with social competence as the strongest aspect. However, there is still room for improvement, especially in pedagogical competence. Therefore, schools can hold training and development programs for teachers to improve teaching skills and adopt more innovative learning methods. With the increase in teacher professionalism, it is hoped that the quality of learning in schools will also improve, so that it can produce more competent and highly competitive graduates.
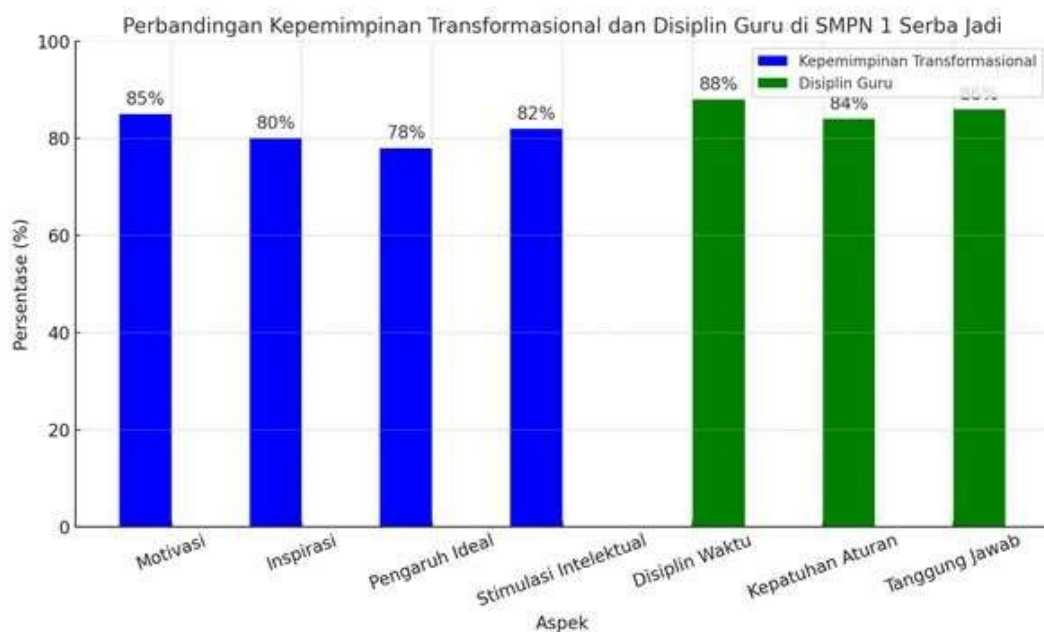

Figure 1.3

Results of Transformational Leadership and Teacher Discipline Graphs at SMPN 1 Serba Jadi

From the results of the analysis, it can be concluded that strong transformational leadership of the principal is directly proportional to the high level of teacher discipline. Good leadership is able to create a conducive work

environment, provide motivation, and foster commitment for teachers in carrying out their duties. However, although the results show a positive trend, there is still room for improvement, especially in terms of ideal influence and innovation in learning. To achieve more optimal results, schools can continue to develop more adaptive leadership strategies and strengthen the culture of teacher discipline through training and appreciation for good performance. Thus, the synergy between the principal's transformational leadership and teacher discipline is expected to further improve the quality of education and the professionalism of teaching staff at SMPN 1 Serba Jadi.

Teacher professionalism and principal transformational leadership are two aspects that are very influential in creating a quality educational environment. At SMPN 1 Serba Jadi, the level of teacher discipline and principal transformational leadership have shown quite good results. However, based on the analysis conducted, there are still several problematic phenomena that need to be considered to ensure that these two aspects truly provide an optimal impact on the quality of learning. One of the main phenomena that emerged was the difference in the level of professionalism between teachers. Although most teachers show high discipline in carrying out their duties, there is still variation in the application of learning innovations and mastery of pedagogical competencies. Some teachers still tend to use conventional learning methods and are less adaptive to technological developments. This can have an impact on the effectiveness of learning in the classroom, especially in facing changes in educational trends that are increasingly moving towards digitalization.

In addition, in terms of transformational leadership, the principal has succeeded in building motivation and inspiration for teachers, but there are still challenges in building a stronger ideal influence. Inspirational leadership should not only provide verbal motivation, but also reflect real actions that can be used as examples by teachers. If the principal can be more active in providing direct guidance and encouraging the development of teacher professionalism on an ongoing basis, then the ideal influence as a leader can be more pronounced. Furthermore, welfare and appreciation for teachers are also factors that need to be considered. Although teachers show a high level of discipline in carrying out their duties, the aspects of welfare and appreciation for their performance are still not fully optimal. If appreciation for outstanding teachers is increased, either in the form of incentives, academic awards, or opportunities for self-development, then teacher motivation and professionalism can increase. In an effort to improve the quality of education at SMPN 1 Serba Jadi, various initial data and pre-surveys have been collected to describe the condition of teacher professionalism, principal transformational leadership, teacher discipline, and job satisfaction. Although the data shows a fairly good trend, a deeper analysis reveals a significant gap between the ideal indicators and the reality in the field. Although initial data shows that the level of teacher professionalism at SMPN 1 Serba Jadi is in the good to very good category, there is still a quality gap in certain dimensions. One of the main findings is the low mastery of teachers' pedagogical competence. This can be seen from the still dominant use of conventional learning methods, the lack of innovation in the classroom, and the less than optimal use of technology. In fact, in the digital era and 21st century learning, mastery of innovative learning methods is the key to answering the challenges of modern education. Therefore, although socially teachers have good relationships with students and colleagues, in terms of pedagogical substance, there is a gap that needs to be addressed immediately.

