

THE EFFECT OF LEADERSHIP, DISCIPLINE, AND MOTIVATION ON TEACHER AND STAFF PERFORMANCE AT MI AL BUKHORI SURABAYA

Karimul Ahlaq¹, Hafidulloh², Gogi Kurniawan³, & Dani Rohmati⁴

^{1,2,3,4} Yapan College of Economics, Surabaya

*Email author: hafidulloh@stieyapan.ac.id

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ABSTRACT

This study aims to analyze the effect of democratic leadership style, work discipline, and work motivation on the performance of teachers and educational staff at MI Al Bukhori Surabaya. This research employs a quantitative approach with a saturated sampling technique involving 35 respondents. Data were collected through questionnaires and analyzed using multiple linear regression with SPSS 25. The results indicate that partially, democratic leadership style, work discipline, and work motivation have positive but insignificant effects on performance. However, simultaneously, these variables significantly influence performance. The coefficient of determination (R^2) of 0.377 shows that 37.7% of performance variation is explained by the model, while 62.3% is influenced by other factors. Work motivation is the most dominant variable with a standardized beta value of 0.366, although it is not statistically significant.

INTRODUCTION

Basic education plays a fundamental role in global human resource development, as it serves as the primary foundation for shaping cognitive competencies, character, and social skills of learners. The UNESCO (2023) report emphasizes that quality basic education is key to achieving Sustainable Development Goal 4 (SDG 4), which promotes inclusive and equitable quality education for all. Globally, more than 90% of countries have achieved primary education participation rates above 80%; however, challenges related to learning quality, teacher competency gaps, and the effectiveness of school management remain major issues, particularly in developing countries. In this context, effective human resource management in education becomes a crucial aspect in improving education quality (Mochklas, 2024).

In the Southeast Asian context, including Indonesia, the quality of basic education continues to

face structural and managerial challenges. Data from the World Bank (2024) indicates that although primary school participation rates in Indonesia have exceeded 97%, student literacy and numeracy outcomes remain below the global average. This suggests that educational success is determined not only by access but also by the quality of the learning process and the performance of educational personnel. Furthermore, results from the Programme for International Student Assessment (PISA) conducted by the OECD show that Indonesian students' literacy skills rank relatively low compared to other countries (OECD, 2022), reinforcing the urgency of improving teacher performance as the main actors in the learning process.

Within the Indonesian education system, Madrasah Ibtidaiyah (MI), as faith-based primary education institutions, play a strategic role in shaping both religious character and academic competence of students. Therefore, the performance of teachers and educational staff is a critical factor in determining

overall educational success. However, several studies indicate that teacher performance still faces various challenges, such as ineffective leadership, low work discipline, and insufficient work motivation (Wulan, 2024). This aligns with the view that effective teacher management is essential in improving discipline and performance among educational personnel (Hafidulloh et al., 2021).

School leadership is a key determinant in enhancing organizational performance in educational institutions. Democratic leadership style is considered effective as it encourages participation, open communication, and member involvement (Husen et al., 2022). Mozammel. (2023) found that participative leadership significantly improves employee performance through increased job satisfaction and organizational commitment. Additionally, Alonderiene and Majauskaite (2016) confirm that democratic leadership has a positive relationship with organizational effectiveness in educational settings. From a broader perspective, leadership effectiveness is also influenced by the organization's ability to manage human resources adaptively and innovatively (Panggayudi & Mochklas, 2025).

In addition to leadership, work discipline is an important factor in determining performance. Discipline reflects individuals' compliance with organizational rules and their commitment to performing tasks. Studies show that work discipline significantly influences productivity and the quality of learning outcomes (Wati et al., 2021; Rahayu & Dahlia, 2023). On the other hand, work motivation serves as a key driver of individual behavior in achieving organizational goals. Research by Alfarissy and Suwaji (2025) indicates that work motivation has a direct effect on performance through increased commitment and job satisfaction. This demonstrates that psychological and behavioral factors play a crucial role in enhancing the performance of educational personnel.

