The Influence of Principal Leadership, Rewards, and Work Environment on Primary School Teacher Performance in Lunyuk District with Teacher Discipline as a Mediating Variable

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ABSTRACT

This research aims to examine the influence of the principal's leadership, giving rewards, and the work environment on the discipline of elementary school teachers in Lunyuk District and to examine the influence of the principal's leadership, giving rewards, and the work environment on teacher performance through discipline as a mediating variable. The method used in this research is a quantitative method using primary data. The population in this study were all elementary school teachers in Lunyuk District, consisting of 18 elementary schools with a total of 166 teachers. In this study, the sample used was 117 respondents. The data collection technique used in this research was a questionnaire. The data analysis technique used in this research is multiple linear regression, and the prerequisite tests used include the normality test, heteroscedasticity test, multicollinearity test, path analysis, and Sobel test to test the influence of mediating or intervening variables. The results of the research statistically show that the influence of the principal's leadership variable on teacher discipline has a t-count of 2.075. This shows that the t-calculated value is greater than the t-table value (2.075 > 1.981), where the principal's leadership has a positive and significant effect on the work discipline of elementary school teachers. The influence of the reward variable on teacher discipline obtained a t-calculated value of -0.874. This shows that the t-calculated value is smaller than the t-table value (-0.874 < 1.981), where giving rewards does not have a significant effect on the work discipline of elementary school teachers. The influence of work environment variables on teacher discipline obtained a t-calculated value of 6.738. This shows that the t-calculated value is greater than the t-table value (6.738 > 1.981), which means that the work environment has a positive and significant effect on the work discipline of elementary school teachers. The results of the Sobel test show that the mediating role of work discipline on the principal's leadership and the school work environment has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the results of the probability value being less than 0.05. Based on the results of this research, it can be concluded that the principal leadership and work environment variables have a positive and significant effect on the work discipline of elementary school teachers, while rewards do not have a significant effect on the work discipline of elementary school teachers. The results of the Sobel test show that the mediating role of work discipline on the principal's leadership and work environment has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District.

Keywords: Principal Leadership, Rewards, Work Environment, and Teacher Performance

INTRODUCTION

In Indonesia, education has an important role in carrying out nation-wide development, especially in building the quality of human

resources. The quality of human resources cannot be separated from the role of existing formal educational institutions. Formal education at school has the aim of forming students who have personalities, develop intellectual abilities, and have noble character. The success of education in schools cannot be separated from the important role of the school principal. The skills and wisdom of the principal have an influence on the school they lead. The principal must be a role model for the teachers in the school he leads. Leadership can be defined as an effort to influence other parties by providing guidance and motivation to collaborate to achieve predetermined goals (Badu & Djafri, 2017). Leaders must show an attitude that is exemplary and can have a big influence on carrying out their work. Usually, subordinates will see how the leader gives instructions and direction in organizing the work that must be done by his subordinates (Islami et al., 2021). The principal's leadership is very important as a driving force, and the principal is also required to be able to carry out interpersonal communication to be effective in leading (Kurniawan, Y. A., 2018). With the effective leadership of the school principal, of course, the quality of the school can be improved, as can be seen from the academic and non-academic achievements obtained (Marhadi, 2020).

The school principal, as a leader, must be able to invite all teachers to implement a quality education process. A quality education process must be balanced with qualified teaching staff who have a high level of discipline. The results of the researcher's initial observations at the Lunyuk District Primary School show that, from the results of initial observations and interviews with several teachers, there were problems felt by teachers regarding the leadership of the school principal, such as the principal's lack of activity in providing supervision to teachers at school, making teachers not optimal in carrying out their duties. Therefore, school principals must pay more attention to teacher complaints so that the

teacher's vision and mission to carry out the assigned tasks can run effectively and efficiently.

Learning at school can be said to be optimal if the teacher's performance is good in teaching and managing students. Enforcing teacher performance in teaching needs to be appreciated by giving rewards. Providing rewards can stimulate teacher enthusiasm to improve performance in teaching at school. School principals must adopt policies to implement rewards for teachers who perform well (Leniwati, 2021). According to initial observations and interviews by researchers with several teachers at the Lunyuk District Elementary School, various kinds of complaints were shown, one of which was that the wages promised to teachers who worked overtime at school were not given on time, which had an impact on teacher performance in the future. Not only that, this reward problem is also proven by the lack of appreciation from the school, both morally and materially, for teachers who are diligent and punctual in carrying out their obligations as educators. Therefore, with some of these problems, giving rewards that are not optimal can affect teacher discipline in schools. A teacher's performance must also be supported by existing components in the school, such as a school environment that is comfortable for teaching and learning. According to Nitisemito in Mukti et al. (2022) the work environment can be interpreted as everything that is in the workplace and can have an influence on someone in carrying out the tasks assigned to them.

