THE ROLE OF LEADERSHIP STYLE AND WORK ENVIRONMENT ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN CARITA DISTRICT, PANDEGLANG REGENCY

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Abstract
Elementary school education is the most important educational process in student development. This is because elementary school is the source of basic education for children to acquire knowledge after they are educated by their parents at home. This study aims to determine the direct influence of leadership style and work environment on teacher performance and work motivation at SDN Carita District, Pandeglang Regency, as well as the indirect influence of both through work motivation on teacher performance. This research method is quantitative research to analyze the causal relationship between variables. This causal research uses quantitative data from a population of 60 teachers at SDN Carita District, Pandeglang Regency, with a saturated sample method. The Likert scale is used to measure respondents' attitudes and perceptions of social phenomena.
The results of the study show that leadership style has a significant positive effect on teacher performance (coefficient 0.216,p-value0.007) and work motivation (coefficient 0.189,p-value0.037). The work environment has a very strong influence on teacher performance (coefficient 0.675,p-value0.000) and work motivation (coefficient 0.799,p-value0.000). Work motivation also has a significant effect on teacher performance (coefficient 0.562,p-value0.025), with an indirect influence of leadership style and work environment through work motivation. The study shows that leadership style and work environment have a positive and significant effect on teacher performance at SDN Carita District, Pandeglang Regency. Leadership style increases work motivation, which also contributes to teacher performance. The work environment has a very strong influence on motivation and performance. The indirect influence of leadership style and work environment through work motivation is also significant, confirming the importance of good management to improve teacher performance sustainably.
Keywords: Leadership Style, Work Environment, Teacher Performance, Work Motivation

INTRODUCTION

Improving the quality of primary education in Carita District, Pandeglang, depends on teacher performance, influenced by the principal's leadership style and a conducive work environment. These two factors drive teacher motivation and impact student learning outcomes. Statistics Indonesia (BPS) data for 2024/2025 recorded 22 elementary schools with 242 teachers and approximately 3,142 students, resulting in a ratio of 12.9 students per teacher. While ideal, its effectiveness is determined by teacher motivation.

Field observations highlight challenges to teacher performance in Carita. The principal's leadership style tends to be administrative, lacking direction, support, and inspiring role models, resulting in low teacher motivation. The work environment is also limited, both in terms of infrastructure and a collaborative climate. Consequently, teacher motivation fluctuates, reflected in low initiative in learning innovation, self-development, and the use of educational technology.

The role of effective principal leadership and a conducive work environment are believed to improve the motivation and performance of elementary school teachers in Carita, Pandeglang. Basic education is crucial because it serves as the primary foundation for children after being educated at

home and in kindergarten, before they move on to higher education. However, educational challenges persist, one of which is the gap between teachers and students. Many teachers possess adequate knowledge but lack the ability to convey it with effective learning strategies, resulting in routine learning.

Teachers play a crucial role as role models and architects of student character development, contributing to their contribution to religion, nation, and state. As professional educators, teachers must maintain a positive image in society by serving as role models. Education in Indonesia is a key pillar of national development, improving the quality of human resources. Despite significant progress, equitable access to and quality of education remains a challenge, particularly in remote and underdeveloped areas.

Good teacher performance creates a conducive, innovative, and enjoyable learning environment. Teachers are not only required to master the material but also to be able to use learning methods relevant to students' needs and current developments. Professional teachers are a crucial asset in improving academic achievement and shaping students' character. Government support through regular training, learning facilities, and a supportive work environment contributes to strengthening teacher dedication, thereby further improving the quality of education in Carita District.

Factors influencing teacher performance include leadership style, work environment, and work motivation. Visionary and communicative leadership can motivate teachers to innovate, while an overly authoritarian style can dampen morale. A comfortable work environment, with adequate facilities and harmonious working relationships, boosts teacher productivity. Furthermore, work motivation derived from recognition, incentives, and student success is a crucial driver. The synergy of these three factors contributes significantly to improving the quality of basic education.

