

The Influence of Academic Supervision and Transformational Leadership on Discipline and Its Implications for the Performance of Private Elementary School (SD) Teachers in Bekasi Regency

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Abstract - This research aims to determine the effect of Academic Supervision on Performance; the influence of Transformational Leadership on Performance; the influence of Academic Supervision on Discipline; the influence of Transformational Leadership on Discipline; the influence of discipline on performance; indirect influence of Academic Supervision on Performance with Discipline as an Intervening Variable; and the indirect influence of Transformational Leadership on Performance with Discipline as an Intervening Variable for Private Elementary School Teachers in Bekasi Regency. This research uses quantitative research with a correlational approach. The research was conducted at a private elementary school in Bekasi Regency. The time of the research is June to December 2024. The population is private elementary school teachers in Bekasi Regency, totaling 2680 teachers spread across 4 (four) sub-districts. The sampling technique used is proportional random sampling. The sample size was 235 people. Data were collected using a questionnaire developed based on a grid prepared based on the theory used in this research. Data analysis uses the Structural Equation Modeling (SEM) approach and data is analyzed using Smart PLS. The findings of this research indicate that Academic Supervision has a positive and significant effect on performance; Transformational Leadership has a positive and significant effect on Performance; Academic Supervision has a positive and significant effect on Discipline; Transformational Leadership has a positive and significant effect on Discipline; Discipline has a positive and significant effect on performance; Academic Supervision has a positive and significant effect on Performance through Discipline; and Transformational Leadership has a positive and significant effect on Performance through Discipline of Private Elementary School Teachers in Bekasi Regency. This research has implications when wanting to improve the performance of private elementary school teachers, it is necessary to improve academic supervision and transformational leadership so that their discipline increases, which in turn improves their performance.

Keywords – Academic Supervision; Performance; Transformational Leadership Discipline

INTRODUCTION

Regarding the context of education, especially in Bekasi Regency, the challenge of improving the quality of learning is very relevant. Teacher discipline, which includes aspects such as regularity, responsibility, and commitment to tasks, is a key factor that can affect the effectiveness of the teaching and learning process [1]. Therefore, a systematic effort is needed to

understand how academic supervision and leadership can contribute to creating an environment that supports discipline [2].

Academic supervision as a form of supervision and coaching has a strategic role in improving teacher competence [3]. With good supervision, teachers can get constructive feedback, as well as guidance in the teaching and learning process [4]. In addition, transformational

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leadership, which is characterized by a leader's ability to inspire and motivate its members, is also an important element in creating a culture of discipline in school. [5] Leaders who can prioritize vision, give individual attention to teachers, and build a collaborative work atmosphere are expected to strengthen teacher discipline, which in turn has a positive impact on teacher performance [6].

Academic supervision, as one of the important factors in the development of teacher professionalism, aims to improve the quality of teaching through a more collaborative and reflective approach [7]. Supervision that involves constructive feedback contributes to increased discipline and teacher involvement in the learning process [8].

On the other hand, transformational leadership has also been proven to play a major role in improving teacher performance [9]. Leadership that can inspire, provide clear direction, and provide opportunities for teachers to develop through more independent decision-making will encourage the improvement of the quality of education. Transformational leaders not only motivate their members to achieve short-term goals but also to develop their potential in

the long term, which in turn can affect work discipline and better performance [10]. Teacher discipline as the main factor in classroom management and the achievement of educational goals has also been the focus of various research [11]. High discipline is closely related to the teacher's ability to manage time, maintain the quality of teaching, and commit to the tasks given.

However, many private elementary schools in Bekasi Regency still face discipline problems among teachers, which has an impact on low performance in the learning process. This problem encourages the need for further studies on the influence of academic supervision and transformational leadership on teacher discipline and performance. This research is expected to provide in-depth insights and recommendations for school principals and education managers to improve the quality of education so that they can produce qualified graduates who are ready to face future challenges. Thus, the focus of this research is not only useful for understanding the relationship between existing variables but also to make a real contribution to improving educational practices in private elementary schools in Bekasi Regency.

Table 1. Implementation of Values According to the Perception of Private Elementary School Teachers in Bekasi Regency, West Java Province

Criterion	Sample of Private Elementary School Teachers in Bekasi Regency	
	Sum	%
Excellent	5	9,9
Good	5	13,2
Keep	7	16,4
Not good	11	26,3
Very bad	12	33,2
Sum	40	100,0

Source: Pre-research results 2024

Table 1. shows that there are still 12 people (35%) who are very poor in individual values according to the perception of private elementary school teachers in Bekasi Regency, West Java

Province. Thus, the needs and demands of the perception of private elementary school teachers in Bekasi Regency, West Java Province in the community need to be improved.

Table 2. Performance of Private Elementary School Teachers in Bekasi Regency, West Java Province

Criterion	2023		2022	
	Sum	%	Sum	%
Tall	8	14	8	14
Keep	12	27	13	28
Low	20	59	19	58
Sum	40	100	40	100

Source: Bekasi Regency Education Office 2022-2023

The table above provides an understanding that, in 2023, out of 40 private elementary school teachers in Bekasi Regency in West Java Province, only 8 people (13%) already have high performance, while the low ones reach 20 people (59%). In 2022, out of 40 people, only 8 people (14%) are high performers, and 19 people (58%) are low performers.