The work environment at school can influence teacher performance in the teaching and learning process. Through a comfortable work environment and complete infrastructure, teachers are able to use their teaching time effectively so that students can learn in a conducive manner and the planned goals can be achieved. The results of researchers' observations in several elementary schools in Lunyuk District show that there are still several schools whose facilities and infrastructure are incomplete. Apart from that, there is still frequent

miscommunication between teachers, resulting in a less conducive work environment.

The performance of teachers determines the success of implementing learning and educational programs in schools. According to Gibson in Damanik (2019), performance is a level of success in carrying out tasks and the ability to complete the goals that have been set at the beginning. This indicates that performance is said to be successful or good if the goals to be achieved can be implemented. The performance of teachers in schools is important because it is necessary to achieve educational goals, but whether the performance is good or not can also be supported through discipline.

The results of the researcher's initial observations in several elementary schools in Lunyuk District, West Nusa Tenggara, can be said to be that teacher discipline is not yet optimal because there are still teachers who are not present at school without clear explanation, teachers who arrive at school late, teachers who do not have prior permission when leaving class, and there are also teachers who end lessons at school not on time or end lessons earlier than the specified study hours, which ultimately has an impact on reducing the teacher's performance. Not only that, the problem found by researchers from interviews with school principals was indiscipline in the work of several teachers, where many RPPs had not been required to be signed by the principal. Based on an interview with one of the teachers, the low level of teacher discipline is due to the lack of firm leadership or principles regarding teachers with low levels of discipline, resulting in poor teacher performance, such as teachers who are often late for school or late in the classroom, and this results in students becoming uncontrolled. Therefore, the explanation of existing problems such as the principal's leadership, giving rewards, and the work environment and discipline need to be considered because they will have an impact on teacher performance in school pursuits.

LITERATURE REVIEW

Teacher Performance

Gibson's opinion in Damanik (2019) is that performance is a level of success in carrying out tasks and being able to complete the goals that have been set at the beginning. This indicates that performance is said to be successful or good if the goals to be achieved can be implemented. According to Harum et al. (2022), teacher performance in teaching and learning activities is the most significant factor in realizing an effective educational process, especially in instilling discipline and quality learning in students. Educators, in this case, have an important role in determining the quality of education.

Discipline

According to Suyadi (2013), discipline is defined as habits and actions that are consistent with all applicable rules or regulations. According to Handoko (2008), discipline is something that is absolute in human life because a human being without strong discipline will damage the foundations of his life, which will endanger himself and other humans, even the natural surroundings. According to Musfah (2015), he also gave his opinion about discipline related to rules and order. Order means a person's obedience to following the rules because it is driven by something that comes from outside him. So discipline is obedience that arises because of awareness and encouragement from within the person. Rules and regulations mean a set of regulations that apply to create orderly conditions.

Principal Leadership

Andayani & Tirtayasa (2019) define leadership as a process that gives meaning (meaningful leadership) to cooperation and is produced by the will to lead in achieving goals. Hasibuan & Bahri (2018) define leadership as the ability, process, or function in general to influence people to do something in order to achieve certain goals. Marjaya & Pasaribu (2019) also provide the understanding that leadership is a personal

attitude that leads to the implementation of activities to achieve the desired goals. Sutanjar & Saryono (2019) explain that leadership is an activity to influence the behavior of other people so that they are directed to achieve certain goals. Astuty & Zuniasih (2018) define leadership as the ability to influence a group to achieve goals. Based on several of these definitions, the researcher came to the understanding that the principal's leadership is the ability and authority to influence, move, and direct actions and encourage the emergence of a strong will with enthusiasm and confidence among teachers, staff, and students in carrying out their respective tasks. for the sake of progress and to provide inspiration for the school in achieving its goals.

Reward

According to Mulyasana (2015), reward is one of the strategies used in developing learning by creating a pleasant atmosphere through an approach of love, attention, and affection. According to Saputra et al. (2017), rewards are motivation for employees to do their work. A good reward system is one that is able to guarantee the satisfaction of company employees, which in turn enables the company to acquire, maintain, and employ a number of people who, with various positive attitudes and behaviors, work productively for the benefit of the company. Meanwhile, Wirawan & Afani (2018) stated that rewards are an important element to motivate employees to contribute to expressing the best innovation ideas for better business functions and improving company performance both financially and non-financially.

Work environment

According to Sunyoto (2015), who defines the work environment as everything that is around the worker and that can influence him in carrying out the assigned tasks, Sedarmayanti (2016) defines the work environment as all the tools and materials encountered, the surrounding environment where a person works, work methods, and

work arrangements both as an individual and as a group. Wibowo (2016) stated that creating a healthy environment will indirectly maintain or even increase productivity. The work environment can have negative impacts, one of which is interaction between employees, which can trigger conflicts and problems at work, but the positive impact is achieving dynamic performance due to adjustments to challenges in the organization's internal and external environment due to the influence of globalization. Sipatu (2019) believes that in the work environment, every employee is required to be able to carry out work according to the position they hold and be able to adapt to the environment and co-workers who have different characters.