Teacher performance is influenced by various factors, such as competence, experience, education, and training. Competent teachers are able to design effective learning and understand student needs. Teaching experience helps them face challenges and develop innovative strategies. Higher education and up-to-date training enhance readiness for new technologies and curricula. Furthermore, a balanced workload, harmonious relationships with colleagues, and school support in the form of facilities, training, and constructive evaluations contribute to motivating teachers to improve the quality of their teaching.

Indonesia's 21st-century educational transformation emphasizes digitalization to improve the quality of human resources. However, its implementation has been uneven due to unequal access to technology, limited infrastructure, and minimal institutional support. Furthermore, many teachers still use conventional methods, lack mastery of the material, and are burdened with administrative duties. These conditions undermine student motivation, learning effectiveness, and learning outcomes. Therefore, a holistic approach and inclusive policies are needed to address educational challenges.

Factors influencing teacher performance include competence, motivation, work environment, and leadership style. An unconducive work environment and authoritarian leadership can diminish teacher enthusiasm and creativity. Conversely, visionary and supportive leadership encourages innovation in learning. Teacher motivation, whether through internal rewards or external incentives, is also key to improving performance. Support from educational institutions in the form of training, facilities, and professional development programs is essential to creating quality education.

The results of an initial survey of teacher performance at SDN Carita District, Pandeglang Regency, indicate that significant problems persist. Thirty-five percent of teachers still face challenges in work quality, reflected in a lack of innovation, lack of mastery of material, and lack of technology utilization in learning. Furthermore, 30 percent of teachers face challenges in work quantity, such as high levels of absenteeism and tardiness. In terms of reliability, 25 percent of teachers exhibit inconsistent teaching methods and a lack of discipline. Meanwhile, 33 percent of teachers face attitudinal challenges, including low motivation, poor interaction, and poor collaboration with colleagues.

Various studies in 2024 showed that leadership, motivation, discipline, and the work environment play a significant role in improving teacher performance. Santoso et al. (2024) found that the principal's leadership style significantly influenced teacher performance at SMKN 1 Lempuing. A similar finding was demonstrated by Fikri et al. (2024) who emphasized that the work environment influences the performance of teachers at SMP Negeri 2 Babakancikao. Research by Ahmad et al. (2024) showed that both instructional leadership and leadership style significantly influence teacher motivation. Furthermore, Khairuddin et al. (2024) emphasized that work motivation significantly contributes to the performance of elementary school teachers, while Saputra et al. (2024) found that madrasa principal leadership and work motivation influence the performance of digital-based teachers. Maimunah & Rozak (2024) also stated that the work environment and motivation significantly influence teacher performance.

Research gaps represent gaps in knowledge that have not been addressed by previous research, necessitating further investigation. Table 1.5 shows that leadership style, work environment, and motivation significantly influence teacher performance. Santoso et al. (2024) emphasized the influence of principal leadership, while Fikri et al. (2024) showed that the work environment has a significant influence. Ahmad et al. (2024) stated that leadership and the work environment increase teacher motivation, which contributes to performance, as evidenced by Khairuddin et al. (2024). Saputra et al. (2024) and Maimunah & Rozak (2024) emphasize motivation as an important mediator. However, there is no related research at SDN Carita, so a more specific study is needed to make recommendations more relevant and effective.

Thus, this study is novel in its attempt to integrate three important variables—leadership style, work environment, and motivation—in influencing teacher performance at the elementary school

level. While previous research generally focused on only one or two variables separately, this study attempts to present a new perspective by positioning motivation as a mediating variable linking the influence of leadership style and work environment on teacher performance. This novelty is expected to provide academic contributions in the form of developing a more comprehensive conceptual model, as well as relevant practical recommendations for educational policymakers in improving the quality of learning at SDN Carita District, Pandeglang Regency.

LITERATURE REVIEW

Teacher Performance

Teachers are required to possess high professionalism, responsible for planning learning, assessing learning outcomes, and improving competencies through continuing education (Giantoro, 2019). Teacher performance is a key factor in educational success, influencing student academic achievement and character. Armstrong & Taylor (2020) emphasize the role of skills, motivation, and organizational support, while Abbas (2017) highlights the effectiveness of teacher behavior. According to Mangkunegara (2017), performance indicators include quality, quantity, reliability, and attitude, which are essential for comprehensive evaluation and teacher professional development.