Despite numerous studies examining the relationships between leadership, discipline, motivation, and performance, several research gaps remain. Most prior studies focus on corporate sectors, while research specifically addressing Madrasah Ibtidaiyah is still limited. Moreover, studies integrating these three variables into a comprehensive empirical model are relatively scarce. In addition, inconsistencies exist regarding which variable exerts the most dominant influence on performance. This suggests that performance is influenced not only by internal factors but also by complex interactions between individual and organizational environmental factors (Mochklas et al., 2026).

Contextually, preliminary observations at MI Al Bukhori Surabaya indicate several performance-related issues, such as tardiness, lack of preparedness in instructional administration, and low compliance with standard operating procedures. Furthermore, communication between leaders and subordinates has not been optimal, affecting task clarity and overall effectiveness. These conditions reflect a gap between ideal management practices and actual conditions in the field.

Based on this background, this study aims to analyze the influence of democratic leadership style, work discipline, and work motivation on the performance of teachers and educational staff at MI Al Bukhori Surabaya, both partially and simultaneously, as well as to identify the most dominant variable affecting performance. Theoretically, this study contributes to the development of human resource management literature in education by integrating leadership, discipline, and motivation variables into a comprehensive empirical model. Thus, this research is expected to contribute to improving the quality of basic education management, particularly within Madrasah Ibtidaiyah institutions.

LITERATURE REVIEW

Basic education plays a fundamental role in global human resource development, as it serves as the primary foundation for shaping cognitive competencies, character, and social skills of learners. The UNESCO (2023) report emphasizes that quality basic education is key to achieving Sustainable Development Goal 4 (SDG 4), which promotes inclusive and equitable quality education for all. Globally, more than 90% of countries have achieved primary education participation rates above 80%; however, challenges related to learning quality, teacher competency gaps, and the effectiveness of school management remain major issues, particularly in developing countries. In this context, effective human resource management in education becomes a crucial aspect in improving education quality (Mochklas, 2024).

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process and the performance of educational personnel. Furthermore, results from the Programme for International Student Assessment (PISA) conducted by the OECD show that Indonesian students' literacy skills rank relatively low compared to other countries (OECD, 2022), reinforcing the urgency of improving teacher performance as the main actors in the learning process.

Within the Indonesian education system, Madrasah Ibtidaiyah (MI), as faith-based primary education institutions, play a strategic role in shaping both religious character and academic competence of students. Therefore, the performance of teachers and educational staff is a critical factor in determining overall educational success. However, several studies indicate that teacher performance still faces various challenges, such as ineffective leadership, low work discipline, and insufficient work motivation (Wulan, 2024). This aligns with the view that effective teacher management is essential in improving discipline and performance among educational personnel (Hafidulloh et al., 2021).

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Based on this background, this study aims to analyze the influence of democratic leadership style, work discipline, and work motivation on the performance of teachers and educational staff at MI Al Bukhori Surabaya, both partially and simultaneously, as well as to identify the most dominant variable affecting performance. Theoretically, this study contributes to the development of human resource management literature in education by integrating leadership, discipline, and motivation variables into a comprehensive empirical model. Thus, this research is expected to contribute to improving the quality of basic education management, particularly within Madrasah Ibtidaiyah institutions.

Teacher and Education Staff Performance

The performance of teachers and education staff is a key factor in determining the success of educational institutions, particularly at the elementary level such as Madrasah Ibtidaiyah. Performance not only reflects individual work outcomes but also represents organizational effectiveness in achieving educational goals. From a human resource management perspective, performance is defined as the results achieved by individuals in accordance with established standards and responsibilities (Junaidi, 2021). Therefore, performance quality serves as an important indicator in evaluating the effectiveness of human resource management in educational settings. This view is further supported by the strategic role of

human resource management in improving organizational outcomes and sustainability (Mochklas et al., 2026).

Teacher performance includes the ability to plan, implement, and continuously evaluate the learning process. Meanwhile, education staff play a strategic role in supporting administrative and technical operations. Improving the performance of both groups is essential to achieving optimal educational quality. Previous studies indicate that performance is influenced by various internal and external factors, such as leadership style, work discipline, and work motivation (Ar-Rasyi & Sopiah, 2023; Fauziah & Baskara, 2024). However, empirical findings remain inconsistent, particularly regarding leadership style, indicating a research gap that requires further investigation. Organizational Behavior Theory explains that individual performance results from the interaction between individual characteristics, the work environment, and leadership style (Robbins & Judge, 2017). Additionally, motivation theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory emphasize the importance of intrinsic and extrinsic motivation in enhancing performance. Leadership theory also highlights that effective leadership influences subordinate behavior and productivity. Thus, performance cannot be explained by a single factor but is the result of the interaction among leadership, discipline, and motivation.

