
ANALYSIS OF LEADERSHIP STYLE AND WORK DISCIPLINE ON TEACHER PERFORMANCE THROUGH ORGANIZATIONAL COMMITMENT AT STATE VOCATIONAL SCHOOL 2 BENER MERIAH

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Abstract

This research investigates the influence of leadership style and work discipline on teacher performance through organizational commitment at State Vocational School 2 Bener Meriah. A quantitative research method was employed, using a saturated sample of 63 teachers. Data was collected through questionnaires and analyzed using SmartPLS. The findings indicate that leadership style has a positive, but not significant, effect on teacher performance, while work discipline has a positive and significant effect. Both leadership style and work discipline positively and significantly influence organizational commitment, which in turn positively and significantly affects teacher performance. Organizational commitment also mediates the relationship between leadership style, work discipline, and teacher performance. The study suggests that schools should focus on improving leadership, work discipline, and organizational commitment to enhance teacher performance.

Keywords: *Leadership Style, Work Discipline, Organizational Commitment, Teacher Performance, Vocational School*

INTRODUCTION

Teacher performance is a crucial factor in determining the quality of education in schools. High-performing teachers are able to create effective learning processes, thus positively impacting student learning outcomes. However, achieving optimal performance is dependent on various influencing factors, such as the principal's leadership style, work discipline, and organizational commitment. The principal's leadership style plays a crucial role in creating a conducive work environment and motivating teachers to perform optimally. Research by Kurniawan and Yahya (2021) shows that the principal's leadership style positively influences teacher performance at MTs Tholabuddin Masin, Batang Regency. Effective leadership can boost teacher morale and create a harmonious work environment. Furthermore, work discipline is also a crucial factor influencing teacher performance. Teachers with high levels of discipline tend to be more responsible and consistent in carrying out their duties. Research by Susanti et al. (2023) at SMK Negeri 1 Kotabumi, North Lampung, found that work discipline significantly influences teacher performance. Good work discipline reflects a teacher's commitment to their profession and to the organization where they work. Organizational commitment also plays a mediating role between factors such as leadership style and work discipline on teacher performance. Teachers with a high level of organizational commitment tend to be more motivated to achieve shared goals and improve their performance. Research by Kristina et al. (2025) shows that organizational commitment significantly influences teacher performance in high schools. Based on this description, it is important to analyze how leadership style and work discipline influence teacher performance through organizational commitment, particularly at SMK Negeri 2 Bener Meriah. This research is expected to contribute to efforts to improve teacher performance through developing effective leadership, enhancing work discipline, and strengthening organizational commitment.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of teacher success in achieving learning objectives, carrying out administrative tasks, and fostering social relationships in the school environment. Teacher performance is the real ability demonstrated in carrying out all of their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

- 1) **Quantity of Work**
Describes the amount of work completed in a given time.
- 2) **Quality of Work**
Refers to the quality of work results and compliance with specified standards.
- 3) **Punctuality**
Assess how quickly work is completed according to the predetermined schedule.
- 4) **Attendance**
Frequency of attendance and discipline in carrying out duties. Disciplined attendance reflects responsibility and commitment to work.
- 5) **Cooperation Ability**
Ability to collaborate with colleagues, principals, and other relevant parties.

Organizational Commitment

Understanding Organizational Commitment

Wijayanti & Suharnomo (2021) organizational commitment is a psychological condition that describes the employee's relationship with the organization, which impacts the decision to remain in the organization and provide their best contribution.

Organizational Commitment Indicators

Wijayanti & Suharnomo (2021) frequently used indicators of organizational commitment include:

- 1) **Affective Commitment**
Employees' emotional attachment to the organization, where employees feel part of the organization and have a desire to remain in it.
- 2) **Ongoing Commitment**
Employees' consideration of the costs or losses that may arise if they leave the organization, which makes them choose to stay.
- 3) **Normative Commitment**
An employee's sense of moral obligation to remain in the organization because they feel it is the right thing to do.