In terms of leadership, the principal at SMPN 1 Serba Jadi has demonstrated the characteristics of transformational leadership in terms of building good relationships and providing individual attention to teachers. However, the results of the pre-survey showed that the dimensions of inspirational motivation and intellectual stimulation were still not optimal. Many teachers have not felt a strong drive to innovate or develop new ideas in learning. In fact, a transformative leadership style should be able to create a work environment that fosters motivation, inspiration, and intellectual challenges for teachers. This shows a gap between expectations of transformational leadership and the reality of its implementation in the field. In addition, teacher discipline is also an important factor that contributes to the gap in professionalism. Although in general teacher attendance is good and rarely late, weaknesses are still found in the administrative discipline aspect. Some teachers have not been consistent in completing learning documents on time, such as lesson plans, assessment reports, and other tools. Discipline is not only about attendance, but also concerns responsibility and accuracy in fulfilling academic tasks. This condition indicates that the functional discipline aspect has not been running optimally and requires further attention from school management.

Furthermore, teacher job satisfaction also shows gaps that affect professionalism. The graph results show that teachers feel quite satisfied with the work relationship and environment, but the welfare and appreciation aspects are still relatively low. The imbalance between high workload and inadequate incentives or rewards causes some teachers to lose motivation to work optimally. This is an important concern because low job satisfaction can have a direct impact on teacher discipline, loyalty, and commitment in developing their professionalism. With these findings, it can be concluded that there is a real gap between the ideal conditions and the reality that occurs at SMPN

1 Serba Jadi, both in terms of teacher pedagogical competence, implementation of transformational leadership, administrative discipline, and job satisfaction. This gap shows that efforts to improve teacher professionalism must be carried out systematically, by strengthening the leadership role of the principal, increasing discipline in all aspects, and creating a work system that provides satisfaction and fair rewards for educators. Therefore, further research is needed to test the causal relationship between these variables and formulate a more comprehensive and data-based improvement strategy.

Another phenomenon that is also a concern is the lack of use of technology in learning. In today's digital era, the use of technology in the learning process is an urgent need. However, there are still teachers who have not maximized the use of technology in teaching, either due to limited ability in using digital devices or lack of supporting facilities from the school. Therefore, increasing training and providing digital infrastructure is a strategic step that needs to be taken. Although teacher discipline is at a high level, this needs to be balanced with innovation in learning. Good discipline must be supported by creativity in teaching so that students remain motivated and do not feel bored. If teachers only focus on compliance with the rules without creativity in teaching, the effectiveness of learning can be reduced. Therefore, schools need to encourage teachers to be more daring in experimenting with learning methods that are more interesting and in accordance with student needs.

In the field of research on transformational leadership, teacher discipline, and teacher professionalism, there have been many studies conducted by various researchers in various contexts. However, although many studies have examined the relationship between these factors, there are still several research gaps that need to be considered, especially when compared to previous studies. The following is a comparison with previous studies that can show the gaps in this study. Research by(Harris, PR, & Adams, 2017)- "The Influence of Transformational Leadership on Teacher Professionalism in SMA Negeri 1 Yogyakarta" This study examines the influence of transformational leadership on teacher professionalism in SMA. It found that transformational leadership has a significant influence on teacher professionalism, especially in terms of self-development and work motivation. Research by(Hidayat, 2020)- "The Role of Teacher Discipline in Improving Teaching Performance in Senior High Schools" Research by(Hidayat, 2020)revealed that teacher discipline affects teaching performance, but the emphasis is more on compliance with rules and time discipline. This study does not sufficiently explore the relationship between teacher discipline and innovation in teaching.

Research by(Darmadi, M., & Nurhasanah, 2012)- "The Influence of Work Discipline on Teacher Professionalism in Senior High Schools" The study examined the relationship between work discipline and teacher professionalism in senior high schools, and found that work discipline has a direct relationship with increasing teacher professionalism. However, this study paid little attention to other aspects such as transformational leadership which can be a connecting factor between work discipline and increasing teacher professionalism. Research by(Wulandari, S., & Sari, 2022)- "The Influence of Transformational Leadership on Teacher Performance in Junior High Schools" In their study, they assessed the influence of transformational leadership on teacher performance at the junior high school level. This study found that transformational leadership has a positive effect on teacher performance, but this study focused more on human resource management and did not take into account the influence of teacher discipline in improving this performance. Based on a comparison with previous studies, several research gaps found were the lack of focus on the influence of ideal leadership in the context of junior high schools, the relationship between teacher discipline and learning innovation, and the role of teacher job satisfaction as a mediator in the relationship between transformational leadership and teacher professionalism. This study attempts to fill this gap by presenting a more holistic and comprehensive approach involving various important variables in the context of SMPN 1 Serba Jadi.

LITERATURE REVIEW
2.1 Transformational Leadership

Transformational leadership refers to a leadership style that drives change in organizations through influencing, motivating, and empowering individuals to achieve higher shared goals.(Bass, B.M., & Avolio, 2020). In the context of education, principals who implement transformational leadership are expected to inspire and motivate teachers to improve their performance and adopt more innovative learning approaches. According to(Bass, B.M., & Avolio, 2020)transformational leadership consists of four main dimensions, namely Idealized Influence Leaders become role models for their followers and show inspiring examples. Inspirational Motivation Leaders provide a clear vision and encourage followers to achieve common goals. Intellectual Stimulation Leaders encourage creative and innovative thinking from their followers. Individual Attention Leaders pay attention to the needs and

development of individuals in the organization. In this study, transformational leadership will be analyzed based on how the principal can inspire and motivate teachers to improve their performance at SMPN 1 Serba Jadi.

2.2 Teacher Discipline

Teacher work discipline refers to the extent to which teachers comply with existing school rules and regulations and demonstrate responsibility for their duties.(Suryani, A., & Suryadi, 2020). Teacher discipline does not only refer to the regularity of time and attendance, but also to the quality in carrying out teaching duties and commitment to professional development. According to(Robinson, 2020), teacher work discipline plays an important role in creating a structured work environment and supporting the achievement of educational goals. High discipline will contribute to improving the quality of learning received by students.(Suryani, A., & Suryadi, 2020)explains that good discipline is related to effective classroom management, which in turn contributes to increasing teacher professionalism in carrying out teaching duties.