Many previous studies have examined the factors influencing Discipline related to Transformational Leadership and Academic Supervision, but still produce different findings between studies. *First*, The Influence of Academic Supervision on Performance also obtained significant results [12]-[13]-[14]-[15]-[16]. *Second*, the relationship between Transformational Leadership and Performance has positive and significant results [17]-[18]-[19]-[20] and insignificant results [21]. *Third*, the relationship between Discipline and Performance has positive results [22]-[23]-[24]-[25] and insignificant results [26]-[27].

The Influence of Academic Supervision on Performance

The influence of academic supervision and work motivation on teacher performance shows that good supervision can encourage increased motivation, which in turn has a positive effect on teacher performance [12]. The relationship between the managerial ability of school principals and academic supervision in improving teacher performance [13]. The focus is on the effectiveness of academic supervision at Permata Bangsa Binjai Elementary School, which shows that the proper implementation of supervision can contribute significantly to teacher performance, by providing constructive feedback and relevant training [14].

Hakim (2024) also discussed the influence of school principals' leadership and academic supervision on teacher performance. The results of the study show that effective leadership and quality academic supervision will encourage better teacher performance, creating a more productive atmosphere in schools. Overall, these studies show that academic supervision has a significant impact on improving teacher performance [15]. Well-done academic supervision not only improves teacher performance but also improves the overall quality of education [12]-[13]-[14]-[15]-[6].

H1: There is an influence of transformational leadership on Performance

The Influence of Transformational Leadership on Performance

Aini, Hariri, & Rini (2024) in their research examine the influence of transformational leadership and organizational culture on teacher performance in schools. The results of the study show that these two factors have a significant impact on improving teacher performance. Inspiring leadership and a supportive organizational culture can create a more productive work environment for teachers, which in turn contributes to better quality learning [17]. Balela et al. (2024) in their research investigated the influence of transformational leadership of school principals, work culture, and organizational commitment on teacher performance at State Junior High School, North Banjarmasin District. The results show that transformational leadership and a good work culture contribute greatly to teacher performance. Organizational commitment was also found to play an important role in creating higher motivation and morale among teachers [18].

As well as Windiawan, Hartinah, & Habibi (2024) in their research exploring the influence of transformational leadership and work motivation of school principals on teacher performance in elementary schools. The results show that the work motivation provided by the principal, along with a supportive and empowering leadership style, can increase teachers' morale and have a positive impact on their performance [9]. These studies consistently highlight the importance of transformational leadership in improving teacher performance. Visionary, supportive, and focused leadership on teacher empowerment has proven to be a key factor in creating a productive educational environment. In addition, factors such as organizational culture, organizational commitment, creativity, and work motivation also contribute significantly to teacher performance, which ultimately improves the quality of learning in schools [17]-[18]-[19]-[20].

H2: There is an Influence of Transformational Leadership on Performance

The Influence of Academic Supervision on Discipline

The influence of transformational leadership, academic supervision, and work commitment on teacher discipline at SDN South Banjarmasin District. This study found that these three factors have a significant influence on teachers' work discipline. Strong transformational leadership and effective academic supervision can increase teachers' work commitment, which in turn has a positive impact on their work discipline [11]. Doko, Niha, & Manafe (2022) in this study review the influence of teacher competence and academic supervision on teacher performance through work discipline as a mediating variable. This study shows that teacher competence and good academic supervision have a direct relationship with work discipline, which ultimately affects the improvement of teacher performance. Work discipline plays a key factor in improving the effectiveness of teacher performance [27].

Ruiyah, & Elpisah (2022) in this study analyzed the influence of academic supervision on teachers' work discipline during the Covid-19

pandemic. The study found that although the pandemic conditions present challenges, academic supervision that is still well done can maintain and even improve teachers' work discipline. A flexible approach to supervision during the pandemic has proven to be effective in maintaining teachers' motivation and work discipline [28]. Overall, it shows that academic supervision, effective leadership, personality competence, and infrastructure support have a significant influence on teachers' work discipline. These factors play an important role in improving the performance and effectiveness of education, both under normal conditions and during the pandemic. Teachers' work discipline has proven to be the key in creating a productive and quality educational environment [11]-[27]-[28]-[29]-[30].

H3: There is an Influence of Academic Supervision on Discipline

The Influence of Transformational Leadership on Discipline

Andriani and Ramadhani (2023) examined the influence of transformational leadership, work environment, and incentives on work discipline in the Tunas Setia Baru Multi-Business Cooperative, Pasuruan Regency. The results of the study show that transformational leadership has a significant influence on work discipline, where this influence is mediated by work environment factors and incentives provided to employees [31]. Hidayah et al. (2023) analyzed the relationship between transformational leadership style and perceived *organizational support* on the work discipline of employees of the NGO Aliansi Tajam, with job satisfaction as an intervening variable. The study found that transformational leadership and organizational support had a positive effect on job satisfaction, which in turn improved employee work discipline. The emphasis in this article is on the important role of job satisfaction in improving work discipline [32].

Rasyid (2020) focuses on the influence of transformational leadership on employee work discipline at the Tabalong Regency Youth, Sports, and Tourism Office. The results of this

study show that transformational leadership plays a big role in improving employee work discipline, with the motivation and empowerment factors provided by leaders as the main key [33]. Therefore, some of the previous studies above show that transformational leadership has a significant influence on work discipline in various organizational contexts, be it in cooperatives, non-governmental organizations, schools, or government agencies. These studies underscore the importance of a leadership style that motivates, empowers, and supports employees to achieve high levels of discipline [31]-[32]-[33]-[34]-[35].