Leadership Style

Leadership style is a leader's approach to influencing, motivating, and directing a team to achieve goals. Each style has characteristics, such as authoritarian (Robbins & Judge, 2023), participatory (Colquitt et al., 2019), democratic (Luthans et al., 2021), transactional, and transformational (Walston, 2014). Shane (2010) adds that leadership encompasses resource allocation and work environment management. Leadership effectiveness is influenced by communication, decision-making, engagement, and vision (Schein, 2016), which play a role in shaping work culture, increasing motivation and morale, and driving sustainable organizational innovation.

Work environment

The work environment is the sum of the physical, social, and psychological conditions that influence teachers in carrying out their duties (Robbins & Judge, 2023). Physical factors include layout, lighting, temperature, and noise, while non-physical aspects include organizational culture, relationships between colleagues, and interactions with leaders (Colquitt et al., 2019; Luthans et al., 2021). A positive work environment increases motivation and satisfaction (Walston & Johnson, 2022), while poor conditions cause stress and decrease performance (McShane & Glinow, 2019; Sutrisno, 2020).

Work motivation

Work motivation is an internal or external drive that drives individuals to achieve work goals, influenced by needs, intensity, and persistence in action (Scandura, 2020). Sources of motivation include intrinsic factors, such as personal satisfaction, and extrinsic factors, such as financial rewards or promotions (Colquitt et al., 2019). Work motivation is important for improving teacher performance, satisfaction, and commitment to the organization (Luthans, 2017). Indicators include the need for achievement, affiliation, competence, and power, which influence teachers' enthusiasm, productivity, and dedication to work (Hasibuan, 2017).

Thinking Framework

The Direct Influence of Leadership Style on Teacher Performance at SDN Carita District, Pandeglang Regency

Leadership style directly influences teacher performance through motivation, communication, and working relationships. Transformational leadership can increase engagement, collaboration, and teaching quality, while authoritarian leadership tends to decrease motivation and creativity. Research shows that transformational and instructional leadership can improve teacher effectiveness (Hadijah, 2024; Soelistya & Selamet, 2024; Andriadi & Sulistiyo, 2024).

H$_1$: It is suspected that there is a direct influence of leadership style on teacher performance.

The Direct Influence of the Work Environment on Teacher Performance at SDN Carita District, Pandeglang Regency

The work environment directly influences teacher performance, including atmosphere, social relationships, and the availability of facilities. A conducive environment can boost teaching enthusiasm and effectiveness, while a poor environment hinders productivity. Research shows that the work environment contributes significantly to performance, with a percentage reaching 39.4% (Khairuddin et al., 2024; Gunawan Dwiyono et al., 2024; Azzahra, 2024).

H$_2$: It is suspected that there is a direct influence of the work environment on teacher performance.

The Direct Influence of Leadership Style on Work Motivation at SDN Carita District, Pandeglang Regency

Leadership style influences teacher work motivation. Transformational leadership provides inspiration, a clear vision, and recognition, thus fostering motivation. Conversely, an authoritarian style decreases morale. Research shows that effective leadership increases teacher motivation, although some studies have found an insignificant effect (Sitorus & Alam, 2024; Santoso et al., 2024; Muhammad Siddique & Afia Saadat, 2024).

H$_3$: It is suspected that there is a direct influence of leadership style on teacher's work motivation.

The direct influence of the work environment on work motivation at SDN Carita District, Karangasem Regency Pandeglang

A conducive work environment increases teacher motivation through facilities, organizational culture, and coworker support. Teachers who feel comfortable and appreciated are more motivated, while a negative environment decreases morale. Studies show that the work environment significantly influences teacher motivation in the education sector (Ichdan, 2024; Sanlao et al., 2024a; Parhusip & Lubis, 2024).

H4: It is suspected that there is a direct influence of the work environment on teacher work motivation.

The Direct Influence of Work Motivation on Teacher Performance at SDN Carita District, Pandeglang Regency

Work motivation encourages teachers to be committed, dedicated, and improve the quality of teaching. High motivation improves classroom management, student interactions, and learning effectiveness. Research shows that motivation has a positive and significant effect on teacher performance (Andilah et al., 2024; Aris Sabthazi et al., 2024; Astina, 2024).