Democratic Leadership Style and Performance

Democratic leadership is an approach that emphasizes active subordinate participation in decision-making, openness to input, and constructive two-way communication (Nikmat, 2022). From the perspective of Participative Leadership Theory, democratic leadership enhances job satisfaction, organizational commitment, and individual performance by fostering a sense of ownership. Empirical studies also show that leadership style positively affects employee performance (Abidin & Budiono, 2023; Sinambela & Lestari, 2021). Furthermore, effective leadership contributes to organizational culture and management commitment, which are critical in improving performance (Panggayudi & Mochklas, 2025).

However, other studies report non-significant or weak relationships between leadership style and performance (Ar-Rasyi & Sopiah, 2023). These inconsistencies suggest that the effectiveness of democratic leadership depends on organizational context, individual characteristics, and the work environment. In educational institutions, democratic leadership is considered more relevant due to the

collaborative nature of teaching and administrative work. Thus, the hypothesis is formulated as follows:

H1: *Democratic leadership style positively affects the performance of teachers and education staff.*

Work Discipline and Performance

Work discipline is an essential aspect of human resource management that reflects individuals' compliance with organizational rules and standards. High discipline indicates responsibility, commitment, and integrity in performing tasks (Digdiwiseiso & Seftia, 2021). In Organizational Control Theory, discipline functions as a mechanism to ensure that individual behavior aligns with organizational goals, thereby improving efficiency, reducing errors, and accelerating goal achievement (Ouchi, 1979; Merchant & Van der Stede, 2017). Strengthening discipline is also crucial in improving teacher management and performance in educational institutions (Hafidulloh et al., 2021).

Empirical studies show that work discipline positively influences employee performance (Fauziah & Baskara, 2024; Ar-Rasyi & Sopiah, 2023). However, excessive discipline may reduce creativity and flexibility in dynamic environments. In contrast, in structured environments such as educational institutions, discipline is crucial for maintaining consistency in teaching and administrative processes. Thus, the hypothesis is:

H2: *Work discipline positively affects the performance of teachers and education staff.*

Work Motivation and Performance

Work motivation is a psychological factor that drives individuals to perform optimally. Motivation can be intrinsic or extrinsic, such as rewards, incentives, and work environment (Kasino, 2020). Motivation theories, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, identify motivation as a key determinant of performance. Highly motivated individuals tend to exhibit strong commitment, enthusiasm, and achievement orientation. In addition, compensation and reward systems play an important role in strengthening work motivation and performance (Mochklas, 2024).

Empirical evidence generally supports the positive influence of motivation on performance (Fauziah & Baskara, 2024). However, some studies find that motivation does not always significantly affect performance (Abidin & Budiono, 2023). These differences may arise from variations in context, measurement, and types of motivation. In educational settings, intrinsic motivation—such as dedication to

teaching and student development is particularly important. Thus, the hypothesis is:

H3: *Work motivation positively affects the performance of teachers and education staff.*

Simultaneous Effect of Variables on Performance

Organizational performance is the result of interactions among multiple factors and cannot be explained by a single variable. Leadership style, work discipline, and work motivation complement each other in shaping individual behavior and performance. Previous studies show that these variables simultaneously have a significant effect on employee performance (Pratama et al., 2026). The combination of effective leadership, strong discipline, and high motivation creates a productive and supportive work environment.

However, most prior studies focus on corporate sectors, limiting their applicability to educational contexts. This gap highlights the need for more context-specific research. Therefore, this study integrates these variables into a comprehensive conceptual model to better understand the determinants of teacher and staff performance. Thus, the hypothesis is:

H4: *Democratic leadership style, work discipline, and work motivation simultaneously have a positive effect on the performance of teachers and education staff.*

Conceptual Framework

Based on the integration of theories and previous research, this study proposes a conceptual framework that positions democratic leadership style as a leadership factor, work discipline as a behavioral factor, and work motivation as a psychological factor, with performance as the dependent variable. This model emphasizes that teacher and staff performance is the result of the interaction between leadership, behavior, and motivation factors. Conceptually, the relationships among variables indicate that the three independent variables collectively contribute to shaping performance levels, both directly and simultaneously within the context of educational organizations.