H4: There is a significant influence between Transformational Leadership and Discipline

The Influence of Discipline on Performance

Ariyanto, Dura, & Bukhori (2024) in their research analyzed the relationship between work environment, work motivation, and work discipline on teacher performance at Kidsstar School Makassar. This study found that these three factors have a significant influence on teacher performance, with work discipline being the most dominant factor. A conducive work environment and high motivation also support the improvement of teacher performance. Fitria, & Limgiani (2024) in their research conducted a literature review to explore the relationship between workload and work discipline on teacher performance. This article concludes that excessive workload can reduce teacher performance, while good work discipline can improve performance. This research highlights the importance of workload management and discipline to support teacher effectiveness.

Some of the previous studies above, it show that work motivation, work discipline, and leadership style play an important role in improving teacher performance. Work discipline is often the main factor affecting performance, while motivation and work environment also contribute significantly. Leadership styles that support teacher participation have also proven to be effective in improving their work output. Comprehensive management of these factors can

have a positive impact on improving teacher performance at various levels of education [22]-[23]-[24]-[25]-[36].

H5: There is a significant influence between Discipline and Performance

H6: There is a significant influence between Academic Supervision on Performance through Discipline

H7: There is a significant influence between Transformational Leadership on Performance through Discipline

OBJECTIVES OF THE STUDY

The existence of this research gap is very interesting in making Transformational Leadership and Academic Supervision factors that affect Discipline. Transformational Leadership, Academic Supervision, and Discipline are the focus of this research because they play an important role in determining Performance. Discipline is created from a combination of various factors, including education, Academic Supervision, Transformational Leadership, work environment, personal motivation, and the influence of technology.

All these factors interact with each other and influence each other, thus forming the Discipline necessary to carry out the task well. By understanding these factors, organizations can design more effective Discipline development strategies for employees, thereby improving individual and organizational performance as a whole.

The above study shows that factors, Academic Supervision as transformational Leadership, and Discipline are considered to have an impact on Performance, but are not consistent, so there is still a *research gap*, so it is still necessary to conduct a more in-depth assessment, especially in the field of Performance. According to the above context, this study aims to investigate the Influence of Academic Supervision and Transformational Leadership on Discipline and Its Impact on the Performance of Private Elementary School Teachers in Bekasi Regency".

MATERIALS AND METHOD

This research was conducted in Private Elementary School Teachers in Bekasi Regency, West Java Province. The research time is from June to December 2024. Private elementary schools in Bekasi Regency, West Java Province, are an integral part of the education system in this area. Bekasi Regency, located near the capital city of Jakarta, has a sizable population with social and economic diversity.

In this study, the population is Private Elementary School Teachers in Bekasi Regency, West Java Province which totals 2680 teachers spread across 4 sub-districts which include South Tambun District, North Cikarang District, Babelan District, West Cikarang District, and South Cikarang District. The sample in this study is part of the population taken, namely part of 235

Private Elementary School Teachers in Bekasi Regency, West Java Province.

Data collection in the study was carried out from the results of the questionnaire that had been distributed to respondents (Private Elementary School Teachers in Bekasi Regency). The Data Analysis Methods in this study include: Descriptive Statistics and Inferential Statistical Analysis. As for the Analysis Tools and Statistical Tests, they include: Validity and Reliability Test; Measurement Method (Outer Model) - Convergent Validity, Discriminant Validity, and Composite Reliability; Inner Model - R square (R²), Effect Size (f²), Prediction relevance (Q²), and Path Coefficient.

RESULTS AND DISCUSSION

Table 3. Value Loading Factor

	Discipline	Transformational Leadership	Performance	Academic Supervision
DSP1	0,754			
DSP2	0,846			
DSP3	0,855			
DSP4	0,792			
DSP5	0,729			
DSP6	0,817			
DSP7	0,760			
DSP8	0,705			
DSP9	0,727			
KIN1			0,701	
KIN10			0,750	
KIN11			0,723	
KIN12			0,732	
KIN13			0,712	
KIN14			0,700	
KIN15			0,803	
KIN16			0,770	
KIN2			0,704	
KIN3			0,704	
KIN4			0,708	
KIN5			0,780	
KIN6			0,746	
KIN7			0,736	
KIN8			0,770	
KIN9			0,709	
KT1		0,759		
KT2		0,761		
KT3		0,726		
KT4		0,725		
KT5		0,762		
KT6		0,757		

KT7	0,762
KT8	0,776
KT9	0,769
SA1	0,704
SA10	0,756
SA11	0,762
SA12	0,710
SA13	0,770
SA2	0,733
SA3	0,763
SA4	0,770
SA5	0,737
SA6	0,760
SA7	0,723
SA8	0,759
SA9	0,755

Source: Data processed by SmartPLS v.3.2.9 (2024)

Based on the data presented in Table 3, it is known that most of the indicators of the research variables have an outer loading value of ≥ 0.7 . According to Ghozali (2020), the outer loading value between 0.5 and 0.6 is considered adequate to meet the convergence validity criteria. The data also showed that none of the variable indicators had an outer loading value

below 0.5, so all indicators were considered valid and suitable for use in the study and could be further analyzed.