H5: It is suspected that there is a direct influence of work motivation on teacher performance.

Indirect Influence of Leadership Style on Teacher Performance through Work Motivation at SDN Carita District, Pandeglang Regency

Leadership style indirectly influences teacher performance through work motivation. Effective leaders are able to foster teacher enthusiasm, thereby improving the quality of teaching. Research shows that a principal's leadership style influences teacher performance both directly and through motivation, contributing up to 53.9% (Saputra et al., 2024; Sitorus & Alam, 2024).

H6: It is suspected that there is an indirect influence of leadership style on teacher performance through work motivation.

Indirect Influence of Work Environment on Teacher Performance through Work Motivation at SDN Carita District, Pandeglang Regency

The work environment indirectly influences teacher performance through work motivation. Facilities, a positive culture, and social support increase motivation, which in turn improves teaching performance. Research shows that a conducive work environment fosters motivation and has implications for improving teacher performance (Dina Ariyanti et al., 2024; Maimunah & Rozak, 2024; Sanlao et al., 2024b).

H7: It is suspected that there is an indirect influence of the work environment on teacher performance through work motivation.
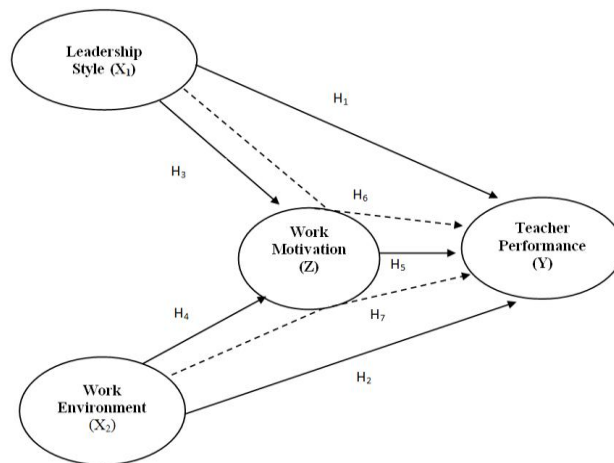
Figure 2.1 Thinking Framework

METHOD

Research methods

This type of research uses a survey method with an explanatory approach that aims to explain the causal relationship between variables and test predetermined hypotheses. This research falls into the causal category with a quantitative approach. According to Juliandi, Irfan, & Manurung (2015), causal research is intended to determine the effect of independent variables on dependent variables. A quantitative approach allows researchers to identify empirical problems in the field and even adjust if new problems arise. Data were collected through respondent surveys, analyzed explanatoryly, and teachers' attitudes and perceptions were measured using a Likert scale (Sugiyono, 2019).

Place and Time of Research

This research was conducted at SDN Carita District, Pandeglang Regency, which includes eight public elementary schools. These schools were selected because they are highly committed to improving the quality of education through flagship programs based on student character development. The learning environment created at these schools emphasizes not only academic aspects but also spiritual aspects, thus the main goal is to produce a generation that is intelligent, has noble character, and is able to apply moral values in everyday life. The research is planned to take place from May to August 2025, covering the preparation of proposals, data collection, analysis, and a final report.

Population and Sample

According to Suharsimi (2018), a population is the entire subject of a study. The population in this study included all teachers teaching at eight elementary schools in Carita District, Pandeglang Regency, with a total of 60 teachers. This study used a saturated sampling method because the population was less than 100 people. With this method, all 60 teachers were used as research samples.

According to Suharsimi (2018), a saturated sampling approach allows the study to cover the entire population, so that the results obtained are more representative and accurate. By involving all teachers, this study is expected to provide a comprehensive picture of the factors that influence teacher motivation and performance at SDN Carita District, Pandeglang Regency.

Data Collection Techniques

Data collection in this study was conducted using a questionnaire instrument designed based on indicators for each research variable. This instrument uses a Likert scale to facilitate the measurement of respondents' perceptions and attitudes. In addition to the questionnaire, interviews and documentation were also used as supporting techniques to strengthen the research findings.

