

The Influence of Female Leadership, Work Discipline, and Work Motivation Using Work Environment as an Intervening Variable on the Performance of Elementary School Teachers in West Bontang District

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Article received: October 2024, Revision: October 2024, Approval: November 2024

DOI: 10.17977/um025v9i12024p86

Abstract: This study aims to analyze the influence of female leadership, work discipline, and work motivation on teacher performance, using the work environment as an intervening variable in primary schools in the West Bontang District, Bontang City. Teacher performance is a key factor in improving the quality of education in schools, which is influenced by various factors, including the work environment. This research uses a quantitative approach with a survey method. The study sample consists of primary school teachers in the West Bontang District, selected through proportionate random sampling techniques. Data collection was conducted using a questionnaire that was tested for validity and reliability. Data analysis was performed using the SEM-PLS model to examine the relationships between variables. The results of the study show that female leadership does not have a significant influence on teacher performance. Work discipline also does not have a significant impact on teacher performance. However, work motivation has a positive and significant effect on teacher performance. The work environment was found to play a significant role as an intervening variable in mediating the relationship between work motivation and teacher performance. Work motivation and the work environment play important roles in improving teacher performance, while female leadership and work discipline do not have a significant impact. This study suggests that schools should enhance motivation and create a conducive work environment to better support teacher performance.

Keywords: Female Leadership, Work Discipline, Work Motivation, Work Environment, Teachers Performance

Teacher performance plays a crucial role in school achievement. According to Indonesian Law Number 14 of 2005, Chapter IV, Article 20 (a) on Teachers and Lecturers, it is stated that the standard of teacher performance in carrying out their professional duties includes planning lessons, conducting quality learning processes, and assessing and evaluating learning outcomes (Republic of Indonesia, 2005). High-quality teachers significantly contribute to the development of students and

society. Teachers' professional duties serve as indicators for measuring their performance in executing their responsibilities.

Several factors influence teacher performance, including principal leadership, work facilities, motivation, and discipline (Bahrudin, 2019). Other factors affecting employee performance include compensation, salary, leadership, work commitment, work environment or atmosphere, organizational culture, organizational involvement, and work discipline (M. E. Harahap et al., 2019). Research also indicates that teacher performance quality improves through leadership development, organizational culture, work discipline, and work motivation (Hartono & Zubaidah, 2017).

Some people still believe that women are unsuitable for leadership positions; in conventional societies, there is even rejection of women as leaders. Despite labor laws ensuring equal rights for women and men, some managers maintain that gender roles cause gender bias in the workplace. They perceive women's performance as inferior to men's, arguing that men are the family heads. Characteristics of feminine gender roles include being more attentive to feelings, emotional, sensitive, tidy, meticulous, resilient, gentle, warm, frugal, cautious, and friendly (Mulawarman & Komariyah, 2021).

Based on 2023–2024 elementary school statistics released by the Ministry of Education, Bontang city has 57 elementary schools. Female principals dominate at 65%, while male principals constitute 35%. Among the three districts in Bontang, South Bontang has 62% female principals and 38% male principals; North Bontang has 67% female principals and 33% male principals; and West Bontang has 70% female principals and 30% male principals (Kemendikbud, 2023).

The success of female-dominated school leadership poses challenges for female leaders today, as male principals previously held the majority in elementary schools. Becoming a female leader is not easy, especially as a principal who manages teachers and students with diverse types and characteristics. Historically, female leaders have faced various obstacles in carrying out their duties and making decisions. Female leaders exhibit differences in decision-making processes, such as problem-solving and implementation strategies (Santoso, 2021).

An organization's success in achieving desired outcomes, including through teacher performance, can also be influenced by employee discipline. Work discipline is essential, as it ensures compliance with regulations, adherence to procedures, and completion of tasks effectively and efficiently, thereby enhancing productivity. Discipline reflects awareness and willingness to obey all organizational regulations and prevailing social norms (M. S. Hasibuan, 2016).

Work discipline is often underestimated by teachers, who may unknowingly exhibit indiscipline. Some principals in West Bontang report that teachers frequently arrive late or leave school for personal reasons. Moreover, some teachers assign homework without adequately explaining the material, ultimately reducing teacher performance and school success.