Table 4. Composite Reliability

	Composite Reliability
Performance	0,891
Discipline	0,885
Academic Supervision	0,890
Transformational Leadership	0,846

Source: Data processed by SmartPLS v.3.2.9 (2024)

Table 4 Cross Loading

	Discipline	Transformational Leadership	Performance	Academic Supervision
DSP1	0,754	0,116	0,470	0,601
DSP2	0,846	0,191	0,544	0,695
DSP3	0,855	0,317	0,538	0,686
DSP4	0,792	0,266	0,452	0,560
DSP5	0,729	0,133	0,398	0,565
DSP6	0,817	0,277	0,408	0,669
DSP7	0,760	0,128	0,469	0,669
DSP8	0,195	0,154	0,153	0,105
DSP9	0,275	0,158	0,160	0,160
KIN1	0,190	0,586	0,611	0,154
KIN10	0,395	0,104	0,750	0,610
KIN11	0,475	0,134	0,723	0,543
KIN12	0,501	0,106	0,732	0,571
KIN13	0,279	0,178	0,712	0,487
KIN14	0,378	0,151	0,700	0,528
KIN15	0,379	0,123	0,803	0,573

KIN16	0,447	0,136	0,770	0,613
KIN2	0,171	0,543	0,614	0,179
KIN3	0,109	0,574	0,614	0,104
KIN4	0,184	0,502	0,618	0,135
KIN5	0,550	0,101	0,780	0,578
KIN6	0,527	0,113	0,746	0,627
KIN7	0,412	0,115	0,736	0,566
KIN8	0,433	0,104	0,697	0,576
KIN9	0,409	0,110	0,709	0,582
KT1	0,147	0,587	0,108	0,174
KT2	0,121	0,613	0,126	0,195
KT3	0,179	0,726	0,132	0,138
KT4	0,177	0,252	0,116	0,148
KT5	0,123	0,624	0,137	0,158
KT6	0,139	0,757	0,175	0,109
KT7	0,129	0,616	0,124	0,151
KT8	0,191	0,776	0,130	0,158
KT9	0,185	0,769	0,119	0,148
SA1	0,450	0,147	0,718	0,704
SA10	0,462	0,119	0,372	0,557
SA11	0,686	0,281	0,308	0,616
SA12	0,725	0,185	0,408	0,791
SA13	0,837	0,179	0,606	0,877
SA2	0,439	0,170	0,763	0,733
SA3	0,336	0,144	0,669	0,693
SA4	0,412	0,151	0,607	0,699
SA5	0,226	0,129	0,192	0,373
SA6	0,384	0,129	0,427	0,603
SA7	0,569	0,178	0,521	0,723
SA8	0,472	0,103	0,311	0,588
SA9	0,471	0,112	0,364	0,545

Source: Data processed by SmartPLS v.3.2.9 (2024)

Based on the data presentation in the table above, it can be seen that each indicator in the research variable has the largest cross-loading value in the variable it forms compared to the cross-loading value in other variables. Based on

the results obtained, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables.

Table 5. R Measurement Results²

	R Square	Adjusted R Square	Criterion
Discipline	0,654	0,647	Moderate
Performance	0,611	0,599	Moderate

Source: Data processed by SmartPLS v.3.2.9 (2024)

The R-square value of the Performance variable is 0.611 or in other words, the Performance variable is influenced by other variables in the model by 61.1%. Variables that affect performance include Academic Supervision, Transformational Leadership, and Discipline. The remaining 38.9% is influenced by other factors outside the model.

The R-square value of the Discipline variable is 0.654 or in other words, the Discipline variable is influenced by other variables in the model by 65.4%. Variables that affect Discipline include Academic Supervision and Transformational Leadership. The remaining 34.6% was influenced by other factors outside the model. Both R-square values are categorized as

high and moderate referring to their criteria (high, moderate, weak). This means that the variables in the model have a greater influence on the affected

variables than other factors that come from outside the model.

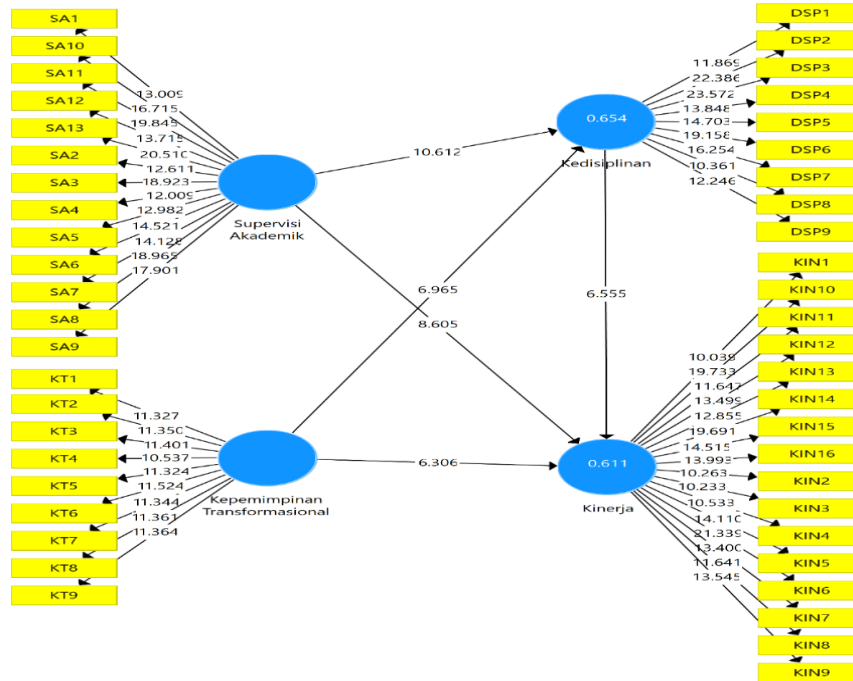


Fig 1 Model Significance Test Bootstrapping
 Source: Data processed by SmartPLS v.3.2.9 (2024)

Analysis of Bootstrapping produces a value contained in the coefficient for each relationship, between the highest values that can be seen from the relationship that occurs, namely Academic Supervision to Performance with a coefficient value of 0.909. while the lowest value can be seen from Discipline to Performance with a coefficient value of 0.137.