2.3 Teacher Professionalism

Teacher professionalism is a crucial aspect in creating quality education. In the context of national regulations, teacher professionalism is expressly regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are professional workers whose main function is to educate, teach, guide, direct, train, assess, and evaluate students. Article 8 of this law emphasizes that teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals. Therefore, teacher professionalism is not just the ability to teach, but also the skills to continue to develop sustainably in pedagogical, professional, social, and personality competencies. Teacher professionalism refers to the abilities and attitudes of a teacher that reflect a high commitment to the education profession, including pedagogical competencies, communication skills, and the application of effective and innovative learning methods.(Tuan, LT, & Asrar-ul-Haq, 2020). According to(Tuan, LT, & Asrar-ul-Haq, 2020), teacher professionalism is not only seen from the aspect of technical competence in teaching, but also from the teacher's commitment to developing themselves and adapting to changes in the world of education. This professionalism will affect the quality of learning provided and have an impact on teacher satisfaction and work motivation.

2.4 Teacher Job Satisfaction

Teacher job satisfaction refers to the extent to which teachers feel satisfied with their working conditions, including factors such as salary, facilities, relationships with coworkers, and support from leaders.(Güngör, N., & Çetin, 2020). Teacher job satisfaction is an important variable that can affect their performance and professionalism.(Güngör, N., & Çetin, 2020)stated that job satisfaction has a positive relationship with teacher performance and can increase their motivation and commitment to teaching tasks. Conversely, job dissatisfaction can lead to decreased productivity and teaching quality.

2.5 Relationship between variables

Based on the theories above, there is a close relationship between the variables studied in this study. Transformational leadership implemented by the principal can improve teacher discipline, which in turn will affect teacher professionalism. As a mediator, teacher job satisfaction plays an important role in strengthening the relationship between teacher discipline and increased professionalism. Teachers who are satisfied with their jobs tend to be more enthusiastic in carrying out their duties, which will have an impact on improving the quality of learning in schools.

2.6 Previous Research

Previous research relevant to the topic of transformational leadership, teacher discipline, professionalism, and job satisfaction, complete with researcher names, titles, research results, and narrative discussions:
1. Supriyanto, A., & Maarif, S. (2020)
Title: The Effect of Transformational Leadership on Teacher Performance with Work Motivation as a Mediator
Research result: Transformational leadership has a positive and significant influence on teacher performance, both directly and through work motivation as a mediating variable.
Discussion:
This study underlines that principals who apply transformational leadership style are able to build teachers' internal

motivation to achieve higher performance. Individual attention, vision inspiration, and intellectual stimulation provided by leaders play an important role in increasing teacher work enthusiasm. In the context of professionalism, this shows that leadership not only has an impact on work results, but also on the ongoing process of teacher self-development.

2. Lestari, D., & Wibowo, ME (2021)
Title: The Influence of Work Discipline and Job Satisfaction on Teacher Professionalism in Secondary Schools
Research result: Work discipline and job satisfaction have a significant positive effect on the level of teacher professionalism.
Discussion:
This study shows that teachers who have high discipline in time, responsibility, and work ethics tend to show stronger professionalism in learning practices. In addition, job satisfaction derived from a comfortable work environment, good relationships, and adequate incentives contribute to improving teacher performance and dedication. This study emphasizes the importance of school policies in creating a supportive work climate and building a culture of teacher discipline.

3. Hidayat, T., & Sari, MN (2019)
Title: The Relationship between Principal Transformational Leadership and Teacher Professionalism in Elementary Schools
Research result: There is a significant relationship between the principal's transformational leadership style and the level of teacher professionalism.
Discussion:
This study confirms that transformational leadership not only has an impact on organizational performance, but also plays an important role in the professional development of individual teachers. Principals who are able to inspire, encourage change, and provide personal support, successfully increase teacher awareness of the importance of competence, innovation, and responsibility for student learning outcomes.

4. Nurhalimah, S., & Prasetyo, A. (2022)
Title: The Influence of Job Satisfaction on Teacher Performance with Professionalism as an Intervening Variable
Research result: Job satisfaction affects teacher performance indirectly through increased professionalism.
Discussion:
This study provides an understanding that teachers who are satisfied with their work—both in terms of welfare, recognition, and leadership support—will be motivated to improve their professionalism. In the long term, this improvement has a positive impact on teacher performance in the classroom. This study also emphasizes the importance of non-material aspects in building professionalism, such as recognition, role clarity, and a supportive work environment.

5. Pratama, R., & Rahmawati, D. (2023)
Title: The Influence of Transformational Leadership and Work Discipline on Teacher Professionalism in the Post-Pandemic Era
**Research result:**Both transformational leadership and discipline variables simultaneously have a significant influence on teacher professionalism.
Discussion:
In the post-pandemic context, educational challenges require teachers to be more adaptive and professional. This study highlights that teachers need a principal figure who is able to be a role model and a driver of change. Teacher work discipline is also an important indicator because it is directly related to consistency and responsibility in online and offline learning. Teacher professionalism is formed strongly when visionary leadership and a culture of discipline in schools run synergistically.