Teacher performance is also influenced by motivation, both intrinsic and extrinsic. Motivation is classified into two aspects: internal and external motivation, both of which significantly impact performance (Husaini Usman, 2006). Motivation refers to processes that instill enthusiasm, direction, and persistence in behavior. Motivated behavior is energetic, goal-directed, and enduring. In teaching, motivation drives educators to perform effectively (Sri Astuti S, 2016). High work motivation fosters enthusiasm, resulting in better performance. Thus, educators must have strong motivation to carry out their duties professionally.

Another factor affecting employee performance is the work environment, encompassing all facilities and resources available to employees during their work processes (Sutrisno, 2010). Work environments are categorized into physical (e.g., lighting, room temperature, space, security, cleanliness) and non-physical (e.g., responsibility, communication, relationships between employees and supervisors) environments (Nitisemo, 2014). A safe, comfortable, and harmonious environment encourages employees to stay at their workplace. For teachers, adequate facilities, good colleagues, and a supportive atmosphere significantly impact their performance.

School success is determined not only by leadership but also by human resources. Female leaders tend to pay more attention to the work environment, improving facilities and fostering camaraderie among teachers. By addressing these factors, teacher performance can improve. Similarly, teachers with high discipline create better relationships with colleagues, superiors, and parents, fostering a conducive school environment and enhancing performance. Additionally, motivated teachers striving for competency improvement positively influence their surroundings, indirectly boosting their own performance.

METHOD

The approach used in this research is a quantitative approach. Quantitative research can be defined as a research method based on the philosophy of positivism, aimed at investigating a specific population or sample, with data collection using research instruments, quantitative/statistical data analysis, and the purpose of testing predetermined hypotheses (Sugiyono, 2009). The method used in this study is a survey method. Correlational research with a survey method aims to explain and reveal systematic relationships or influences between two or more variables, while simultaneously testing several hypotheses formulated in the research.

To analyze the pattern of relationships among variables, with the aim of understanding the direct and indirect effects of a set of independent variables (exogenous) on the dependent variable (endogenous), path analysis is used. According to Bohrnstedt, path analysis is a technique to estimate the influence of several independent variables on the dependent variable from a known set of correlations, to test asymmetric causal relationships among these variables (Kusnadi, 2003).

Path analysis is a method to test the validity of a theory regarding causal relationships between three or more variables that have been studied using a correlational research design (relationship study) (M.A.S Imam Chourmain, 2007). The variables in this study consist of five variables: (1) female leadership (X1), (2) work discipline (X2), (3) work motivation (X3), (4) work environment (Z), and (5) teacher performance (Y).

The population is the generalization area consisting of objects and subjects that have certain quantities and characteristics determined by the researcher to be studied and conclusions drawn from them. Thus, the population is not merely the number of subjects or objects being studied but includes all the characteristics they possess (Tanzeh & Suyitno, 2006).

The population is "a group of subjects, whether humans, phenomena, test values, or events" (Surachman, 1990). It refers to the entirety of materials or elements being investigated (Marzuki, 1983). The population should be considered for its importance to a relatively broad scope of life. In addition, the population can be classified as homogeneous or heterogeneous. These two types of classification have specific implications for sample selection (Sunarto, 2007).

Based on the definitions above, the population in this study includes all elementary schools led by women in the West Bontang District, Bontang City.

Table 1: Population of Elementary School Teachers in Bontang Barat District

No	School Name	Number of Teachers
1.	SDN 001 Bontang Barat	21
2.	SDN 002 Bontang Barat	17
3.	SDN 004 Bontang Barat	34
4.	SD Alam Baiturrahman	32
5.	SD Galilea	14
6.	SD Muhammadiyah 2	15
7.	SD Santa Theresia	5
Number of Teachers		138