Based on the results of the SmartPLS v.3.2.9 calculation, the T-statistical value obtained in this study shows that all relationships between latent variables are stated to have a positive and significant influence because they have a T-statistical value above 1.652.

Table 6. Results of Direct Hypothesis Testing

	Original Sample (O)	T Statistical (O/STDEV)	P Values
Discipline -> Performance	0,507	6,555	0,048
Transformational Leadership -> Discipline	0,512	6,965	0,000
Transformational Leadership -> Performance	0,503	6,306	0,000
Academic Supervision -> Discipline	0,782	10,612	0,000
Academic Supervision -> Performance	0,842	8,605	0,000

Source: Data processed by SmartPLS v.3.2.9 (2024)

After the bootstrapping process on the measurement model, the results of hypothesis testing are obtained as follows:

H1: There is a significant influence of Academic Supervision on Discipline

From the results of the path coefficient obtained, the influence of Academic Supervision on Discipline has a coefficient value of 0.782 with a T-Statistics of $10.612 \geq 1.652$ and a P-value of $0.000 \leq 0.05$, which explains that the influence is positive and significant. A positive value on the parameter coefficient means that the higher the Academic Supervision, the higher the Discipline, then H1 is accepted.

H2: There is a significant influence of Transformational Leadership on Discipline

From the results of the path coefficients obtained, the influence of Transformational Leadership on Discipline has a coefficient value of 0.512 with a T-Statistics of $6.965 \geq 1.652$ and a P-value of $0.000 \leq 0.05$ which explains that the influence is positive and significant. A positive value on the parameter coefficient means that the higher the Transformational Leadership, the higher the Discipline, then H2 is accepted.

H3: There is a significant influence of Academic Supervision on Performance

From the results of the path coefficient obtained, the influence of Academic Supervision

on Performance has a coefficient value of 0.842 with a T-Statistics of $8.605 \geq 1.652$ and a P-value of $0.000 \leq 0.05$ which explains that the influence is positive and significant. A positive value on the parameter coefficient means that the higher the Academic Supervision, the higher the Performance, then H3 is accepted.

H4: There is a significant influence of Transformational Leadership on Performance

From the results of the path coefficient obtained, the influence of Transformational Leadership on Performance has a coefficient value of 0.503 with a T-Statistics of $6.306 \geq 1.652$ and a P-value of $0.000 \leq 0.05$ which explains that the influence is positive and significant. A positive value on the parameter coefficient means that the higher the Transformational Leadership, the higher the Performance, then H4 is accepted.

H5: There is a significant influence of Discipline on Performance

From the results of the path coefficient obtained, the influence of Discipline on Performance has a coefficient value of 0.096 with a T-Statistics of $6.555 \geq 1.652$ and a P-value of $0.048 \leq 0.05$ which explains that the influence is positive and significant. A positive value on the parameter coefficient means that the higher the Discipline, the higher the Performance, then H5 is accepted.

Table 7. Results of Hypothesis Test Indirect

	Original Sample (O)	T Statistical (O/STDEV)	P Values
Academic Supervision -> Discipline -> Performance	0,456	4,663	0,001
Transformational Leadership -> Discipline -> Performance	0,404	4,791	0,008

Source: Data processed by SmartPLS v.3.2.9 (2024)

H6: There is a significant influence of Academic Supervision on Performance through Discipline

The results of the path coefficient obtained by the influence of Discipline, it can mediate the relationship between the influence of Academic Supervision on Performance has a path coefficient value of 0.456 with a T-statistic of $4.663 \geq 1.652$ and a P-value of $0.001 \leq 0.05$ which illustrates that there is a significant

influence of Academic Supervision on Performance through Discipline. Thus, it can be concluded that if this mediation is accepted, then H₆ is accepted.

H7: There is a significant influence of Transformational Leadership on Performance through Discipline

From the results of the path coefficient obtained, the influence of Discipline can mediate the relationship between the influence of

Transformational Leadership on Performance has a path coefficient value of 0.404 with a T-statistic of $4.791 \geq 1.652$ and a P-value of $0.008 \leq 0.05$ which illustrates that there is a significant influence of Transformational Leadership on Performance through Discipline. Thus, it can be concluded that if this mediation is accepted, then H_7 is accepted.

The Direct Influence of Academic Supervision on Performance

The results of the test conducted using the bootstrapping method show that the first hypothesis is accepted, thus it can be concluded that there is a positive and significant influence between Academic Supervision and the Performance of Private Elementary School Teachers in Bekasi Regency. The findings of this study are relevant to previous research, one of which according to research conducted by Astuti et al. (2024) highlights the influence of academic supervision and work motivation on teacher performance, showing that good supervision can encourage increased motivation, which in turn has a positive effect on teacher performance [12]. This article underlines the importance of the role of leaders in motivating and providing clear direction to teachers.

Budiati et al. (2024) also discussed the relationship between the managerial ability of school principals and academic supervision in improving teacher performance. This study highlights the importance of well-conducted supervision by school principals, as well as their managerial ability in creating an environment conducive to improving the quality of teaching [13]. In Erwita et al. (2024), the focus is on the effectiveness of academic supervision at Permata Bangsa Binjai Elementary School, which shows that the proper implementation of supervision can contribute significantly to teacher performance, by providing constructive feedback and relevant training [14]. Hakim (2024) also discussed the influence of school principals' leadership and academic supervision on teacher performance [15]. The results of the study show that effective leadership and quality academic supervision will

encourage better teacher performance, creating a more productive atmosphere in schools.