MATERIALS & METHODS

This research uses a quantitative type of research using primary data. The population in this study were all elementary school teachers in Lunyuk District, consisting of 18 elementary schools with a total of 166 teachers. In this study, the sample used was 117 respondents. The sampling formula uses the Slovin formula with an error rate of 5%. The Slovin formula is:

$$n = \frac{N}{1 + N\,(e)^2}$$

$$n = \frac{166}{1 + 166(0,05)^2}$$

$= 116,9$ (rounded up to 117 respondents)

The data collection technique used in this research was a questionnaire. The data analysis technique used in this research is multiple linear regression, and the prerequisite tests used include the normality test, heteroscedasticity test, multicollinearity test, path analysis, and Sobel test to test the influence of mediating or intervening variables.

RESULT
Prerequisite Test Results
The use of regression analysis in statistics must be free from classical assumptions. The classical assumption tests used in this research are normality, multicollinearity, and heteroscedasticity tests, with the help of SPSS Version 21.

Normality Test Results
The normality test aims to determine whether the residuals or confounding variables in the regression model follow a normal distribution. In the normality test, if the significance value is below 0.05, it does not have a normal distribution. The normality testing method uses the Kolmogorov-Smirnov test.

Table 1. Normality Test Results for Discipline Dependent Variables

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		117
Normal Parameters[a, b]	Mean	.0000000
	Std. Deviation	3.39455065
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.055
Test Statistic		.079
Asymp. Sig. (2-tailed)		.067[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: processed primary data (2023)

Based on the table above, it can be seen that the results of the normality test with Kolmogorov-Smirnov produced a significance value of 0.067, which is a value above 0.05. This means that the data distribution used for this research is normally distributed.

Table 2. Normality Test Results for Dependent Variable Teacher Performance

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		117
Normal Parameters[a, b]	Mean	.0000000
	Std. Deviation	3.10377112
Most Extreme Differences	Absolute	.079
	Positive	.065
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.073[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: processed primary data (2023)

Based on the table above, it can be seen that the results of the normality test with Kolmogorov-Smirnov produced a significance value of 0.073, which is a value above 0.05. This means that the data distribution used for this research is normally distributed.

Multicollinearity Test Results
This test can identify whether the regression model has a correlation between the independent variables. If there is a correlation, there is likely a multicollinearity problem. Multicorrelation can only exist in multiple regression because it depends on the correlation of independent variables with each other. To see if there is a multicollinearity problem, you can pay attention to the tolerance and VIF values in the regression model. If the tolerance value is above 0.10 and the VIF value is below 10, it is certainly free from multicollinearity. The results of the multicollinearity test related to the structure of regression 1 and regression 2 as dependent variables on teacher discipline and teacher performance can be seen in the table below.

Table 3. Multicollinearity Test Results for the Dependent Variable on Teacher Discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	11.707	4.490		2.607	.010		
	Leadership	.117	.056	.186	2.075	.040	.640	1.563
	Reward	-.064	.073	-.074	-.874	.384	.727	1.376
	Work environment	.739	.110	.563	6.738	.000	.739	1.353
a. Dependent Variable: Teacher discipline								

Coefficientsᵃ

Source: processed primary data (2023)

Tabel 4. Hasil Uji Multikolinieritas Variabel Dependen Kinerja Guru

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	.711	4.246		.167	.867		
	Leadership	.111	.053	.118	2.092	.039	.616	1.623
	Reward	.067	.068	.052	.995	.322	.722	1.386
	Work environment	.469	.119	.240	3.934	.000	.527	1.897
	Leadership	.938	.086	.629	10.855	.000	.584	1.713
a. Dependent Variable: Teacher Performance								

Source: processed primary data (2023)

Based on tables 3 and 4 above, it can be seen that from all the independent variables used, the inflation factor (VIF) value for all variables is less than 10 and the tolerance value is above 0.10, so it can be said that in the path model there is no multicollinearity problem between the variables. freely researched. Thus, the analysis process using path analysis meets the requirements so that the analysis can continue.

This test requirement specifies that the residuals must not be related to each other. To test whether there is a heteroscedasticity problem or not, you can use the Glejser test. If the significance value of the Glejser test is above 0.05, then there is no heteroscedasticity problem, and conversely, if the significance value is less than 0.05, then there is a heteroscedasticity problem. The heteroscedasticity results can be seen in the table below.