Data Analysis Techniques

This study used Partial Least Square (PLS) analysis with SmartPLS 3.0 because it is flexible and does not require strict assumptions such as data normality or large samples (Ghazali, 2006). PLS analysis consists of an outer model and an inner model. The outer model tests the validity and reliability of the instrument; in reflective measurement, indicators are tested through internal consistency, reliability, convergent validity, and discriminant validity, while in the formative model, the contribution of indicators is assessed by collinearity and the significance of external weights (Hair et al., 2014). The inner model tests the relationship between latent variables using VIF, path coefficient, R^2, effect size (f^2), and predictive relevance (Q^2). Chin (in Ghazali, 2016) stated that $R^2 \geq 0.67$ is strong, 0.33 is moderate, 0.19 is weak, so PLS interpretation is more accurate.

Statistical Hypothesis

Hypothesis testing in this study used the bootstrapping approach in PLS-SEM, as per Hair et al. (2014), because this method does not require normally distributed data. Hypothesis decisions are based on t-statistics and p-values; if $t > 1.96$ and $p < 0.05$, the alternative hypothesis is accepted. Hypotheses include the direct and indirect effects of leadership style, work environment, and work motivation on teacher performance. Mediation was tested according to Zhao et al. (2010), both partial and full. This study assessed the influence of leadership style and work environment on teacher motivation and performance, as well as the role of work motivation as a mediator.

RESULTS AND DISCUSSION

Research result

Statistical Description of Research Variables

Based on the results of a questionnaire distributed to 60 respondents, descriptive statistics were obtained regarding four research variables: teacher performance, work motivation, leadership style, and work environment. The following table presents a statistical summary of each variable.

Table 1. Descriptive Statistics of Research Variables

Variables	Mean	Median	Modus	Std. Dev	Variance	Skewness	Kurtosis	Min	Max	Range
Teacher Performance	49,150	48,0	48	7,376	54,401	-0,473	1,049	24	60	36
Work motivation	49,717	48,0	48	8,459	71,562	-0,505	-0,006	24	60	36
Leadership Style	48,533	48,5	54	6,110	37,338	-0,795	3,156	24	60	36
Work environment	49,750	48,0	48	8,926	79,682	-0,461	-0,342	24	60	36

Source: Processed data (2025)

From the table, it can be seen that the four variables have relatively balanced average values (around 48–50). The data distribution tends to besymmetricalwith slight negative skewness, indicating a distribution slightly skewed to the left. The variable with the greatest variation was the work environment (Std. Dev 8.926), while the most homogeneous was leadership style (Std. Dev 6.110).

Frequency Distribution of Research Variables

In addition to descriptive statistics, frequency distributions are also used to describe the distribution of respondent data across each class interval. The following table shows a comparison of distributions for all variables.

Table 2. Frequency Distribution of Research Variables

Interval	Teacher Performance (%)	Work motivation (%)	Leadership Style (%)	Work environment (%)
22–27	1,67	1,67	1,67	1,67
28–33	0,00	0,00	0,00	0,00
34–39	6,67	11,67	1,67	15,00
40–45	16,67	8,33	26,67	6,67
46–51	41,67	40,00	40,00	40,00
52–57	13,33	5,00	21,67	1,67
58–63	20,00	33,33	8,33	35,00
Amount	**100%**	**100%**	**100%**	**100%**

Source: Data processed (2025)

Based on the distribution, the majority of respondents for all four variables were concentrated in the 46–51 interval (around 40%). However, there was an interesting difference: for work motivation and work environment, quite a lot of respondents were at the high level (58–63), namely 33.33% each. And 35%. This indicates that some teachers rate their motivation and work environment

as very good, while perceptions of leadership style are more moderate, with a predominance of the middle range.

Data Analysis Requirements Testing

The PLS-SEM method was used to test the relationships between variables. Prior to this, validity and reliability tests were conducted to ensure data quality.