Finally, Sahrul et al. (2024) evaluated the implementation of academic supervision at SMPN 1 Bima Regency [16]. The study reveals that although academic supervision is well done, there are challenges in implementation that require more attention to the provision of resources and improving the quality of feedback for teachers. Overall, these studies show that academic supervision has a significant impact on improving teacher performance. Other factors such as the principal's managerial ability, teachers' work motivation, and effective leadership also contribute to creating an environment that supports the development of teachers' professionalism. Academic supervision that is done well not only improves teacher performance but also improves the overall quality of education.

Academic supervision is an effort made by a supervisor, such as a principal or supervisor, to guide and improve the professional competence of teachers. This supervision focuses on academic aspects, such as learning planning, learning implementation, and evaluation of learning outcomes. This process has a significant positive impact on teacher performance because it creates an environment conducive to professional development and improving the quality of learning in the classroom.

One of the main reasons why academic supervision has a positive impact is because, through these activities, teachers get constructive feedback. This feedback helps teachers understand the strengths and weaknesses of the learning strategies they use. With the right guidance, teachers can improve teaching methods, increase understanding of the curriculum, and implement more innovative learning techniques. This ultimately contributes to improving teachers' performance in delivering material effectively to students.

The positive influence of academic supervision on teacher performance is also reflected in the increase in teachers' confidence and job satisfaction. When teachers feel supported and guided in carrying out their duties,

they are more motivated to work hard and innovate. This support creates a greater sense of professional responsibility, which ultimately improves the quality of teaching and student learning outcomes. In other words, academic supervision not only develops teachers' competencies but also improves their morale and the quality of their interactions with students.

The Direct Influence of Transformational Leadership on Performance

The results of the test conducted using the bootstrapping method show that the second hypothesis is accepted, thus it can be concluded that there is a positive and significant influence between Transformational Leadership and the Performance of Private Elementary School Teachers in Bekasi Regency. The findings of this study are relevant to previous research, one of which is according to research conducted by Aini, Hariri, & Rini (2024) in their research examining the influence of transformational leadership and organizational culture on teacher performance in schools [17]. The results of the study show that these two factors have a significant impact on improving teacher performance. Inspiring leadership and a supportive organizational culture can create a more productive work environment for teachers, which in turn contributes to better quality learning.

Turmuzi, Citriadin, & Kusaeri (2024) in their research discuss the relationship between transformational leadership and madrasah teacher performance. It was found that transformational leadership applied by madrasah heads can improve teacher performance, both in teaching aspects and in professional attitudes [19]. Madrasah heads who support teachers' self-development through a visionary approach have proven to be effective in improving the quality of education in madrasahs. Widiartina, Suriansyah, & Aslamiah (2024) in their research examined the relationship between the transformational leadership of school principals, teacher creativity, and job satisfaction on teacher performance in Junior High Schools (SMP) in Tanjung District, Tabalong Regency [20]. The results of the study show that transformational leadership that

prioritizes creativity and attention to teachers' job satisfaction can motivate teachers to give their best in the learning process.

As well as Windiawan, Hartinah, & Habibi (2024) in their research exploring the influence of transformational leadership and work motivation of school principals on teacher performance in elementary schools [20]. The results show that the work motivation provided by the principal, along with a supportive and empowering leadership style, can increase teachers' morale and have a positive impact on their performance. The above research consistently highlights the importance of transformational leadership in improving teacher performance. Visionary, supportive, and focused leadership on teacher empowerment has proven to be a key factor in creating a productive educational environment. In addition, factors such as organizational culture, organizational commitment, creativity, and work motivation also contribute significantly to teacher performance, which ultimately improves the quality of learning in schools.

Transformational leadership is a leadership style that inspires, motivates, and empowers individuals to go beyond their boundaries to achieve a common goal. In the context of education, this leadership style is particularly relevant because the principal or leader has an important role in creating an environment that supports the professional development of teachers. Through this approach, a leader not only provides direction but also builds a strong emotional connection with teachers, thus being able to arouse their enthusiasm and commitment to work.

In addition, transformational leadership encourages the creation of a clear and inspiring vision in the school environment. When leaders can deliver a motivating and relevant vision, teachers feel emotionally involved in achieving those goals. They are more likely to work proactively, show high dedication, and collaborate with colleagues to create innovations in learning. This ultimately increases work efficiency and effectiveness, which is reflected in

student learning outcomes and school stakeholder satisfaction.

Another important factor is the individual attention given by transformational leaders. Leaders not only focus on achieving school targets but also care about teachers' personal needs and career development. By providing personal support, such as coaching, mentoring, or even simply listening to their problems, leaders create a sense of trust and loyalty from teachers. This support helps teachers to overcome work obstacles, improve their competence, and feel more confident in carrying out their duties.

Thus, transformational leadership has been proven to be able to create a conducive work environment, full of inspiration, and support teachers' professional development. This leadership style not only improves individual teacher performance but also encourages collective success in achieving greater educational goals.

The Direct Influence of Academic Supervision on Discipline

The results of the test conducted using the bootstrapping method show that the third hypothesis is accepted, thus it can be concluded that there is a positive and significant influence between Academic Supervision and Discipline in Private Elementary School Teachers in Bekasi Regency.