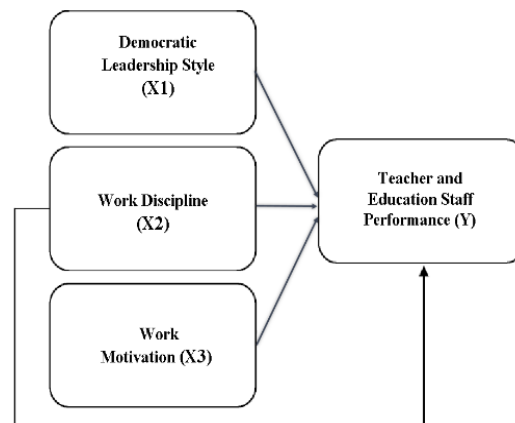


Figure 1. Research conceptual framework

Source: Researcher (2026)

RESEARCH METHODOLOGY

This study employs a quantitative approach to examine the causal relationships between democratic leadership style, work discipline, and work motivation on the performance of teachers and education staff. This approach enables objective measurement of variables through numerical data and hypothesis testing using inferential statistical techniques (Sugiyono, 2022), and is considered appropriate for systematically identifying cause-and-effect relationships (Creswell, 2018). Furthermore, the quantitative approach is relevant for generating objective and measurable empirical findings in human resource management research (Hafidulloh & Mochklas, 2024). Data processing was conducted using IBM SPSS Statistics 25 to ensure accuracy and consistency of analysis results (Ghozali, 2021). The population consisted of 35 teachers and education staff at MI Al Bukhori Surabaya, all of whom were included as the sample using a saturated sampling technique to enhance representativeness and minimize sampling bias (Sugiyono, 2022).

The research variables consist of independent (exogenous) and dependent (endogenous) variables. The independent variables include democratic leadership style (X1), work discipline (X2), and work motivation (X3), while the dependent variable is the performance of teachers and education staff (Y). Democratic leadership style is defined as a leadership behavior pattern that encourages subordinate participation in decision-making (Yukl, 2013). Work discipline reflects the level of compliance with organizational rules (Hasibuan, 2019), while work motivation refers to the internal drive of individuals to achieve work goals (Robbins & Judge, 2017). Strengthening discipline and teacher performance is also a critical aspect of human resource management

in the education sector (Hafidulloh et al., 2021). Performance is measured based on quality, quantity, timeliness, effectiveness, independence, and commitment (Mangkunegara, 2017).

Data collection was conducted through primary and secondary data. Primary data were obtained using a five-point Likert scale questionnaire (Likert, 1932), supported by observation and interviews (Creswell, 2018), while secondary data were sourced from journals, books, and relevant documents. The research instrument was tested using validity testing through item-total correlation (Ghozali, 2021) and reliability testing using Cronbach's Alpha ≥ 0.70 (Hair et al., 2019). Data analysis employed descriptive statistics (Sugiyono, 2022) and multiple linear regression to examine the influence and direction of relationships among variables (Gujarati & Porter, 2009). The regression model used in this study is:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$$

Hypothesis testing was conducted using simultaneous testing (F-test) and partial testing (t-test) to evaluate the influence of independent variables on the dependent variable at a significance level of 0.05 (Ghozali, 2021). The coefficient of determination (R^2) was used to measure the model's ability to explain the variation in the dependent variable (Hair et al., 2019), while the dominant test used standardized beta coefficients to identify the most influential variable. This approach aligns with human resource management practices that emphasize data-driven analysis to improve organizational performance. Thus, this methodology is expected to produce valid and reliable empirical findings and contribute to the development of human resource management in the education sector.

RESULTS & DISCUSSION

Result

Respondent Profile

The respondent profiles in this study provide an overview of the characteristics of the teachers and educational staff at MI Al Bukhori in Surabaya, the subjects of the study. Respondent profile analysis is essential for understanding the backgrounds of the participating individuals, thus providing context for the research results. Respondent characteristics in this study were classified based on gender, education level, and length of service.