The sampling technique used in this study is Probability Sampling, which is a sampling method where every member of the population has an equal chance of being selected as a sample (Nurhasanah, 2021). The sample size is determined using the Slovin formula (Sugiyono, 2011):

$$n = \frac{N}{1 + N_e^2}$$

Explanation:

n = sample size

N = population size

e = margin of error tolerated or desired, which is 5%. Therefore, the determined sample size is:

$$n = \frac{N}{1 + N_e^2}$$

$$n = \frac{138}{1+138(0,05)^2}$$

$$n = \frac{138}{1,345}$$

$$n = 102,602$$

Based on the calculation using the Slovin formula, the resulting number is 102.602, which is then rounded to 103. Therefore, the minimum sample size for this study is 103 teachers. The sample selection is calculated using the proportionate random sampling technique with the formula (Natsir, 2004):

$$\text{Sample Size} = \frac{\text{Subpopulation Size}}{\text{Total Population Size}} \times \text{Total Sample Size}$$

Table 2. Proportionate Random Sampling Calculation Data

No	School Name	Calculation	Result
1.	SDN 001 Bontang Barat	21/138x103	16 Responden
2.	SDN 002 Bontang Barat	17/138x103	13 Responden
3.	SDN 004 Bontang Barat	34/138x103	25 Responden
4.	SD Alam Baiturrahman	32/138x103	24 Responden
5.	SD Galilea	14/138x103	10 Responden
6.	SD Muhammadiyah 2	15/138x103	11 Responden
7.	SD Santa Theresia	5/138x103	4 Responden
Total			103 Responden

RESULTS AND DISCUSSION

RESULTS

Table 3. Hypothesis Testing Results

No	Hypothesis	Regression Coefficient	Conclusion
1	There is a positive and significant effect of female leadership on the performance of elementary school teachers in Bontang Barat Subdistrict, Bontang City.	Koef Jalur = -0,025 ; t = 0,352; p value = 0,725	Not accepted
2	There is a positive and significant effect of work discipline on the performance of elementary school teachers in Bontang Barat Subdistrict, Bontang City.	Koef Jalur = 0,195 ; t = 1,795; p value = 0,037	Accepted

No	Hypothesis	Regression Coefficient	Conclusion
3	There is a positive and significant effect of work motivation on the performance of elementary school teachers in Bontang Barat Subdistrict, Bontang City.	Koef Jalur = 0,294 ; t = 3,294 ; p value = 0,001	Accepted
4	There is a positive and significant effect of work environment on the performance of elementary school teachers in Bontang Barat Subdistrict, Bontang City.	Koef Jalur = 0,489; t = 4,169 ; p value = 0,000	Accepted
5	There is an effect of female leadership with the use of the work environment variable as an intervening variable on the performance of elementary school teachers in Bontang Barat Subdistrict, Bontang City.	Koef Jalur = 0,323 t = 2,288 ; p value = 0,023	Accepted

Hypothesis 1 in this study states that female leadership has a positive and significant effect on teacher performance. The analysis results show that the p-value of the influence of female leadership on teacher performance is 0.725, with a t-statistic of 0.352. Since the p-value > 0.05 and $t < 1.96$, the hypothesis is not accepted, and it can be concluded that female leadership does not affect teacher performance.

Hypothesis 2 in this study states that work discipline has a positive and significant effect on teacher performance. The analysis results show that the p-value of the influence of work discipline on teacher performance is 0.037, with a t-statistic of 1.795. Since the p-value < 0.05 and $t > 1.96$, the hypothesis is accepted, and it can be concluded that work discipline affects teacher performance.

Hypothesis 3 in this study states that work motivation has a positive and significant effect on teacher performance. The analysis results show that the p-value of the influence of work motivation on teacher performance is 0.001, with a t-statistic of 3.294 and a positive path coefficient of 0.294. Since the p-value < 0.05 , $t > 1.96$, and the coefficient on the positive path, the hypothesis is accepted, and it can be concluded that work motivation affects teacher performance.

Hypothesis 4 in this study states that the work environment has a positive and significant effect on teacher performance. The analysis results show that the p-value of the influence of the work environment on teacher performance is 0.000, with a t-statistic of 4.169 and a positive path coefficient of 0.489. Since the p-value < 0.05 , $t > 1.96$, and the coefficient on the positive path, the hypothesis is accepted, and it can be concluded that the work environment affects teacher performance.

Hypothesis 5 in this study states that female leadership has a positive and significant effect on teacher performance through the work environment. The analysis results show that the p-value of the influence of female leadership on teacher performance through the work environment is 0.023,

with a t-statistic of 2.288 and a positive path coefficient of 0.323. Since the p-value < 0.05 , $t > 1.96$, and the coefficient on the positive path, the hypothesis is accepted, and it can be concluded that the work environment mediates the effect of female leadership on teacher performance.