The findings of this study are relevant to previous research, one of which is according to research conducted by Aji, Aslamiah, & Mahrta (2024) in this study examines the influence of transformational leadership, academic supervision, and work commitment on teacher discipline at SDN South Banjarmasin District. This study found that these three factors have a significant influence on teachers' work discipline. Strong transformational leadership and effective academic supervision can increase teachers' work commitment, which in turn has a positive impact on their work discipline.

Doko, Niha, & Manafe (2022) in this study review the influence of teacher competence and academic supervision on teacher

performance through work discipline as a mediating variable [27]. This study shows that teacher competence and good academic supervision have a direct relationship with work discipline, which ultimately affects the improvement of teacher performance. Work discipline plays a key factor in improving the effectiveness of teacher performance.

Masnan, Haryati, & Sudana (2024) in this research discuss the influence of academic supervision, personality competence, and infrastructure facilities on teachers' work discipline [29]. The results of the study show that these three factors have a significant effect on teachers' work discipline. Structured academic supervision and adequate infrastructure support help improve work discipline, while teachers' personality competencies also play an important role.

Nadeak (2022) in his research examines the influence of school principals' leadership and academic supervision on teachers' work discipline at SMP Negeri 3 Harian [30]. The results of the study show that effective leadership and good academic supervision can improve teachers' work discipline. Inspiring leadership and support from the principal are key factors in improving work discipline in schools.

Ruiyah, & Elpisah (2022) in this study analyzed the influence of academic supervision on teachers' work discipline during the Covid-19 pandemic [28]. The study found that although the pandemic conditions present their challenges, academic supervision that is still well done can maintain and even improve teachers' work discipline. A flexible approach to supervision during the pandemic has proven to be effective in maintaining teachers' motivation and work discipline.

Overall, it shows that academic supervision, effective leadership, personality competence, and infrastructure support have a significant influence on teachers' work discipline. These factors play an important role in improving the performance and effectiveness of education, both under normal conditions and during the pandemic. Teachers' work discipline has proven

to be the key to creating a productive and quality educational environment.

Academic supervision is a systematic effort to improve the quality of education by assisting teachers in developing their pedagogic, professional, and managerial competencies. This process includes coaching, guidance, and evaluation carried out by the principal or education supervisor. Academic supervision helps teachers to understand the standards of professionalism and their responsibilities in managing the learning process optimally. With direct guidance, teachers are more encouraged to comply with rules and procedures that support the quality of teaching, thereby improving their discipline.

Through academic supervision, teachers get constructive feedback on their strengths and weaknesses in teaching. This process not only helps teachers improve their shortcomings but also increases their confidence and motivation to continue to improve. When teachers feel supported in carrying out their duties, they tend to show a higher commitment to their responsibilities. This has implications for discipline, both in terms of attendance, learning preparation, and the consistent implementation of other tasks.

Research shows that academic supervision has a positive and significant influence on teacher discipline. This is due to the existence of constructive controls, which are not only supervising but also providing direction for improvement. Supervision carried out with a humanist approach, for example, can encourage teachers to make discipline part of their professional integrity. Thus, academic supervision is not only a control mechanism but also a means of empowerment that encourages teachers to act more disciplined for the success of the learning process.

The Direct Influence of Transformational Leadership on Discipline

The results of the test conducted using the bootstrapping method show that the fourth hypothesis is accepted, thus it can be concluded that there is a positive and significant influence

between Transformational Leadership and Discipline in Private Elementary School Teachers in Bekasi Regency. The findings of this study are relevant to previous research, one of which is according to research conducted by Andriani and Ramadhani (2023) examining the influence of transformational leadership, work environment, and incentives on work discipline in the Tunas Setia Baru Multi-Business Cooperative, Pasuruan Regency. The results of the study show that transformational leadership has a significant influence on work discipline, where this influence is mediated by work environment factors and incentives provided to employees. This article emphasizes the importance of good leadership management and the provision of appropriate incentives to improve employee work discipline.

Hidayah et al. (2023) analyzed the relationship between transformational leadership style and perceived organizational support on the work discipline of employees of the NGO Aliansi Tajam, with job satisfaction as an intervening variable [32]. The study found that transformational leadership and organizational support had a positive effect on job satisfaction, which in turn improved employee work discipline. The emphasis in this article is on the important role of job satisfaction in improving work discipline. Rasyid (2020) focuses on the influence of transformational leadership on employee work discipline at the Tabalong Regency Youth, Sports, and Tourism Office [33]. The results of this study show that transformational leadership plays a big role in improving employee work discipline, with the motivation and empowerment factors provided by leaders as the main key.

Therefore, some of the previous studies above show that transformational leadership has a significant influence on work discipline in various organizational contexts, be it in cooperatives, non-governmental organizations, schools, or government agencies. Additionally, some studies highlight the role of additional factors such as job satisfaction, organizational support, and incentives in improving work discipline. These studies underscore the

importance of a leadership style that motivates, empowers, and supports employees to achieve high levels of discipline.

Transformational leadership has a positive and significant influence on teacher discipline because this approach focuses on inspiration, motivation, and individual development. In this leadership model, the leader not only acts as a director but also as a motivator who can build a collective spirit to achieve a common goal. Teachers who feel valued and motivated tend to have a higher commitment to their duties and responsibilities, including maintaining work discipline.

In addition, transformational leadership involves empowering and involving teachers in decision-making. Teachers who feel they have an active role in the organization tend to be more disciplined because they feel a personal responsibility for shared success. With open communication and appreciation of individual contributions, transformational leadership creates a harmonious working relationship, which ultimately improves teacher discipline significantly.