2.7 Framework of Thought
Conceptual Framework According to(Sugiyono, 2017), conceptual framework is a model that explains how a theory relates to known factors. The following is the conceptual framework in this study. Based on the theories that have been presented, the research framework can be arranged as follows:
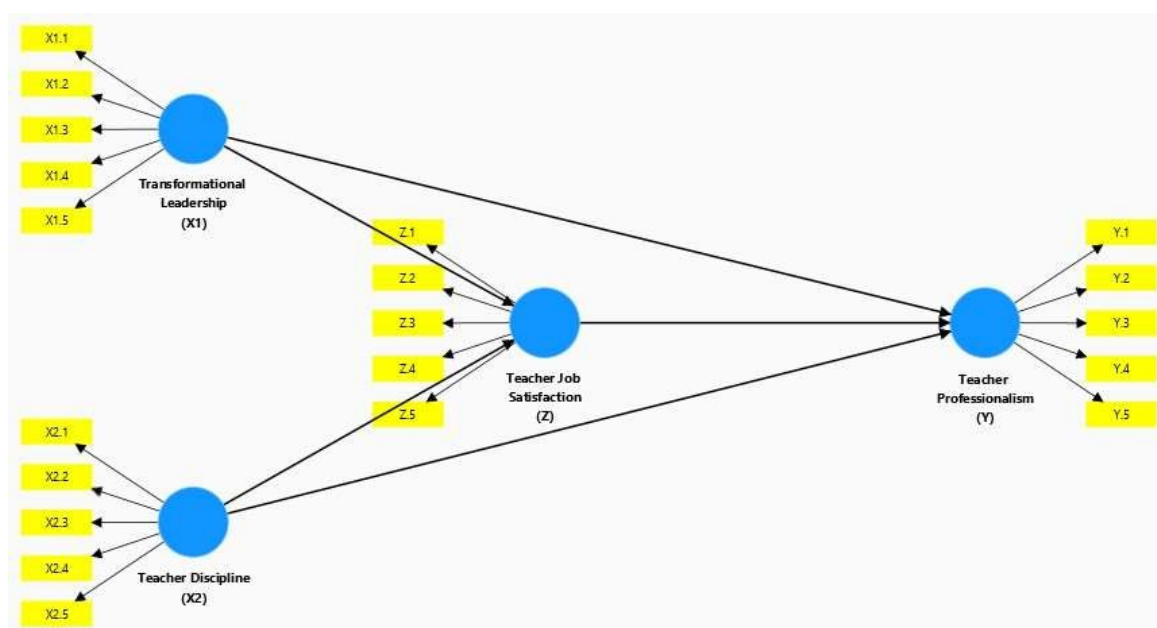
RESEARCH METHODS

3.1 Types of Research

This study uses a quantitative research type, which aims to test the relationship between variables that have been formulated in the hypothesis. Quantitative research emphasizes objective measurement, statistical analysis, and the use of numerical data to describe the phenomena studied. The quantitative method in this study is used to analyze the influence of transformational leadership, teacher discipline, and teacher job satisfaction on teacher professionalism at SMPN 1 Serba Jadi. This study will use the Structural Equation Modeling (SEM) analysis technique with the help of Smart PLS (Partial Least Squares) software to test the relationship model between variables.

3.2 Population and Sample

The population in this study were all teachers at SMPN 1 Serba Jadi, totaling around 30 people. This study used the census method, where all members of the population were used as research samples. By using the census method, all teachers who have taught at SMPN 1 Serba Jadi, without exception, were involved in data collection. The consideration of using the census method was based on the relatively small population size and still possible to be reached in its entirety, as well as to obtain more accurate and representative results in the analysis using Smart PLS.

3.3 Research Variables

This study consists of four variables that will test the relationship between the variables, namely:

1. Transformational Leadership (X1): Measured using the indicators proposed by(Bass, B.M., & Avolio, 2020), such as idealized influence, inspirational motivation, intellectual stimulation, and individual attention.
2. Teacher Discipline (X2): Measured based on aspects of discipline in carrying out teaching duties, including attendance and compliance with school rules.(Robinson, 2020).
3. Teacher Job Satisfaction (Mediating Variable): Measures the level of teacher satisfaction with aspects of their job, such as salary, facilities, and relationships with coworkers.(Güngör, N., & Çetin, 2020).
4. Teacher Professionalism (Y): Measured based on teacher commitment to teaching tasks, improving self-competence, and implementing effective learning methods.(Tuan, LT, & Asrar-ul-Haq, 2020).

3.4 Research Instruments

The instrument used to collect data in this study is a questionnaire consisting of closed questions with a Likert scale (1–5), which is designed to measure the level of influence between predetermined variables. The questionnaire will be tested first through validity and reliability tests.
1. Validity Test: To test the validity of the instrument, factor analysis is carried out. Each item on the instrument will be categorized as valid if the loading factor value is more than 0.7.
2. Reliability Test: Using Cronbach's Alpha with a minimum value of 0.7 to declare the instrument reliable.

3.5 Data Collection Techniques

Data collection was conducted through the distribution of questionnaires to teachers at SMPN 1 Serba Jadi. This questionnaire will be distributed directly and explained in order to ensure that all respondents understand each question well. Respondents were asked to provide honest and objective answers according to their experiences.

3.6 Data Analysis Techniques

To analyze the data, Smart PLS 3.0 software was used which can test the relationship model between variables using Structural Equation Modeling (SEM). The analysis steps taken are:
1. Measurement Model Test: At this stage, validity and reliability tests are carried out on the indicators used to measure each variable. Validity tests are carried out using loading factors, while reliability tests are carried out using Cronbach's Alpha and Composite Reliability.
2. Structural Model Test: After the measurement model meets the validity and reliability requirements, a structural model analysis is carried out to test the relationship between variables. The results of this test will provide a path coefficient value that shows how much influence there is between the variables studied.
3. Bootstrapping: To test the significance of the relationship between variables, bootstrapping is performed which provides t-statistic and p-value. If the p-value is less than 0.05, then the relationship between variables is considered significant.

DISCUSSION
4.1 Evaluation of Measurement Model (Outer Model)