Heteroscedasticity Test Results

Tabel 5. Hasil Uji Heteroskedastisitas Variabel Dependen Kedisiplinan Guru

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	1.812	2.405		.753	.453
	Leadership	-.013	.030	-.051	-.437	.663
	Reward	.027	.039	.075	.680	.498
	Work environment	.030	.059	.055	.507	.613
a. Dependent Variable: ABS_RES 1						

Source: processed primary data (2023)

Tabel 6. Hasil Uji Heteroskedastisitas Variabel Dependen Kinerja Guru

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	6.310	4.179		1.510	.134
	Leadership	-.023	.052	-.052	-.437	.663
	Reward	.027	.067	.045	.405	.686
	Work environment	-.022	.118	-.024	-.189	.851
	Teacher Discipline	-.092	.086	-.133	-1.080	.283
a. Dependent Variable: ABS_RES 2						

Source: processed primary data (2023)

From the results of the Glejser test in tables 5 and 6, it can be seen that the significance value of the leadership, reward, work environment, and teacher discipline variables has a significance value greater than 0.05, so it can be interpreted that there is no heteroscedasticity problem in the regression model, so that meets the path analysis requirements and the analysis process can continue.

Model I Regression Test Results

Path analysis regression test to determine whether there is a direct or indirect influence of the independent variable on the dependent. In this regression analysis, it is carried out twice, which will produce two path coefficient equations.

Tabel 7. Hasil Uji Regresi Model I

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.707	4.490		2.607	.010
	Leadership	.117	.056	.186	2.075	.040
	Reward	-.064	.073	-.074	-.874	.384
	Work environment	.739	.110	.563	6.738	.000
a. Dependent Variable: Teacher Discipline						

Coefficients[a]

Source: processed primary data (2023)

Based on the output in the table above, it can be seen that from the three variables, an unstandardized coefficient value of 0.117 was obtained for the principal leadership variable, -0.064 for the reward variable, and 0.739 for the work environment variable. So the regression equation formed from the variables of principal leadership, rewards, and work environment can be described as follows:

$$Z = 11{,}707 + 0{,}117X_1 - 0{,}064X_2 + 0{,}739X_3 + e$$

1. From the equation I produced above, it can be seen that the constant value is 11.707, which indicates that the principal leadership, reward, and work environment variables are constant (0) or have not changed, so the teacher work discipline variable has a value of 11.707.
2. From the equation I produced above, it can be seen that the regression coefficient value for school principal leadership (X_1) is 0.117. If the school leadership variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher work discipline by 0.117.
3. From the equation I produced above, it can be seen that the regression coefficient value for giving rewards (X_2) is -0.064. If the reward variable increases by one unit where the other independent variables are assumed to be constant, it will reduce teacher work discipline by 0.064.
4. From the equation I produced above, it can be seen that the work environment regression coefficient (X_3) is 0.739. If the work environment variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher work discipline by 0.739.

Model I T Test Results

In this study, the t-table value used was 1.981, where the t-table was obtained using the following formula: $\alpha = 5\%$, df = n-k-1 = 117-3-1 = 113, namely 1,981.

1. From the equation I produced in Table 4.13 above, it can be seen that the t-calculated value of the principal leadership variable is 2.075 with a significance value of 0.040. This shows that the t-calculated value is greater than the t-table value (2.075 > 1.981) with a significance value below 0.05. The results of this t test can estimate that the principal's leadership has a significant

effect on the work discipline of elementary school teachers in Lunyuk District.

2. From the equation I produced in Table 4.13 above, it can be seen that the t-calculated value of the reward variable is -0.874 with a significance value of 0.384. This shows that the t-calculated value is smaller than the t-table value (-0.874 < 1.981) with a significance value above 0.05. The results of this t test can estimate that giving rewards to teachers has no significant effect on the work discipline of elementary school teachers in Lunyuk District.

3. From the equation I produced in Table 4.13 above, it can be seen that the t-calculated value of the teacher work environment variable is 6.738 with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (6.738 > 1.981) with a significance value below 0.05. The results of this t test can estimate that the work environment has a significant effect on the work discipline of elementary school teachers in Lunyuk District.

Simultaneous Determination Coefficient Test Results Model I

Table 8. Simultaneous Determination Coefficient Test Results for Model I

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.645[a]	.416	.401	3.43932	1.650
a. Predictors: (Constant), Work Environment, Rewards, Leadership					
b. Dependent Variable: Teacher Discipline					

Source: processed primary data (2023)

The coefficient of determination test results in the table above show an adjusted R square value of 0.401, or 40.1%. This shows that the principal's leadership variables, giving rewards, and the work environment have an influence of 40.1% on the discipline of elementary school teachers in Lunyuk District, while the remaining 59.9% is influenced by other variables outside the research model.