The Direct Influence of Discipline on Performance

The results of the test conducted using the bootstrapping method showed that the fifth hypothesis was accepted, thus it can be concluded that there is a positive and significant influence between Discipline and Performance, meaning that the higher the Performance, the higher the Discipline in Private Elementary School Teachers in Bekasi Regency. The findings of this study are relevant to previous research, one of which is according to research conducted by Ariyanto, Dura, & Bukhori (2024) in their research analyzing the relationship between work environment, work motivation, and work discipline on teacher performance at Kidsstar School Makassar [22]. This study found that these three factors have a significant influence on teacher performance, with work discipline being the most dominant factor. A conducive work environment and high motivation also support the improvement of teacher performance.

Fitria, & Limgiani (2024) in their research conducted a literature review to explore the relationship between workload and work discipline on teacher performance [23]. This article concludes that excessive workload can reduce teacher performance, while good work discipline can improve performance. This research highlights the importance of workload management and discipline to support teacher effectiveness. Giawa, & Giawa (2024) in their research discuss the influence of work discipline on teacher performance by paying attention to the leadership style applied. This article shows that effective leadership styles, especially those that allow room for teacher participation, can strengthen the relationship between work discipline and teacher performance. Work discipline is the main factor in improving performance at the school.

Some of the previous studies above, it show that work motivation, work discipline, and leadership style play an important role in improving teacher performance. Work discipline is often the main factor affecting performance, while motivation and work environment also contribute significantly. Leadership styles that support teacher participation have also proven to be effective in improving their work output. Comprehensive management of these factors can have a positive impact on improving teacher performance at various levels of education.

Overall, discipline has a significant positive impact on teacher performance. Discipline values such as responsibility, consistency, and integrity are important foundations in carrying out the role of educators. By applying discipline, teachers not only become more effective in carrying out their duties, but also have a positive impact on students, schools, and society as a whole.

The Indirect Influence of Academic Supervision on Performance through Discipline

The results of the sixth hypothesis test conducted by the bootstrapping method on path coefficients (specific indirect effect) show that Academic Supervision has a positive and

significant influence on Performance through Discipline. This means that Performance has successfully become a moderator variable for improving Discipline through Academic Supervision for Private Elementary School Teachers in Bekasi Regency. The results of the path coefficient obtained by the influence of Discipline can mediate the relationship between the influence of Academic Supervision on Performance has a path coefficient value of 0.456 with a T-statistic of $4.663 \geq 1.652$ and a P-value of $0.001 \leq 0.05$ which illustrates that there is a significant influence of Academic Supervision on Performance through Discipline.

Academic supervision plays an important role in improving the quality of teacher performance because it aims to provide guidance, direction, and systematic evaluation of learning practices. With consistent supervision, teachers get constructive feedback on their strengths and weaknesses in teaching. This encourages teachers to continue to improve themselves and improve their professional competence. Effective supervision also helps create a conducive work atmosphere so that teachers feel supported to achieve better educational goals.

Overall, the relationship between academic supervision, discipline, and teacher performance is mutually supportive. Effective supervision increases teachers' awareness of the importance of discipline in their work, and in turn, high discipline increases productivity and quality of learning outcomes. Therefore, academic supervision is a strategic instrument for creating professional and outstanding teachers.

The Indirect Influence of Transformational Leadership on Performance Through Discipline

The results of the seventh hypothesis test conducted by the bootstrapping method on path coefficients (specific indirect effect) show that Transformational Leadership has a positive and significant influence on Performance through Discipline. It shows that Performance has succeeded in becoming a connecting variable between the variables of Transformational Leadership and Discipline. The results of the path

coefficient obtained by the influence of Discipline can mediate the relationship between the influence of Transformational Leadership on Performance has a path coefficient value of 0.404 with a T-statistic of $4.791 \geq 1.652$ and a P-value of $0.008 \leq 0.05$ which illustrates that there is a significant influence of Transformational Leadership on Performance through Discipline.

Transformational leadership has a positive and significant influence on teacher performance through discipline because this leadership style emphasizes inspiration, motivation, and individual development. Transformational leaders can create a clear and compelling vision for teachers, so they are motivated to achieve organizational goals with high enthusiasm. In the context of education, this vision is often related to improving the quality of learning and student learning outcomes. By setting an example and encouraging a commitment to the values of professionalism, transformational leaders create a work environment conducive to discipline.

This positive influence can also be seen in how transformational leaders can encourage teachers to innovate and take initiative. The discipline that is built is not only in terms of compliance with formal rules but also in the form of commitment to self-development and quality of learning. Teachers who feel valued and supported by visionary leadership tend to be more enthusiastic in carrying out their duties, including in designing more creative and effective teaching methods.

CONCLUSION AND RECOMMENDATION

Based on the results and discussions that have been presented, the findings of this study can be concluded that Academic Supervision has a positive and significant effect on the Performance of Private Elementary School Teachers in Bekasi Regency; Transformational Leadership has a positive and significant effect on the Performance of Private Elementary School Teachers in Bekasi Regency; Academic Supervision has a positive and significant effect on Discipline in Private Elementary School

Teachers in Bekasi Regency; Transformational Leadership has a positive and significant effect on Discipline in Private Elementary School Teachers in Bekasi Regency; Discipline has a positive and significant effect on the performance of Private Elementary School Teachers in Bekasi Regency; Academic Supervision has a positive and significant effect on Performance through Discipline in Private Elementary School Teachers in Bekasi Regency; Transformational Leadership has a positive and significant effect on Performance through Discipline in Private Elementary School Teachers in Bekasi Regency.

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