1. Reflective Construct Measurement Model Test Results (Outer Model)

The outer model shows the relationship between constructs and indicators. Evaluation is carried out using convergent validity, discriminant validity, and reliability tests.
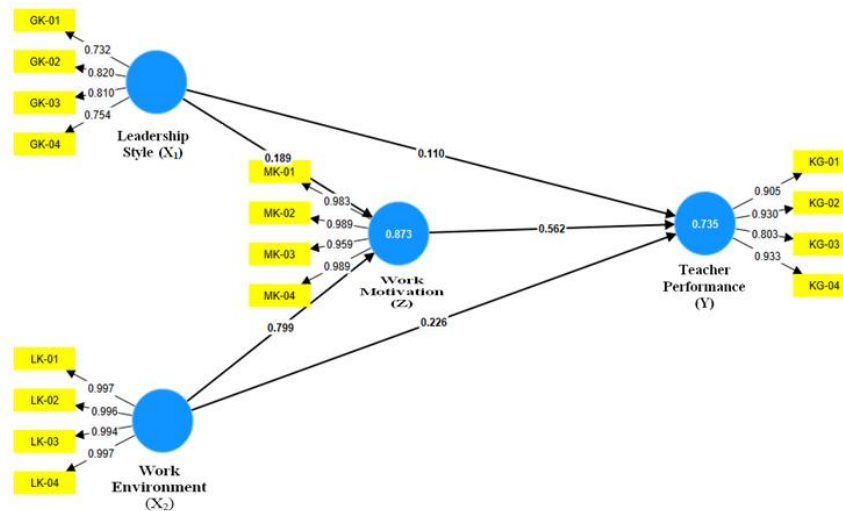

Figure 1 Outer Model Research in SmartPLS 4

2. Convergent Validity Test

Table 3 Outer Loading

Variables	Indicator	Outer Loadings	Information
Leadership Style	GK-01	0.732	Valid
	GK-02	0.820	Valid
	GK-03	0.810	Valid
	GK-04	0.754	Valid
Teacher Performance	KG-01	0.905	Valid
	KG-02	0.930	Valid
	KG-03	0.803	Valid
	KG-04	0.933	Valid
Work environment	LK-01	0.997	Valid
	LK-02	0.996	Valid
	LK-03	0.994	Valid
	LK-04	0.997	Valid
Work motivation	MK-01	0.983	Valid
	MK-02	0.989	Valid
	MK-03	0.959	Valid
	MK-04	0.989	Valid

Source: Data processed (2025)

All indicators have a value > 0.70 so they are declared valid.

3. Discriminant Validity Test

Table 4 Cross Loading Values

Indicator	GK	KG	LK	MK
GK-01	0.732	0.562	0.440	0.462
GK-02	0.820	0.651	0.597	0.660
GK-03	0.810	0.439	0.530	0.505
GK-04	0.754	0.358	0.468	0.578
KG-01	0.643	0.905	0.876	0.897
KG-02	0.597	0.930	0.723	0.730
KG-03	0.571	0.803	0.566	0.592
KG-04	0.548	0.933	0.711	0.771
LK-01	0.659	0.814	0.997	0.925
LK-02	0.645	0.809	0.996	0.912
LK-03	0.654	0.796	0.994	0.912
LK-04	0.666	0.836	0.997	0.930
MK-01	0.691	0.798	0.889	0.983
MK-02	0.702	0.835	0.904	0.989
MK-03	0.702	0.853	0.916	0.959
MK-04	0.709	0.842	0.910	0.989

Source: Data processed (2025)

All indicators are higher in their respective constructs so that discriminant validity is met.

4. Reliability Test

Reliability testing in PLS-SEM aims to ensure the consistency of indicators in measuring latent constructs. High reliability indicates stable and reliable measurement results. Two main methods are used: Cronbach's Alpha and Composite Reliability (CR). Cronbach's Alpha assesses internal consistency with a value of ≥0.70 (or ≥0.60 in exploratory research), while CR is considered more accurate because it does not rely on the tau-equivalency assumption.

Table 5 Values*Cronbach's Alpha*

No	Construct	*Cronbach's Alpha*	Information
1	Organizational culture	0.912	Reliable
2	Servant Leadership	0.972	Reliable
3	Job Satisfaction	0.954	Reliable
4	Teacher Performance	0.967	Reliable

Source: Processed data (2025)

Based on reliability testing using Cronbach's Alpha, all constructs had values above 0.70. These results indicate excellent internal consistency between indicators. Therefore, all constructs were deemed reliable and suitable for further analysis in this study.