Model II Regression Test Results

Table 9. Model II Regression Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.711	4.246		.167	.867
	Leadership	.111	.053	.118	2.092	.039
	Reward	.067	.068	.052	.995	.322
	Work environment	.469	.119	.240	3.934	.000
	Teacher Discipline	.938	.086	.629	10.855	.000
a. Dependent Variable: Teacher Performance						

Source: processed primary data (2023)

Based on the output in Table 9 above, it can be seen that from the four variables, an unstandardized coefficient value of 0.111 was obtained for the principal leadership variable, 0.067 for the reward variable, 0.469 for the work environment variable, and 0.938 for the teacher discipline variable. So the regression equation formed from the variables of principal leadership, rewards, work environment, and teacher discipline can be described as follows:

$$Y = 0{,}711 + 0{,}111X_1 + 0{,}067X_2 + 0{,}469X_3 + 0{,}938Z + e$$

1. From equation II produced above, it can be seen that the constant value is 0.711, which indicates that the principal leadership, reward, work environment, and teacher discipline variables are constant (0) or have not changed, so the teacher performance variable has a value of 0.711.

2. From equation II produced above, it can be seen that the regression coefficient

value for school principal leadership (X1) is 0.111. If the school leadership variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher performance by 0.111.

3. From equation II produced above, it can be seen that the regression coefficient value for giving rewards (X2) is 0.067. If the reward variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher performance by 0.067.

4. From equation II produced above, it can be seen that the work environment regression coefficient (X3) is 0.469. If the work environment variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher performance by 0.469.

5. From equation II produced above, it can be seen that the regression coefficient value for teacher discipline (Z) is 0.938. If the teacher discipline variable increases by one unit where the other independent variables are assumed to be constant, it will increase teacher performance by 0.938.

Model II T Test Results

In this study, the t-table value used was 1.981, where the t-table was obtained using the following formula: $\alpha = 5\%$, df = n-k-1 = 117-4-1 = 113, namely 1.981.

1. From equation II produced in table 4.16 above, it can be seen that the t-calculated value of the principal leadership variable is 2.092 with a significance value of 0.039. This shows that the t-calculated value is greater than the t-table value (2.092 > 1.981) with a significance value below 0.05. The results of this t test can estimate that the principal's leadership has a significant effect on the performance of elementary school teachers in Lunyuk District.

2. From equation II produced in table 4.16 above, it can be seen that the t-calculated value of the reward variable is 0.995 with a significance value of 0.322. This shows that the t-calculated value is smaller than the t-table value (0.995 < 1.981) with a significance value above 0.05. The results of this t test can estimate that giving rewards to teachers has no significant effect on the performance of elementary school teachers in Lunyuk District.

3. From equation II produced in table 4.16 above, it can be seen that the t-calculated value of the teacher work environment variable is 3.934 with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (3.934 > 1.981) with a significance value below 0.05. The results of this t test can estimate that the work environment has a significant effect on the performance of elementary school teachers in Lunyuk District.

4. From equation II produced in table 4.16 above, it can be seen that the t-calculated value of the teacher work discipline variable is 10.855 with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (10.855 > 1.981) with a significance value below 0.05. The results of this t test can estimate that teacher work discipline has a significant effect on the performance of elementary school teachers in Lunyuk District.

Simultaneous Determination Coefficient Test Results Model II

Table 10. Simultaneous Determination Coefficient Test Results for Model II

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.883[a]	.780	.773	3.15871	1.623
a. Predictors: (Constant), Teacher Discipline, Rewards, Leadership, Work Environment					
b. Dependent Variable: Teacher Performance					

Source: processed primary data (2023)

The coefficient of determination test results in the table above shows an adjusted R square value of 0.773, or 77.3%. This shows that the influence of the principal leadership variables—giving rewards, work environment, and teacher work discipline—has an influence of 77.3% on the performance of elementary school teachers in Lunyuk District, while the remaining 22.7% is influenced by other variables outside the research model.

Results of the Intervening/Mediation Variable Path Analysis Model

Based on the results of multiple linear regression in models I and II, the results of the overall structural model can be described in the path analysis of teacher performance variables, where teacher discipline is the intervening variable, as shown in the picture below.
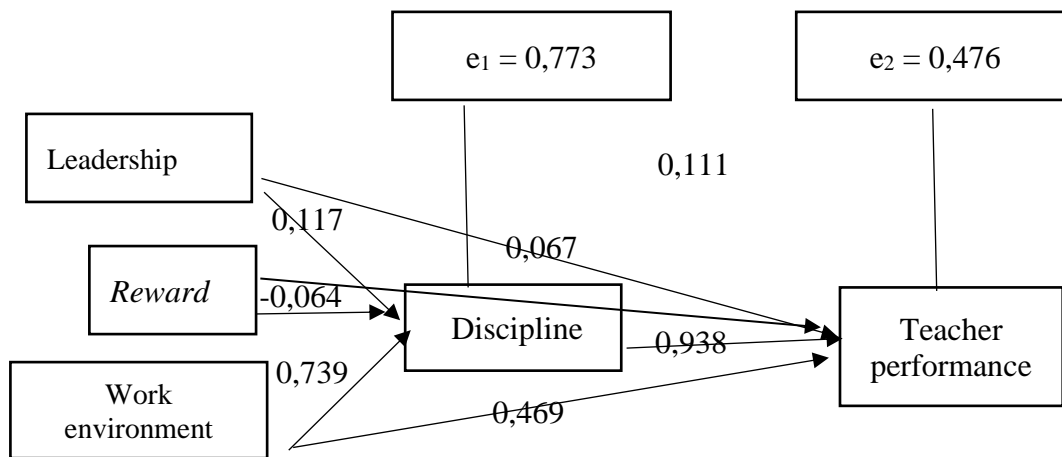
Figure 1. Results of the Intervening Variable Path Analysis Model