DISCUSSION

The results of this study show that there is no significant effect of female leadership on teacher performance. This means that the level of female leadership does not influence the level of teacher performance. Female leadership may not directly affect teacher performance due to various reasons related to the complexity of factors affecting performance. First, the influence of leadership often depends on the leadership style of the individual and the specific context, not just the gender of the leader. Female leadership, like male leadership, can vary greatly in approach and techniques used, so it does not always produce a consistent impact on teacher performance. Additionally, other factors such as the curriculum, facilities, and school culture play a significant role in determining teacher performance. If these factors do not support the leadership, the impact of female leadership may not be significantly visible. Gender bias and stereotypes may also influence how the effectiveness of female leadership is measured and understood, sometimes leading to the perception that female leadership does not directly affect performance. Moreover, leadership roles in schools often involve broad and complex responsibilities, and if female leaders do not focus on critical areas such as resource management or curriculum development, their influence on teacher performance may not be apparent. Individual and collective factors such as personal motivation and teamwork also play an important role in teacher performance, often more dominantly than leadership influence. Therefore, it is important to consider various aspects of leadership and its context when evaluating its impact on teacher performance.

The lack of influence of female leadership on teacher performance is consistent with contingency leadership theory, developed by Fred Fiedler, which argues that leadership effectiveness depends on the match between leadership style and the existing situation. In the context of education, female leadership may not always have a direct impact on teacher performance if their leadership style does not align with the specific needs of the school or the situation at hand. Furthermore, transformational and transactional leadership theories introduced by Bernard Bass differentiate between leadership approaches that are inspirational and motivational (transformational) and those that focus more on task management (transactional). Female leadership may not directly affect teacher performance if the approach applied tends to be transactional and lacks emphasis on motivation. This further reinforces that female leadership is not closely related to teacher performance, but an increase in female leadership may have a positive impact on improving teacher performance.

The results of this study show that work discipline has a positive and significant effect on teacher performance. This means that the higher the work discipline, the better the teacher performance, and conversely, the lower the work discipline, the lower the teacher performance. The results show that work discipline is one of the significant factors influencing teacher performance. This implies that efforts to improve teacher performance can be made by increasing work discipline.

The relationship between work discipline and teacher performance is explained by Herzberg's Motivation Theory (Frederick Herzberg), which divides factors affecting work motivation into two categories: motivators (such as achievement and recognition) and hygiene factors (such as working conditions and company policies). Work discipline is part of hygiene factors that can prevent dissatisfaction. Although hygiene factors do not directly motivate, they are necessary to create a supportive environment. Good work discipline, as part of hygiene factors, can reduce dissatisfaction and support the achievement of motivators, which in turn can enhance teacher performance. Additionally, the Organizational Justice Theory (John Stacey Adams), which focuses on perceptions of fairness in the workplace, also explains that work discipline influences organizational justice perceptions. Employees, including teachers, tend to compare their contributions with the rewards they receive. Fair and consistent discipline helps maintain perceptions of fairness, which can improve motivation and teacher performance. This strengthens the notion that work discipline is indeed closely related to teacher performance, and improving work discipline will positively affect teacher performance.

The results of this study show that work motivation has a positive and significant effect on teacher performance. This means that the higher the work motivation, the better the teacher performance, and conversely, the lower the work motivation, the lower the teacher performance. The results show that work motivation is one of the significant factors influencing teacher performance. This implies that efforts to improve teacher performance can be made by increasing work motivation.

The relationship between work motivation and teacher performance is explained by the Justice Leadership Theory (John Stacey Adams), which emphasizes the importance of fairness perceptions in the work environment. Teachers who feel that they are treated fairly compared to their peers in terms of rewards and workload will be more motivated and perform better. Inequities or imbalances in treatment can reduce motivation and performance. Additionally, the Self-Determination Theory (Edward Deci and Richard Ryan), which focuses on the basic needs for autonomy, competence, and relatedness, also explains that when teachers feel autonomous in their teaching methods, competent in their tasks, and connected with students and colleagues, their intrinsic motivation increases, contributing to improved performance. This reinforces the idea that

work motivation is indeed closely related to teacher performance, and increasing work motivation will positively affect teacher performance.