5. Reliability Testing with the Composite Reliability (CR) Method

The Composite Reliability (CR) test is used to assess the consistency of indicators within a latent construct. This method is more flexible than Cronbach's Alpha because it does not require equal factor loadings across indicators. A CR of ≥ 0.70 indicates good reliability, while a value of

≥ 0.60 is acceptable for exploratory research. The CR test results for all constructs showed values ≥ 0.70, thus the constructs were declared reliable.

Table 6. Composite Reliability (CR) Value

Construct	CR	Information
Leadership Style	0.801	Reliable
Teacher Performance	0.934	Reliable
Work environment	0.998	Reliable
Work motivation	0.987	Reliable

Source: Processed data (2025)

6. Structural Model Test Results (Inner Model)

The inner model assesses the relationships between latent constructs through path coefficients, t-statistics, p-values, R-squares, and effect sizes (f²). Bootstrapping is used to assess the significance of the relationships (p < 0.05).

Table 7. Significance Test of Direct Relationship

Construct	T-stat	P-value	Information
Leadership Style -> Teacher Performance	2.611	0.007	Significant
Leadership Style -> Work Motivation	3.904	0.037	Significant
Work Environment -> Teacher Performance	5.810	0.000	Significant
Work Environment -> Work Motivation	8.965	0.000	Significant
Work Motivation -> Teacher Performance	3.784	0.025	Significant

Source: Processed data (2025)

The R-square value indicates that Teacher Performance is 0.735 and Work Motivation is 0.873, indicating that the model has strong predictive ability. The effect size (f²) test shows that the Work Environment has the most influence on Work Motivation, while Work Motivation has a dominant influence on Teacher Performance.

Table 8 Values of Indirect Relationships between Constructs

Construct	Original Sample	T-stat	P-value
Leadership Style -> Motivation -> Teacher Performance	0.106	2.097	0.015
Work Environment -> Motivation -> Teacher Performance	0.449	2.795	0.002

The results show that work motivation mediates the influence of leadership style and work environment on teacher performance, with the indirect influence of work environment being stronger. Overall, all relationships between constructs are significant and support the research hypothesis.

Discussion

The Direct Influence of Leadership Style on Teacher Performance at SDN Carita District, Pandeglang Regency

The calculation results show that leadership style has a significant effect on teacher performance, with an original sample (O) value of 0.216, a T statistic of 2.611, and a P value of 0.007.

This means that good leadership can improve teacher performance. This confirms that leadership is a crucial factor in creating a productive work environment, motivating teachers, and encouraging the achievement of optimal results.

Hadijah's (2024) research demonstrated that transformational leadership increases teacher motivation and commitment in the UAE. Similarly, Santoso et al. (2024) found that the principal's leadership style and work motivation significantly influenced teacher performance at SMKN 1 Lempuing. Both findings reinforce the importance of leadership in improving teacher performance.

The Direct Influence of Self-Efficacy on Teacher Performance at SDN Carita District, Pandeglang Regency

The analysis results show that self-efficacy has a significant effect on teacher performance with an original sample (O) value of 0.167, a T statistic of 2.179, and a P value of 0.030. This means that teacher self-confidence can improve the quality of performance in the teaching and learning process. Self-efficacy encourages teachers to face challenges, complete tasks, and find solutions creatively.

Karolina's (2021) research confirms that high self-efficacy is closely related to teachers' ability to carry out their professional roles. Meanwhile, Sihombing (2022) also found that self-efficacy positively influences teacher performance in elementary schools. This reinforces the notion that self-efficacy is a crucial internal factor in supporting educational success.

The Direct Influence of Work Discipline on Teacher Performance at SDN Carita District, Pandeglang Regency

Based on the calculation results, work discipline significantly influences teacher performance with an original sample (O) value of 0.164, a T statistic of 2.267, and a P value of 0.024. Good discipline encourages teachers to attend on time, complete assignments, and set a positive example. Discipline also serves as the foundation for creating a conducive work climate.