Figure 1 above shows the results of direct and indirect testing according to the path analysis model. The e1 value is obtained using the residual formula $\sqrt{1-R^2}$ then the residual value $e_1 = \sqrt{1-0,401} = 0,773$ while the e2 value is obtained using the residual formula $\sqrt{1-R^2}$ then the residual value is $e_2 = \sqrt{1-0,773} = 0,476$.

Sobel Test Results

The influence of the principal's leadership, rewards, and work environment on teacher performance, with the variable teacher work discipline as the mediating variable, In testing, the Sobel test is useful for testing the direct or indirect effects of mediating variables. Sobel test calculations regarding the role of the mediating variable of teacher work discipline on each independent variable are carried out online via the website http://www.danielsoper.com.

1. **The Influence of Principal Leadership Variables on Teacher Performance Through Discipline as a Mediating Variable**

Sobel test statistic: 2.05197794
One-tailed probability: 0.02008590
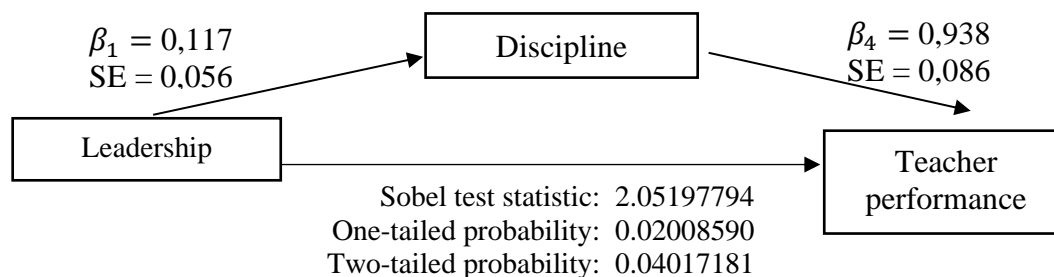Two-tailed probability: 0.04017181

Figure 2. Principal Leadership on Teacher Performance Through Discipline as a Mediating Variable

The test results above show that the mediating role of work discipline on the leadership of school principals has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 2.05197794 with a two-tailed probability value of 0.04017181 and a one-tailed probability value of 0.02008590 at a significance level of 0.05. In this way, the discipline variable can mediate between the principal's leadership variable and the performance of elementary school teachers in Lunyuk District.

2. The Influence of Reward Variables on Teacher Performance Through Discipline as a Mediating Variable

$\beta_2 = -0,064$
$SE = 0,073$

Discipline

$\beta_4 = 0,938$
$SE = 0,086$

Reward

Teacher performance

Sobel test statistic: -0.87389372
One-tailed probability: 0.19108807
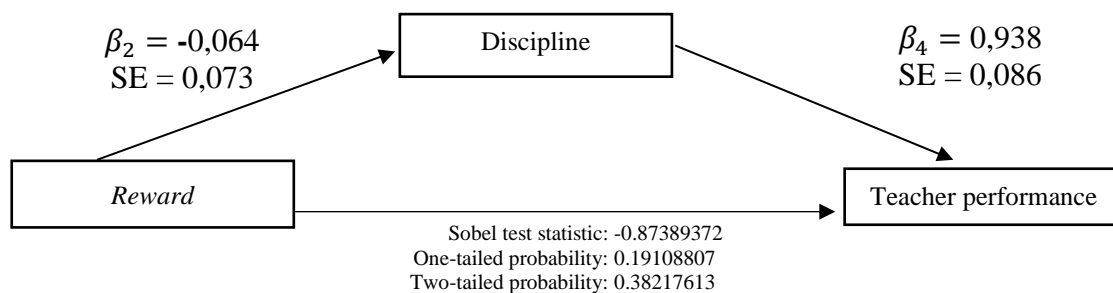Two-tailed probability: 0.38217613

Figure 3. Providing Rewards for Teacher Performance Through Discipline as a Mediating Variable

The test results above show that the mediating role of work discipline on rewards does not have a significant effect and cannot improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is -0.87389372 with a two-tailed probability value of 0.38217613 and a one-tailed probability value of 0.19108807 at a significance level of 0.05. Thus, the discipline variable cannot mediate between the reward variable and the performance of elementary school teachers in Lunyuk District.