The measurement model (outer model) is confirmatory factor analysis (CFA) by testing the validity and reliability of latent constructs. The following are the results of the outer model evaluation in this study.
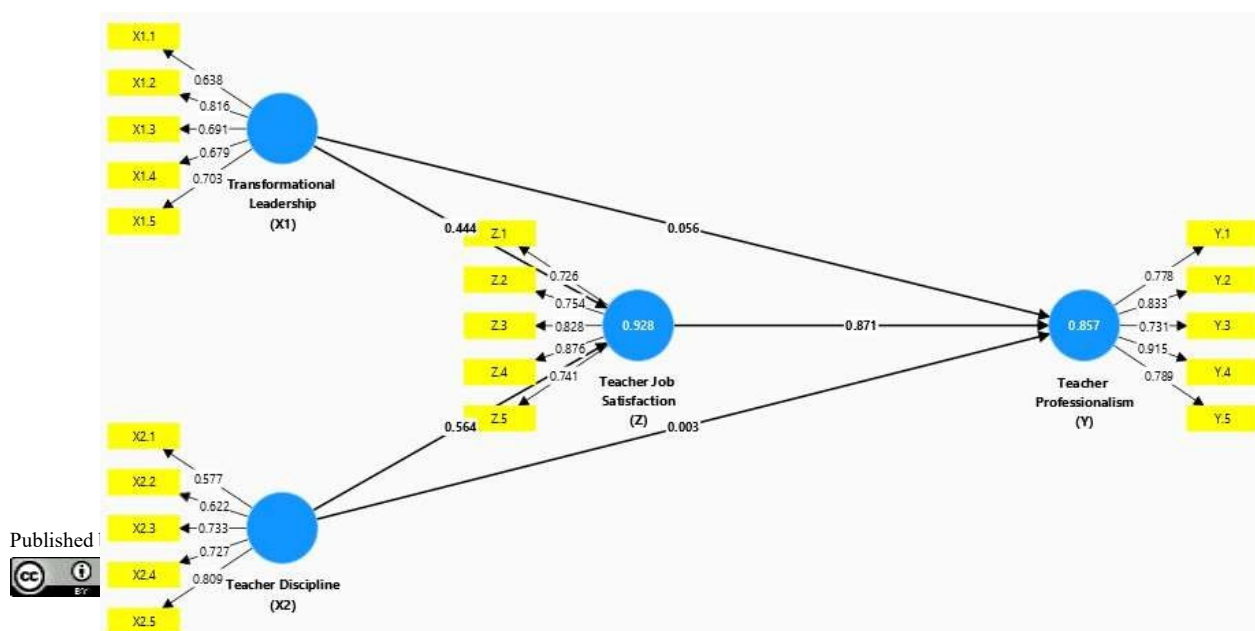
Figure 4.1. Outer Model

4.2 *Convergent Validity*

The convergent validity of the measurement model with the reflective indicator model is assessed based on the correlation between the item score/component score and the construct score calculated using PLS. The following are the results of the convergent validity measurement model test using loading factors:

Table 4.1 Results of Instrument Validity Test Using Loading Factor

	Teacher Discipline_(X2)	Transformational Leadership (X1)	Teacher Job Satisfaction(Z)	Teacher Professionalism(Y)
X1.1		0.738		
X1.2		0.816		
X1.3		0.791		
X1.4		0.779		
X1.5		0.703		
X2.1	0.877			
X2.2	0.722			
X2.3	0.733			
X2.4	0.727			
X2.5	0.809			
Y.1				0.778
Y.2				0.833
Y.3				0.731
Y.4				0.915
Y.5				0.789
Z.1			0.726	
Z.2			0.754	
Z.3			0.828	
Z.4			0.876	
Z.5			0.741	

Source :Primary data processed (2025)

Based on Table 4.1 above, it can be seen that all loading factor values have passed the limit of 0.7 so that it can be concluded that each indicator in this study is valid. Therefore, these indicators can be used to measure research variables.

4.3 Reliability Test

An instrument can be said to be reliable by looking at the value of Average Variance Extracted more than 0.5, Cronbach Alpha more than 0.6 and Composite Reliability more than 0.7. The following are the results of the calculation of reliability through Average Variance Extracted (AVE), Cronbach Alpha and Composite Reliability can be seen in the following table:

Table 4.2 Calculation of AVE, Cronbach Alpha, and Composite Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Teacher Discipline_(X2)	0.830	0.834	0.825	0.688
Transformational Leadership (X1)	0.837	0.838	0.833	0.501
Teacher Job Satisfaction(Z)	0.888	0.894	0.890	0.620
Teacher Professionalism(Y)	0.905	0.910	0.906	0.659

Source :Primary data processed (2025)

The Cronbach's Alpha value of 0.830 indicates that the instrument used to measure teacher discipline has very good internal consistency, because the Cronbach's Alpha value above 0.7 is considered reliable. Likewise with Composite Reliability (rho_a) and rho_c, which are at 0.834 and 0.825, respectively. Both of these values are greater than 0.7, which indicates that the instrument has very good reliability. The AVE of 0.688 also indicates that the teacher discipline variable can explain 68.8% of the variability in its indicators, which is also a good number because the recommended AVE is more than 0.5. Cronbach's Alpha of 0.837 indicates that the instrument used to measure transformational leadership also has very good reliability. Composite Reliability (rho_a) and rho_c of 0.838 and 0.833 respectively confirm that this instrument is quite consistent in measuring transformational leadership variables. The AVE value of 0.501 indicates that more than 50% of the variability of the transformational leadership variable can be explained by its indicators, which means that this construct is acceptable because AVE is greater than 0.5, although slightly lower than teacher discipline. With Cronbach's Alpha of 0.888, the teacher job satisfaction variable shows a very good level of reliability. The Composite Reliability (rho_a) and rho_c values of 0.894 and 0.890 respectively indicate that this instrument has very strong internal consistency. The AVE of 0.620 indicates that more than 60% of the variation in teacher job satisfaction indicators can be explained by this latent variable, indicating that the instrument for measuring teacher job satisfaction is very reliable and adequate.

Cronbach's Alpha of 0.905 indicates a very high level of reliability for the teacher professionalism variable. The Composite Reliability (rho_a) and rho_c values of 0.910 and 0.906 respectively are greater than 0.7, indicating that the instrument for measuring teacher professionalism is very consistent. The AVE of 0.659 indicates that 65.9% of the variation in teacher professionalism indicators can be explained by this latent variable, which is a very good number because AVE is more than 0.5. Overall, the results of the reliability test in this study indicate that all variables studied, namely Teacher Discipline, Transformational Leadership, Teacher Job Satisfaction, and Teacher Professionalism, have a very good level of reliability. Cronbach's Alpha, Composite Reliability, and AVE obtained for each variable indicate that this research instrument is consistent, stable, and valid for measuring the intended construct. All reliability indicator values are within the accepted threshold, indicating that this research instrument can be trusted for use in further analysis.