Table 1. Respondent characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Man	23	65.7
	Woman	12	34.3
	Senior High School	1	2.9
Education	Vocational School	4	11.4
	S1	26	74.3
	S2	4	11.4
	< 1	0	0.00
	> 1	5	14.3
Length of Service (years)	1–5	10	28.6
	10–15	10	28.6
	20–25	7	20.00
	30–35	3	8.6

Source: Processed primary data (2026)

The table above shows that the majority of respondents were male (65.71%), had a bachelor's degree (74.29%), and had work experience ranging from 1–5 years and 10–15 years (28.57%, respectively). This indicates that the respondents in this study had adequate educational backgrounds and sufficient work experience to support optimal task performance.

Research Instrument Testing

Validity and reliability tests were conducted to ensure the accuracy and consistency of the instrument. Validity was tested using item-total correlation, where all items were declared valid because the calculated r-value > the tabulated r-value (Ghozali, 2021). Reliability was tested using Cronbach's Alpha ≥ 0.70 , indicating that all variables were reliable (Hair et al., 2019). Thus, the research instrument was deemed suitable for use.

Table 2. Validity and Reliability Test Results

Variables	Range of r-count	Sig.	Cronbach's Alpha	Information
Democratic Leadership Style (X1)	0.456 – 0.854	< 0.05	0.89	Valid & Reliable
Work Discipline (X2)	0.441 – 0.745	< 0.05	0.849	Valid & Reliable
Work Motivation (X3)	0.492 – 0.801	< 0.05	0.857	Valid & Reliable
Performance (Y)	0.512 – 0.805	< 0.05	0.902	Valid & Reliable

Source: Processed primary data (2026)

Hypothesis Testing

Results of Multiple Linear Regression Analysis

Multiple linear regression analysis was used to test the influence of democratic leadership style (X1),

work discipline (X2), and work motivation (X3) on teacher and education personnel performance (Y). The results of data processing using SPSS are presented in Table 3.

Table 3. Multiple Linear Regression Results

Variables	B	Beta	t	Sig.
Constant	17,941	-	2,284	0.029
X1 (Democratic Leadership Style)	0.038	0.044	0.244	0.809
X2 (Work Discipline)	0.247	0.284	1,484	0.148
X3 (Work Motivation)	0.395	0.366	1,922	0.064

Source: Processed primary data (2026)

Based on these results, the regression equation is obtained:

$$Y = 17.941 + 0.038X1 + 0.247X2 + 0.395X3$$

Model interpretation indicates that all independent variables have a positive relationship with performance. However, there is no statistically significant partial effect, as all significance values are >0.05 . Work motivation has the greatest influence compared to other variables, although it is not yet significant.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) is used to measure the extent to which independent variables explain the variation in the dependent variable, with the test results presented in Table 4.

Table 4. Results of the Determination Coefficient Test

R	R Square	Adjusted R Square
0.614	0.377	-

Source: Processed primary data (2026)

The R-square value of 0.377 indicates that 37.7% of the variation in teacher and education personnel performance can be explained by democratic leadership style, work discipline, and work motivation. The remaining 62.3% is influenced by other variables outside the research model.

Simultaneous Test (F Test)

The simultaneous test (F-test) is conducted to determine whether all independent variables collectively have a significant effect on the dependent variable, with the results of this test presented in Table 5.

Table 5. Simultaneous Test Results

F Count	Sig.	Information
6,242	0.002	Significant

Source: Processed primary data (2026)

The results of the simultaneous test show that the significance value is $0.002 < 0.05$ and the calculated F ($6.242 > F$ table (2.91)). Thus, it can be concluded that democratic leadership style, work discipline, and work motivation together have a significant effect on the performance of teachers and education personnel.

Partial Test (t-Test)

The partial test (t-test) is conducted to examine the individual effect of each independent variable on the dependent variable, with the results of this analysis presented in Table 6 for further interpretation.

Table 6. Summary of Partial Tests

Variables	t Count	Sig.	Results
X1	0.244	0.809	Not significant
X2	1,484	0.148	Not significant
X3	1,922	0.064	Positive, not significant

Source: Processed primary data (2026)

The partial test results show that:

- Democratic leadership style (X1) does not have a significant effect on performance.
- Work discipline (X2) does not have a significant effect on performance.
- Work motivation (X3) has a positive influence, but is not statistically significant.