Work Discipline

Understanding Work Discipline

Nugraha & Sari (2020) work discipline is a person's behavior that is in accordance with existing work regulations and procedures, or discipline is an attitude that shows compliance with the rules that apply in the work environment.

Work Discipline Indicators

Nugraha and Sari (2020), who identified several indicators of work discipline:

- 1) **Presence**
Measure how often employees are present on time according to the established work schedule.
- 2) **Compliance with regulations**
Assess the extent to which employees comply with company rules and policies.
- 3) **Responsibility in carrying out tasks**
Assess the seriousness and commitment of employees in completing the tasks assigned.

4) Initiative and work ethic

Assess employee proactivity in working and maintain the ethics and norms that apply in the work environment.

Leadership Style

Understanding Leadership Styles

Northouse (2021) defines leadership style as a leader's characteristic behavior when influencing, motivating, and directing subordinates toward achieving organizational goals. Northouse emphasizes that leadership style is not just about personality, but also about repeated patterns of action.

Leadership Style Indicators

Leadership style indicators according to Northouse (2021), namely:

- 1) Task-Oriented Behavior
Focus on achieving goals and productivity.
- 2) Relationship-Oriented Behavior
Focus on subordinates' needs and interpersonal relationships
- 3) Situational Leadership Style

Conceptual Framework

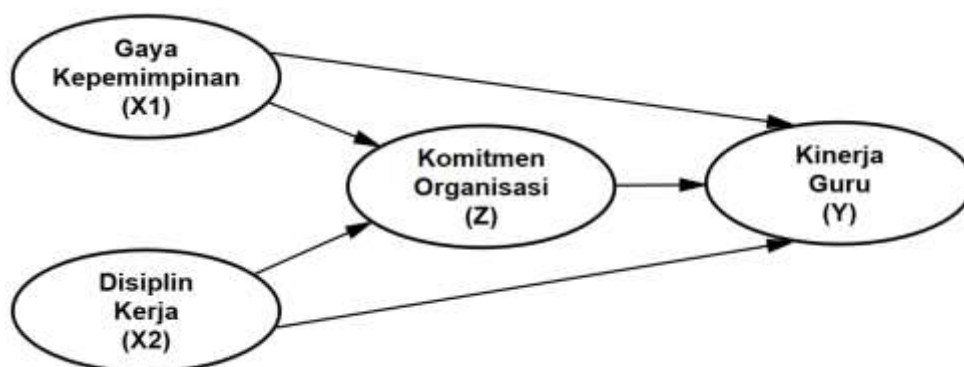


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Leadership style has a positive and significant influence on teacher performance in State Vocational School 2 Bener Meriah.
- H2: Leadership style has a positive and significant influence on organizational commitment at SMK Negeri 2 Bener Meriah.
- H3: Work discipline has a positive and significant influence on teacher performance at State Vocational School 2 Bener Meriah.
- H4: Work discipline has a positive and significant effect on organizational commitment at State Vocational School 2 Bener Meriah.
- H5: Organizational commitment has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- H6: Leadership style has a positive and significant effect on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.
- H7: Work discipline has a positive and significant effect on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of research was conducted to conduct a study aimed at tailoring the research and analyzing the relationship between leadership style and work discipline on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

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Research Location and Research Time

The research was conducted at SMK Negeri 2 Bener Meriah, located in West Lampahan, Timang Gajah District, Bener Meriah Regency, Aceh. The research was conducted over a three-month period, from April to June 2025.