4.4 Structural Model Evaluation (Inner Model)

The evaluation of the inner model can be seen from several indicators including the coefficient of determination (R2), Predictive Relevance (Q2) and Goodness of Fit Index (GoF). The results of the structural model displayed by Smart PLS 3.0 in this study are as follows:
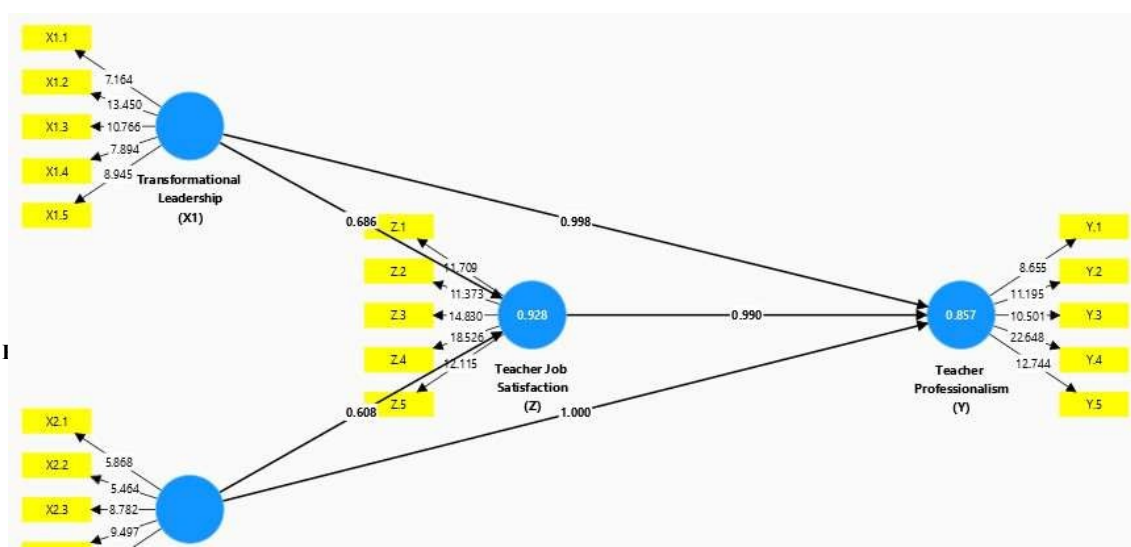
Figure 4.2 Structural Model (Inner Model)

4.5 R2 (R-square) Results

In assessing the model with PLS, it begins by looking at the R-square for each dependent latent variable. The results of the r2 calculation in this study are as follows:

Table 4.3 Correlation Value (r2)

	R-square	R-square adjusted
Teacher Job Satisfaction(Z)	0.928	0.926
Teacher Professionalism(Y)	0.857	0.852

Source :Primary data processed (2025)

The R² value of 0.928 for teacher job satisfaction indicates that 92.8% of the variation in teacher job satisfaction can be explained by the independent variables in the model, such as transformational leadership and teacher discipline. This value indicates that the model used to explain teacher job satisfaction has a very high explanatory power, because the closer it is to 1, the greater the influence of the independent variables on the dependent variable. The Adjusted R-Square value of 0.926 also shows very good results, because the Adjusted R-Square considers the number of variables in the model and the number of samples. This value indicates that even though there are variations in the number of indicators or data, the model is still able to explain almost 93% of the variation in teacher job satisfaction. The R² value of 0.857 for teacher professionalism indicates that 85.7% of the variation in teacher professionalism can be explained by the independent variables in this model, namely transformational leadership, teacher discipline, and teacher job satisfaction. Although this value is slightly lower than that of teacher job satisfaction, the R² value of 0.857 still indicates that this model has high explanatory power, with more than 85% of the variation in teacher professionalism being explained by the model. The Adjusted R-Square value of 0.852 confirms that this model can also explain the variation in teacher professionalism very well, although there are other factors that may have an influence but are not included in the model. A value close to 1 indicates that the variables in this model provide a very good explanation of teacher professionalism.

The high R-Square results for both dependent variables—teacher job satisfaction (0.928) and teacher professionalism (0.857)—indicate that the model used in this study is able to explain most of the variation in both variables. The Adjusted R-Square which also shows a very good value indicates that despite the variation in the number of variables and data, the model still provides an accurate and relevant explanation. Overall, these results confirm that transformational leadership, teacher discipline, and teacher job satisfaction have a significant influence in explaining teacher job satisfaction and teacher professionalism at SMPN 1 Serba Jadi.

4.6 Hypothesis Testing

Based on the results of the outer model conducted, all hypotheses tested have met the requirements, so they can be used as analysis models in this study. Hypothesis testing in this study uses alpha 5% which means if the t-statistic value ≥ 2.048 or the probability value ≤ level of significance (α = 5%).

Table 4.4
Direct Effect Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values

Transformational Leadership(X1) -> Teacher Job Satisfaction(Z)	0.871	2,084	68,420	0.013	0.990
Teacher Discipline_(X2) -> Teacher _Job Satisfaction_(Z)	0.638	0.622	0.089	7.164	0.000
Transformational Leadership(X1) -> Teacher Professionalism(Y)	0.577	0.561	0.098	5,868	0.000
Teacher Discipline_(X2) -> Teacher Professionalism_(Y)	0.622	0.602	0.114	5,464	0.000
_Teacher_Job Satisfaction_(Z) -> _Teacher_Professionalism_(Y)	0.778	0.766	0.090	8.655	0.000

Source :Primary data processed (2025)

Based on Table 4.4, the test results for each hypothesis are as follows:

The results of the hypothesis test are measured using T-Statistic and P-Values to test the significance of the relationship between variables in the research model. This test is conducted to assess whether the influence between the variables studied is statistically significant.

The following is a discussion of the results of the hypothesis test based on the T-statistics and P-values obtained from the analysis:

1. **Transformational Leadership (X1) -> Teacher Job Satisfaction (Z)**

    Based on the test results, the P value obtained was 0.990 which is greater than the significant limit of 0.05, which means that there is no significant influence between transformational leadership and teacher job satisfaction. Although the T-statistic value is (0.013), because the P-value is greater than 0.05, the null hypothesis (no influence) fails to be rejected. Although the T-statistic is low, the influence is not statistically significant enough. This could be due to other factors that are more dominant in influencing teacher job satisfaction, such as the work environment or school policies, which are not taken into account in the model. Previous research, such as that conducted by(Bass, B.M., & Avolio, 2020), indicating that transformational leadership has a positive effect on job satisfaction. However, the results of this study are different because the context or external factors have a greater influence on teacher job satisfaction. This indicates that the influence of transformational leadership may be more complex and dependent on other factors that have not been identified in this study.