3. The Influence of Work Environment Variables on Teacher Performance Through Discipline as a Mediating Variable

$\beta_3 = 0,739$
$SE = 0,110$

Discipline

$\beta_4 = 0,938$
$SE = 0,086$

Lingkungan Kerja

Teacher performance

Sobel test statistic: 5.72014449
One-tailed probability: 0.00000001
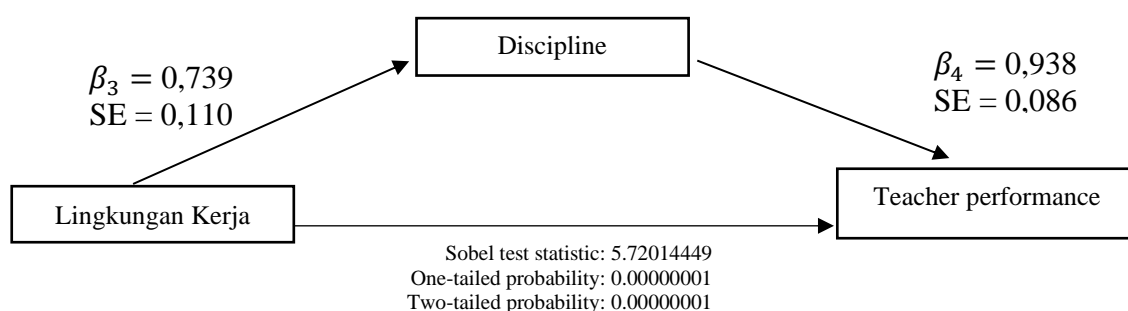Two-tailed probability: 0.00000001

Figure 4. Work Environment on Teacher Performance Through Discipline as a Mediating Variable

The test results above show that the mediating role of work discipline in the work environment has a significant effect on improving the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 5,7201449 with a two-tailed probability value of 0.0000001 and a one-tailed probability value of 0.0000001 at a significance level of 0.05. Thus, discipline variables can mediate between work environment variables and the performance of elementary school teachers in Lunyuk District.

DISCUSSION

The Influence of Principal Leadership on Elementary School Teacher Discipline in Lunyuk District

Based on the results of the multiple linear regression analysis that has been carried out, it can be seen that the t-calculated value of the principal leadership variable is 2.075, with a significance value of 0.040. This shows that the t-calculated value is greater than the t-table value (2.075 > 1.981), where the principal's leadership has a positive and significant effect on the work discipline of elementary school teachers. The results of this research are in accordance with the first hypothesis that there is a positive and significant influence of the principal's leadership on the discipline of elementary school teachers in Lunyuk District. The principal at Lunyuk District Elementary School always provides direction and guidance to every teacher involved so that they are always disciplined in terms of school learning administration, regarding the teaching and learning curriculum, student affairs, as well as facilities and infrastructure. The findings of this research are in line with the results of research from Bejo (2015), which states that the leadership of school principals can improve teacher discipline by implementing several actions, such as providing regular, comprehensive, and direct coaching to teachers. Apart from that, the principal can also provide a motivational spirit for teachers to carry out their duties and obligations at school, so that if the principal can play his leadership role well in the school, a culture of high discipline will be embedded in the existing teachers and staff.

The Influence of Rewards on the Discipline of Elementary School Teachers in Lunyuk District

Based on the results of the multiple linear regression analysis that has been carried out, it can be seen that the t-calculated value of the reward variable is -0.874, with a significance value of 0.384. This shows that the t-calculated value is smaller than the t-table value (-0.874 < 1.981), where giving rewards does not have a significant effect on the work discipline of elementary school teachers. The results of this research are not in accordance with the second hypothesis that there is a positive and significant influence of giving rewards on the discipline of elementary school teachers in Lunyuk District. Judging from the descriptive statistical analysis, the scores obtained from the respondents' answers fall into the good criteria by as much as 52%; however, there are several respondents' scores that also fall into the poor and fair criteria with percentages of 2% and 13%. Providing rewards does not have a significant effect on teacher work discipline. This is because the provision of rewards is not appropriate for non-PNS teachers in several elementary schools in Lunyuk District, resulting in a lack of discipline.

The Influence of the Work Environment on the Discipline of Elementary School Teachers in Lunyuk District

Based on the results of the multiple linear regression analysis that has been carried out, it can be seen that the t-calculated value of the work environment variable is 6.738, with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (6.738 > 1.981), which means that the work environment has a positive and significant effect on the work discipline of elementary school teachers. The results of this research are in accordance with the third hypothesis that there is a positive and significant influence of the work environment on the discipline of elementary school teachers in Lunyuk District. Judging from the descriptive statistical analysis, the scores obtained from respondents' answers show that 60% of the teacher work environment for Lunyuk District Elementary School teachers falls within the very good criteria. This can be seen from the dominance of the scores obtained from respondents' answers in the interval 38–45. On average, the working environment for elementary school teachers in Lunyuk District is good, such as tables and chairs that meet standards, so that with these facilities and infrastructure

it is possible to support education, plus there is the availability of teaching aids for teachers and rooms with open air circulation that are conducive, so that a comfortable working environment will have an impact on teacher discipline.