Population and Sample

According to Sugiyono (2022), a population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. In this study, the population was 63 people, consisting of 52 ASN teachers and 11 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

Data collection technique

Data were collected by distributing questionnaires to respondents using a Likert scale with primary data sources.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis muse *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Leadership Style	Organizational Commitment	Teacher Performance	Work Discipline
X1.1	0.938			
X1.2	0.949			
X1.3	0.960			
X2.1				0.949
X2.2				0.918
X2.3				0.940
X2.4				0.877
Y.1			0.940	
Y.2			0.884	
Y.3			0.930	
Y.4			0.936	
Y.5			0.919	
Z.1		0.934		
Z.2		0.930		
Z.3		0.912		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

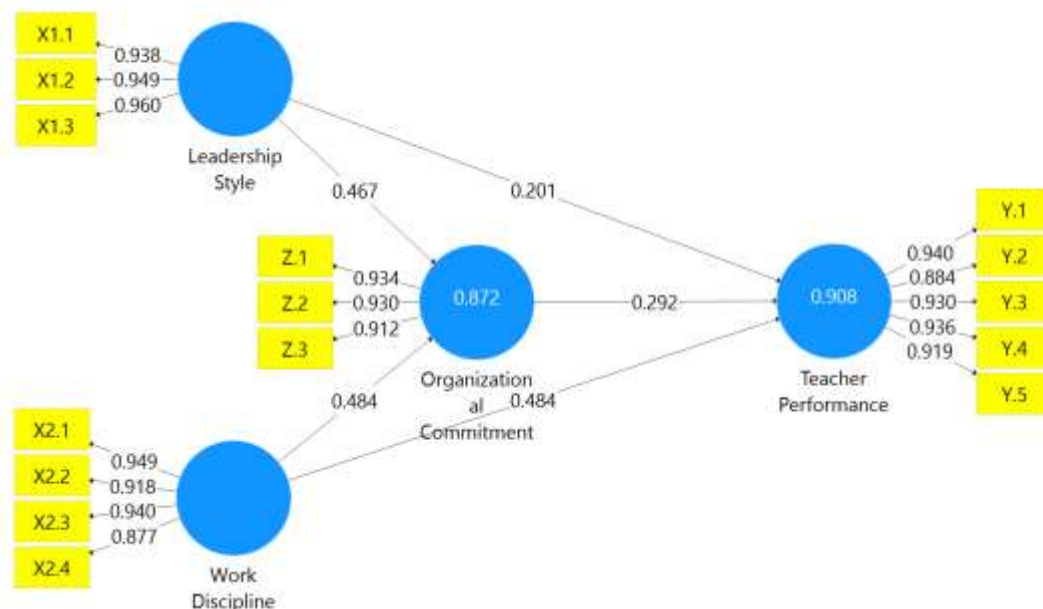


Figure 1. Outer Loudings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.467 X_1 + 0.484 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.201 X_1 + 0.484 X_2 + 0.292 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Leadership Style	0.944	0.944	0.964	0.900
Organizational Commitment	0.916	0.916	0.947	0.856
Teacher Performance	0.956	0.957	0.966	0.850
Work Discipline	0.940	0.943	0.957	0.849

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Organizational Commitment	0.872	0.871
Teacher Performance	0.908	0.906

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the organizational commitment variable there is an R square value of 0.872 meaning the influence of leadership style and work discipline is 0.872 or 87.2% the rest is on other variables outside the model. The R square value of teacher performance is 0.908 meaning the influence of leadership style, work discipline and organizational commitment is 0.908 or 90.8% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Teacher Performance	0.201	1,528	0.127	Rejected
Leadership Style -> Organizational Commitment	0.467	4,429	0,000	Accepted
Work Discipline -> Teacher Performance	0.484	4,039	0,000	Accepted
Work Discipline -> Organizational Commitment	0.484	4,534	0,000	Accepted
Organizational Commitment -> Teacher Performance	0.292	3,456	0.001	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