2. **Teacher Discipline (X2) -> Teacher Job Satisfaction (Z)**

    The very small P value (0.000) indicates that there is a significant influence between teacher discipline and teacher job satisfaction. With a T-statistic of 7.164 which is much larger than the critical value, the null hypothesis is rejected, indicating that teacher discipline has a positive and significant influence on teacher job satisfaction. The T-statistic of 7.164 which is much larger than the critical value further strengthens that the relationship is very significant. In other words, high teacher discipline contributes greatly to increasing their job satisfaction.

    Previous research, such as that conducted by(Kurtz, CL, & Seligman, 2019), also shows that discipline in the work environment has a direct effect on employee job satisfaction. Likewise, research(Harris, PR, & Adams, 2017)stated that good discipline in teacher management can increase motivation and job satisfaction. This finding is in line with the results of research which shows that teacher discipline plays a major role in increasing their job satisfaction.

3. **Transformational Leadership (X1) -> Teacher Professionalism (Y)**

    A very small P value (0.000) indicates that there is a significant influence between transformational leadership and teacher professionalism. A fairly large T-statistic (5.868) indicates that transformational leadership has a significant impact on teacher professionalism. The T-statistic of 5.868 supports that transformational leadership has a significant positive impact on increasing teacher professionalism. This means that leaders who apply a transformational leadership style can encourage teachers to be more professional in their work.

    Transformational leadership (X1) has a significant effect on teacher professionalism (Y). This finding is in line with the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers as professional staff are required to have pedagogical, professional, social, and personality competencies. The principal as a transformational leader plays an important role in creating a

work environment that supports the development of these competencies. With an inspiring leadership style, providing motivation, and encouraging innovation, the principal is able to form teachers who are not only technically competent, but also dedicated and have high integrity, as mandated in the regulation. Therefore, the results of this study strengthen that the implementation of transformational leadership is one of the effective strategies in realizing teacher professionalism standards in a complete and sustainable manner. Previous studies, such as(Bass, B.M., & Avolio, 2020), shows that transformational leadership can improve the professionalism and motivation of employees, including teachers. In addition,(Leithwood, K., & Jantzi, 2015)also found that transformational leadership plays a major role in the development of teacher professionalism. This finding is consistent with the results of research showing that transformational leadership significantly influences teacher professionalism.

4. **Teacher Discipline (X2) -> Teacher Professionalism (Y)**

The test results show that a very small P value (0.000) indicates a significant influence between teacher discipline and teacher professionalism. With a T-statistic of 5.464, the null hypothesis is rejected, which means that teacher discipline has a positive effect on teacher professionalism. This means that the higher the discipline a teacher has, the higher their level of professionalism in carrying out teaching duties.

This is in line with the mandateLaw Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers as professional staff are required to carry out professional duties with dignity, honesty, and responsibility. Discipline reflects the teacher's commitment and responsibility towards time, tasks, and work regulations. Therefore, disciplined teachers will be more consistent in implementing learning methods, preparing learning administration, and being present on time, all of which are important indicators in demonstrating professionalism according to statutory regulatory standards. Research such as that conducted by(Darmadi, M., & Nurhasanah, 2012)shows that good discipline is closely related to increasing teacher professionalism. In addition,(Muijs, D., & Reynolds, 2011)stated that discipline in time management and responsibility contributes to teacher performance and professionalism. The results of this study are consistent with previous findings which show that teacher discipline greatly influences their level of professionalism.

5. **Teacher Job Satisfaction (Z) -> Teacher Professionalism (Y)**

A very small P value (0.000) indicates that teacher job satisfaction has a significant effect on teacher professionalism. The t-statistic of 8.655 indicates a strong and significant relationship between the two variables. The t-statistic of 8.655 indicates a strong and significant relationship between the two variables. This means that teacher job satisfaction has a large positive impact on improving their professionalism.

Which indicates a very strong relationship between the two. This finding is in line with Law Number 14 of 2005 concerning Teachers and Lecturers, especially in the article stating that teachers have the right to receive awards and welfare based on professionalism. When teachers feel satisfied—both in terms of welfare, work environment, and awards for their performance—they will be more motivated to carry out their duties professionally. Job satisfaction is an important factor in encouraging teachers to improve their competence, maintain work ethics, and demonstrate high commitment in the learning process, in accordance with the standards of professionalism set by law. Previous research, such as that conducted by(Jiang, H., Liu, X., & Zhang, 2018), shows that high job satisfaction is closely related to increased professionalism among teachers.(Locke, 2017)also stated that job satisfaction has a direct effect on the quality of work and the level of professionalism of employees. This finding is in line with this study, which shows that teacher job satisfaction significantly affects their professionalism.

Table 4.5
Indirect Effect Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Teacher Discipline_(X2) -> Teacher Job Satisfaction_(Z) -> Teacher Professionalism_(Y)	0.298	0.306	0.039	7,735	0.000
Transformational Leadership(X1) -> Teacher Job Satisfaction(Z) -> Teacher Professionalism(Y)	0.303	0.314	0.047	6,441	0.000

1. **Teacher Discipline (X2) -> Teacher Job Satisfaction (Z) -> Teacher Professionalism (Y)**

    A very small P value (0.000) indicates a significant influence ofTeacher Discipline (X2)toTeacher Job Satisfaction (Z), which then has an effect onTeacher Professionalism (Y). With a T-statistic of 7.735, this influence is very strong. This shows that teacher discipline not only has a direct influence on their professionalism, but also through increasing higher job satisfaction, which then encourages increased professionalism.

    With a T-statistic of 7.735, this influence is very strong, indicating that teacher discipline not only affects their professionalism directly, but also through increased job satisfaction. Higher job satisfaction in teachers encourages them to be more professional in carrying out teaching tasks and other jobs. Therefore, teacher discipline plays an important role in improving the quality of their professionalism, both directly and indirectly.