The results of this study show that the work environment has a positive and significant effect on teacher performance. This means that the higher the work environment, the better the teacher performance, and conversely, the lower the work environment, the lower the teacher performance. The results show that the work environment is one of the significant factors influencing teacher performance. This implies that efforts to improve teacher performance can be made by improving the work environment.

The relationship between the work environment and teacher performance is explained by the Social Support Theory, which states that social support from colleagues and superiors can influence individual well-being and performance. In the context of education, social support in the school environment, including help from colleagues and guidance from superiors, can improve teacher performance by reducing stress and increasing job satisfaction. Additionally, the Situational Leadership Theory (Hersey and Blanchard), which emphasizes the importance of adapting leadership styles to situational needs, explains that a supportive and flexible work environment allows leaders to adjust their leadership style according to individual needs, including those of teachers, which in turn affects their performance. This further strengthens the notion that the work environment is indeed closely related to teacher performance, and improving the work environment will positively affect teacher performance.

The work environment has a positive and significant effect on teacher performance. A supportive and positive work environment can increase motivation, job satisfaction, and teacher productivity. Adequate facilities, access to educational resources, and support from leadership and colleagues can ease teachers' tasks and help them achieve better results. Conversely, a less supportive work environment, such as inadequate facilities, lack of support, or interpersonal conflicts, can hinder teacher performance and reduce their effectiveness in teaching. Therefore, creating a conducive work environment is key to improving teacher performance and well-being.

The results of this study show that female leadership has a positive and significant effect on teacher performance through the work environment. This means that the higher the female leadership, the better the teacher performance, and conversely, the lower the female leadership, the lower the teacher performance. The results show that female leadership and the work environment are significant factors influencing teacher performance. This implies that efforts to improve teacher performance can be made by enhancing female leadership and the work environment.

The relationship between female leadership and teacher performance through the work environment is explained by the Positive Work Environment Theory (Martin Seligman and Ed Diener), which states that a positive and supportive work environment contributes to the well-being

and performance of employees. Female leadership, which focuses on creating a positive work environment through emotional support, recognition, and development opportunities, can positively influence teacher performance. A pleasant and supportive work environment can increase motivation and commitment among teachers, leading to better performance. Additionally, the Participative Leadership Theory (Rensis Likert), which emphasizes the importance of involvement and participation of team members in decision-making, suggests that female leaders are often more likely to adopt a participative approach, which can influence teacher performance by increasing their involvement and commitment to the school's goals. This further strengthens the notion that female leadership is indeed closely related to teacher performance through the work environment, and enhancing female leadership will positively affect teacher performance.

CONCLUSION AND SUGGESTIONS

CONCLUSION

The conclusion drawn from this study is that female leadership does not have a positive and significant impact on teacher performance. This means that the level of female leadership does not influence the level of teacher performance. Work discipline has a positive and significant impact on teacher performance, meaning that the higher the work discipline, the higher the teacher's performance, and conversely, the lower the work discipline, the lower the teacher's performance. Work motivation has a positive and significant impact on teacher performance, meaning that the higher the work motivation, the higher the teacher's performance, and conversely, the lower the work motivation, the lower the teacher's performance. Female leadership has an indirect impact on teacher performance, mediated by the work environment. The work environment has a positive and significant impact on teacher performance, meaning that the higher the work environment, the higher the teacher's performance, and conversely, the lower the work environment, the lower the teacher's performance.

SUGGESTIONS

Based on these findings, suggestions for future research include focusing on a deeper exploration of the impact of female leadership on teacher performance by considering other factors that may mediate this relationship. Future research could examine additional variables that might influence how female leadership impacts teacher performance, such as organizational culture or specific leadership styles. Additionally, further studies could explore how work discipline and work motivation interact with the work environment to affect teacher performance. Research could also assess the differences in the impact of work motivation and work discipline in various work environment contexts, as well as the specific effects of different work environment elements. With

a more holistic approach, future research is expected to provide a more comprehensive understanding of the factors influencing teacher performance and how these factors can be utilized to enhance teaching effectiveness

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