1. Leadership style has a positive but not significant effect on teacher performance with a t-statistic value of 1.528 below 1.96 and a significance level of 0.127 above 0.05, indicating that leadership style has a positive but insignificant effect on teacher performance because the significance value is above 0.05. The results of this study are inconsistent with previous research, which found that leadership style has a positive and significant effect on employee performance (Damayanti & Ferine, 2023).
2. Leadership style has a positive and significant influence on organizational commitment with a t-statistic value of 4.429 above 1.96 and a significance level of 0.000 below 0.05, indicating that leadership style has a positive and significant effect on organizational commitment because the significance value is below 0.05. This research is consistent with research conducted by Katper (2020) which states that leadership style has a positive and significant effect on organizational commitment.
3. Work discipline has a positive and significant effect on teacher performance with a t-statistic value of 4.039, above 1.96, and a significance level of 0.000 below 0.05, indicating that work discipline has a positive and significant effect on teacher performance, as the significance value is below 0.05. The results of this study align with research conducted by Sitopu et al. (2021), which states that work discipline has a positive and significant effect on teacher performance.
4. Work discipline has a positive and significant effect on organizational commitment with a t-statistic value of 4.534, above 1.96, and a significance level of 0.000, below 0.05, indicates that work discipline has a positive and significant effect on organizational commitment, as the significance value is below 0.05. The results of this

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study also align with research conducted by Winarsih & Fariz (2021), which states that work discipline has a positive and significant effect on organizational commitment.

5. Organizational commitment has a positive and significant effect on teacher performance with a t-statistic value of 3.456 above 1.96 and a significance of 0.001 below 0.05 means that organizational commitment has a positive and significant effect on teacher performance because the significance value is below 0.05. Research Istanti (2020) also stated that Organizational commitment has a positive and significant effect on the performance of teachers at MTS Negeri 4 Surabaya.

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Organizational Commitment -> Teacher Performance	0.136	2,606	0.009	Accepted
Work Discipline -> Organizational Commitment -> Teacher Performance	0.142	2,792	0.005	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Leadership style has a positive and significant influence on teacher performance through organizational commitment with a t-statistic value of 2.606 is above 1.96 and the significance value is 0.009, indicating that organizational commitment acts as an intervening variable between leadership style and teacher performance. Mahfouz et al. (2020) also stated in their research that leadership style through organizational commitment has a positive and significant effect on teacher performance.
2. Work discipline has a positive and significant influence on teacher performance through organizational commitment with a t-statistic value of The value of 2.792 and a significance value of 0.005 indicate that organizational commitment acts as an intervening variable between work discipline and teacher performance. Ingsih et al. (2021) also stated in their research that work discipline has a positive and significant effect on teacher performance through organizational commitment.

CONCLUSION

1. Leadership style has a positive but not significant effect on teacher performance at State Vocational School 2 Bener Meriah.
2. Leadership style has a positive and significant influence on organizational commitment at SMK Negeri 2 Bener Meriah.
3. Work discipline has a positive and significant influence on teacher performance at State Vocational School 2 Bener Meriah.
4. Work discipline has a positive and significant influence on organizational commitment at SMK Negeri 2 Bener Meriah.
5. Organizational commitment has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
6. Leadership style has a positive and significant influence on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.
7. Work discipline has a positive and significant effect on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

SUGGESTION

1. The lowest-performing teacher statement was "I deliver the lesson material clearly and easily understood by students." The recommendation is that teachers should continue to develop a variety of learning methods and interactive media to make the material more engaging and easier to understand for students with diverse learning styles.

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2. The lowest level of organizational commitment was "I feel obligated to continue serving at this school." It is recommended that schools continue to maintain a conducive work climate and reward teacher loyalty to maintain a spirit of service.
3. The lowest level of work discipline was "I often take the initiative to help with school activities outside of my main duties." Schools should provide appreciation and support to proactive teachers to maintain their initiative and serve as role models for other teachers.
4. The leadership style with the lowest indicator is the statement "The principal provides clear work directions to teachers." Suggestions that can be given include schools should maintain clear work directions by improving two-way communication so that teachers feel more heard and motivated to carry out their duties.

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