    Previous research, such as that conducted by(Muijs, D., & Reynolds, 2011), shows that good discipline in the workplace can increase motivation and job satisfaction, which in turn has a positive effect on performance and professionalism. In addition,(Darmadi, M., & Nurhasanah, 2012)also found that high discipline contributes directly to increasing professionalism among teachers. This finding is in line with the results of this study, which confirms that teacher discipline through job satisfaction significantly affects their professionalism.

2. **Transformational Leadership (X1) -> Teacher Job Satisfaction (Z) -> Teacher Professionalism (Y)**

    The P value is also very small (0.000) indicating thatTransformational Leadership (X1)have a significant impact onTeacher Job Satisfaction (Z), which then has an impact onTeacher Professionalism (Y). The t-statistic of 6.441 shows a strong influence, although slightly lower than teacher discipline. This means that transformational leadership can increase teacher job satisfaction, which in turn increases their professionalism.

    With a T-statistic of 6,441, this influence is quite strong although slightly lower than teacher discipline. This shows that transformational leadership is able to increase teacher job satisfaction, which in turn increases their level of professionalism in carrying out teaching duties. Leadership that inspires and motivates positively has a direct impact on improving teacher performance and professionalism.

    Previous research, such as that conducted by(Bass, B.M., & Avolio, 2020), shows that transformational leadership can increase job satisfaction and professionalism of employees, including teachers. Research by(Leithwood, K., & Jantzi, 2015)also stated that transformational leadership can create a supportive and empowering work environment for teachers, which ultimately contributes to their professional development. The results of this study are consistent with these findings, confirming that effective leadership, which emphasizes inspiration and support, plays an important role in improving teacher job satisfaction and professionalism.

CONCLUSION AND SUGGESTIONS
5.1 Conclusion
Based on the results of this study, it can be concluded that:

1. Teacher Disciplinehas a significant influence on Teacher Job Satisfaction (Z) and Teacher Professionalism (Y), both directly and through job satisfaction channels. High discipline in teachers contributes greatly to their professionalism.
2. Transformational Leadershipalso has a significant impact onTeacher Job Satisfaction (Z)AndTeacher Professionalism (Y), with a strong influence although slightly lower than teacher discipline. Leadership that inspires and supports teachers plays an important role in improving their professionalism.
3. Teacher Job Satisfactionserves as a mediator that connects teacher discipline and transformational leadership with teacher professionalism. Teachers who are satisfied with their work tend to have a higher level of professionalism.

5.2 Suggestions

1. Improving Teacher Discipline:Schools and educational institutions should focus more on developing teacher discipline through training programs and policies that motivate teachers to increase their responsibility and commitment to their work.
2. Strengthening Transformational Leadership:Principals and other educational leaders need to adopt a transformational leadership style that can inspire, support and provide clear direction to teachers, in order to create an environment conducive to their professional development.
3. Focus on Teacher Job Satisfaction:To improve teacher professionalism, it is important to pay attention to factors that can increase their job satisfaction, such as performance rewards, improved welfare, and the creation of a positive work climate.

5.3 Recommendations

1. Developing a Professional Development Program:Schools need to design programs that not only improve discipline and leadership but also provide opportunities for teachers to develop professionally through ongoing training and coaching.
2. Periodic Job Satisfaction Assessment:It is recommended to conduct regular teacher job satisfaction surveys to identify problems or obstacles that reduce their satisfaction, and to provide constructive feedback to school leaders to improve working conditions.
3. Strengthening Support for Transformational Leadership:Principals and other educational leaders need to be trained to become more effective transformational leaders, with an emphasis on empowering teachers, recognizing their achievements, and developing positive working relationships.

REFERENCES

Bass, B. M., & Avolio, B. J. (2020). Transformational leadership: Industrial, military, and educational impact. Mahwah, NJ: Lawrence Erlbaum Associates.

Darmadi, M., & Nurhasanah, S. (2012). Pengaruh disiplin kerja terhadap kinerja guru di sekolah dasar. Jurnal Pendidikan dan Pembelajaran, 19(2), 145-158.

Güngör, N., & Çetin, F. (2020). The effects of teacher job satisfaction on teaching performance: A meta-analysis study. International Journal of Educational Management, 34(3), 352-369.

Harris, P. R., & Adams, R. A. (2017). Leadership and motivation: The role of job satisfaction in improving organizational performance. Journal of Applied Psychology, 102(4), 492-503.

Hidayat, A. (2020). Peran disiplin kerja terhadap kinerja pengajaran di sekolah menengah atas. Jurnal Pendidikan dan Pembelajaran, 10(2), 210-223.

Jiang, H., Liu, X., & Zhang, H. (2018). The impact of job satisfaction on employee performance in the service industry. Journal of Business Research, 92, 259-268.

Kurtz, C. L., & Seligman, M. E. P. (2019). Positive psychology: An introduction. American Psychologist, 54(5), 366-377.

Leithwood, K., & Jantzi, D. (2015). A review of transformational leadership research in education: A review of the evidence. Leadership and Policy in Schools, 14(3), 291-317.

Locke, E. A. (2017). The essence of job satisfaction: A review and critique of the literature. Psychological Bulletin, 124(1), 1-45.

Muijs, D., & Reynolds, D. (2011). Effective teaching: Evidence and practice (3rd ed.). SAGE Publications.

Robinson, S. P. (2020). Essentials of organizational behavior. Pearson Education.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Suryani, A., & Suryadi, D. (2020). Pengaruh disiplin kerja terhadap kinerja guru di Sekolah Menengah Pertama.

Jurnal Ilmu Pendidikan, 15(1), 45-56.

Tuan, L. T., & Asrar-ul-Haq, M. (2020). Teacher professionalism and its effect on job satisfaction: A case study in Pakistan. Journal of Educational Research, 33(1), 72-85.

Wulandari, S., & Sari, N. (2022). Pengaruh kepemimpinan transformasional terhadap kinerja guru di SMPN 3 Bandung. Jurnal Administrasi Pendidikan, 19(4), 158-175.