Yuliani's (2021) research demonstrated that work discipline significantly contributes to improving teacher performance. Similar findings were presented by Nurjanah (2022), who stated that highly disciplined teachers are more consistent in carrying out their responsibilities. This demonstrates that discipline plays a direct role in supporting the achievement of educational goals.

The Direct Influence of Leadership Style on Teacher Work Discipline at SDN Carita District, Pandeglang Regency

Data analysis shows that leadership style has a significant effect on work discipline with an original sample (O) value of 0.310, a T statistic of 4.371, and a P value of 0.000. Firm, consistent, and fair leadership can improve teacher discipline. A principal who is able to provide clear direction will foster a disciplined work culture.

Pramudita's (2020) research confirms that effective leadership creates order within an organization. Meanwhile, Saputro's (2021) research also demonstrates the positive influence of leadership on teacher discipline. Both studies reinforce the finding that leadership plays a crucial role in building sustainable discipline.

The Direct Influence of Self-Efficacy on Teacher Work Discipline at SDN Carita District, Pandeglang Regency

The calculation results show that self-efficacy has a significant effect on teacher work discipline with an original sample (O) value of 0.277, a T statistic of 4.209, and a P value of 0.000. Teachers with high self-efficacy are more confident in implementing rules and are consistent in their work. This self-confidence makes them more compliant with school schedules and regulations.

Harun's (2020) research revealed that self-efficacy increases teacher compliance with regulations. Similarly, Utami (2021) found that self-efficacy positively influences teacher discipline. Both studies demonstrate that self-efficacy impacts not only performance but also teacher disciplinary behavior.

The Direct Influence of Work Discipline on Teacher Performance at SDN Carita District, Pandeglang Regency

Data calculations show that work discipline has a significant influence on teacher performance with an original sample (O) value of 0.409, a T statistic of 5.888, and a P value of 0.000. Teachers with high discipline are able to carry out their obligations consistently and create a more effective learning process. Discipline is an important factor in maintaining work quality.

Hamzah's (2020) research found that discipline is closely related to teacher performance. Similarly, Rahayu's (2022) research found that disciplined teachers can improve the quality of education in elementary schools. These findings confirm that discipline is a key indicator in improving teacher professionalism.

The Indirect Effect of Leadership Style on Teacher Performance through Work Discipline at SDN Carita District, Pandeglang Regency

The test results show that work discipline is able to mediate the influence of leadership style on teacher performance with an original sample (O) value of 0.127, T statistic of 2.593, and P value of 0.010. This proves that effective leadership improves discipline, and in turn has a positive impact on teacher performance.

Lunenburg's (2011) research confirms that discipline is a crucial factor in leadership effectiveness. Meanwhile, Cherian & Jacob (2013) also stated that good leadership can drive

improved performance by strengthening discipline. These two findings reinforce the research findings that work discipline is a crucial mediator in the relationship between leadership and performance.

CONCLUSION

The results of the study at SDN Carita District, Pandeglang Regency showed a direct and indirect influence between leadership style, work environment, work motivation, and teacher performance. First, leadership style was proven to have a positive and significant effect on teacher performance with a path coefficient of 0.216 (t = 2.611; p = 0.007). This confirms that the better the leadership style, the higher the teacher performance. Second, the work environment has a very strong influence on teacher performance with a coefficient of 0.675 (t = 5.810; p = 0.037), so that the creation of a conducive work environment is a major factor in improving performance.

Leadership style also influences work motivation with a coefficient of 0.189 (t = 3.904; p = 0.000). Although the effect is relatively weak, this result remains statistically significant. Meanwhile, the work environment shows a much greater influence on work motivation with a coefficient of 0.799 (t = 8.965; p = 0.000). This finding confirms that supportive working conditions will substantially increase teacher motivation. Furthermore, work motivation has a significant effect on teacher performance with a coefficient of 0.562 (t = 3.784; p = 0.025). Teachers who have high motivation will show better performance. This study also proves an indirect effect. Leadership style through work motivation influences teacher performance with a coefficient of 0.106 (t = 2.097; p = 0.015). Even stronger, the work environment through work motivation influences with a coefficient of 0.449 (t = 2.795; p = 0.002). Thus, work motivation plays an important role as a mediator, especially in strengthening the influence of the work environment on teacher performance.

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