The Influence of Principal Leadership on Teacher Performance Through Discipline as a Mediating Variable

Based on the results of the Sobel test, it shows that the mediating role of work discipline on the leadership of school principals has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 2.05197794 with a two-tailed probability value of 0.04017181 and a one-tailed probability value of 0.02008590 at a significance level of 0.05. The results of this research are in accordance with the fourth hypothesis that there is a positive and significant influence of the principal's leadership on teacher performance through discipline as a mediating variable. These results show that better leadership from school principals will have an impact on increasing teacher work discipline and will also improve the performance of elementary school teachers in Lunyuk District.

The Effect of Rewards on Teacher Performance Through Discipline as a Mediating Variable

Based on the results of the Sobel test, it shows that the mediating role of work discipline on rewards does not have a significant effect and cannot improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is -0.87389372 with a two-tailed probability value of 0.38217613 and a one-tailed probability value of 0.19108807 at a significance level of 0.05. Thus, the discipline variable cannot mediate between the reward variable and the performance of elementary school teachers. The results of this research are not in accordance with the

fifth hypothesis that there is a positive and significant influence of giving rewards on teacher performance through discipline as a mediating variable. Several elementary schools in Lunyuk District still have teachers whose discipline is lacking, for example, arriving late to school and having incomplete school administration. This is because the wages promised to teachers who work overtime at school are not given on time, which has an impact on teacher performance in the future. Not only that, this reward problem is also evidenced by the lack of appreciation from the school, both morally and materially, for teachers, so that their performance is less than optimal.

The Influence of the Work Environment on Teacher Performance Through Discipline as a Mediating Variable

Based on the results of the Sobel test, it shows that the mediating role of work discipline in the work environment has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 5.7201449 with a two-tailed probability value of 0.0000001 and a one-tailed probability value of 0.0000001 at a significance level of 0.05. Thus, discipline variables can mediate between work environment variables and the performance of elementary school teachers in Lunyuk District. The results of this research are in accordance with the sixth hypothesis that there is a positive and significant influence of the work environment on teacher performance through discipline as a mediating variable. On average, the working environment for elementary school teachers in Lunyuk District is good, with sufficient facilities and infrastructure as well as conducive conditions that make it comfortable for teachers to work, and teacher performance also increases.

The Influence of Discipline on Teacher Performance

Based on the results of the analysis that has been carried out, it can be seen that the t-calculated value of the discipline variable is 10.855, with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (10.855 > 1.981), which means teacher work discipline has a positive and significant effect on the performance of elementary school teachers. The results of this research are in accordance with the seventh hypothesis that there is a positive and significant influence of work discipline on the performance of elementary school teachers in Lunyuk District. From the descriptive analysis, teacher work discipline for elementary school teachers in Lunyuk District is 48% and is in the good category. This means that high work discipline will also tend to improve teacher performance when teaching at school.

CONCLUSION

1. The influence of the principal's leadership variable on teacher discipline obtained a t-count result of 2.075 with a significance value of 0.040. This shows that the t-calculated value is greater than the t-table value (2.075 > 1.981), where the principal's leadership has a positive and significant effect on the work discipline of elementary school teachers.

2. The influence of the reward variable on teacher discipline obtained a t-calculated value of -0.874 with a significance value of 0.384. This shows that the t-calculated value is smaller than the t-table value (-0.874 < 1.981), where giving rewards does not have a significant effect on the work discipline of elementary school teachers.

3. The influence of work environment variables on teacher discipline obtained a t-count value of 6.738 with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (6.738 > 1.981), which means that the work environment has a positive and significant effect on the work discipline of elementary school teachers.

4. The results of the Sobel test show that the mediating role of work discipline on the leadership of school principals has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 2.05197794 with a two-tailed probability value of 0.04017181 and a one-tailed probability value of 0.02008590 at a significance level of 0.05.

5. The results of the Sobel test show that the mediating role of work discipline on rewards does not have a significant effect and cannot improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is -0.87389372 with a two-tailed probability value of 0.38217613 and a one-tailed probability value of 0.19108807 at a significance level of 0.05.

6. The results of the Sobel test show that the mediating role of work discipline in the work environment has a significant effect, which can improve the performance of elementary school teachers in Lunyuk District. This can be seen in the Sobel test results, where the value is 5.7201449 with a two-tailed probability value of 0.0000001 and a one-tailed probability value of 0.0000001 at a significance level of 0.05.

7. From the results of the analysis that has been carried out, it can be seen that the t-calculated value of the discipline variable is 10.855, with a significance value of 0.000. This shows that the t-calculated value is greater than the t-table value (10.855 > 1.981), which means teacher work discipline has a positive and significant effect on the performance of elementary school teachers.

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