This finding indicates that individually, the three variables are not yet able to explain the variation in performance strongly, even though collectively they are significant.

Dominance Test

The dominance test is conducted to identify the most influential independent variable in affecting the dependent variable by comparing standardized beta coefficients, with the results of this analysis presented in Table 7.

Table 7. Dominance Test

Variables	Beta	Sig.	Information
X1	0.044	0.809	Not dominant
X2	0.284	0.148	Not dominant
X3	0.366	0.064	Most dominant

Source: Processed primary data (2026)

Based on the standardized beta value, work motivation (X3) is the most dominant variable influencing teacher and education staff performance. This is indicated by the highest beta value (0.366), although its significance is still above 0.05.

Discussion

The results of the study show that the coefficient of determination (R^2) value of 0.377 is in the moderate category, indicating that the model explains 37.7% of the variation in teacher and education staff performance. This finding suggests that democratic leadership style, work discipline, and work motivation simultaneously contribute to performance, although 62.3% is influenced by other factors outside the model. This aligns with the view that performance is a multidimensional construct shaped by internal and external organizational factors (Robbins & Judge, 2017; Mangkunegara, 2017). Furthermore, the role of human resource management in optimizing performance highlights the importance of integrating strategic, behavioral, and psychological aspects in organizational settings (Mochklas et al., 2026).

This complexity is also reflected in the results of the simultaneous test, which indicate that all three variables have a significant effect on performance (Sig. 0.002 < 0.05), while partially none of the variables are significant. This phenomenon indicates a synergistic effect, where the interaction among leadership, discipline, and motivation contributes more substantially than each variable individually. Such findings support a holistic approach in human resource management, emphasizing the integration of multiple factors in shaping performance outcomes (Ghozali, 2021; Panggayudi & Mochklas, 2025).

Democratic Leadership Style and Performance

The results indicate that democratic leadership style has a positive but insignificant effect on performance (Sig. 0.809 > 0.05). This finding is not fully consistent with participative leadership theory, which suggests that employee involvement enhances performance (Yukl, 2013). However, it aligns with studies showing that leadership effectiveness is contingent upon organizational context (Ar-Rasyi & Sopiah, 2023). In educational institutions such as madrasas, leadership requires a balance between participation and control. Excessively flexible democratic leadership may reduce decision-making effectiveness, thereby limiting its impact on performance (Robbins & Judge, 2017). This suggests that leadership effectiveness depends not only on style but also on its alignment with organizational culture and management systems (Panggayudi & Mochklas, 2025).

Work Discipline and Performance

Work discipline shows a positive but insignificant effect on performance (Sig. 0.148 > 0.05), indicating that although discipline is essential,

it is not sufficient to significantly improve performance on its own. This is consistent with organizational control theory, which views discipline as a mechanism to align behavior with organizational goals (Hasibuan, 2019). In educational settings, discipline often represents a baseline requirement rather than a differentiating factor. Strengthening discipline is important, but it must be complemented by other factors such as motivation and leadership to produce meaningful performance improvements (Fauziah & Baskara, 2024; Hafidulloh et al., 2021).

Work Motivation and Performance

Work motivation has a positive effect and emerges as the most dominant variable ($\beta = 0.366$), although it is not statistically significant (Sig. 0.064 > 0.05). This finding indicates that motivation plays a relatively stronger role compared to leadership and discipline in influencing performance. This is consistent with motivation theory, which positions motivation as a key driver of individual behavior and performance (Robbins & Judge, 2017). The dominance of motivation highlights the importance of intrinsic factors such as commitment, dedication, and work ethic in educational environments. However, the lack of significance suggests that motivation may not yet be optimally supported by organizational systems, including compensation, recognition, and work environment (Abidin & Budiono, 2023; Mochklas, 2024).

Simultaneous Effect of Variables on Performance

The results of the simultaneous test (F-test) indicate that democratic leadership style, work discipline, and work motivation collectively have a significant effect on the performance of teachers and education staff (Sig. 0.002 < 0.05). This finding confirms that, although each variable does not show a significant partial effect, their combined influence plays a meaningful role in explaining performance variations. This suggests the presence of a complementary and synergistic relationship among leadership, discipline, and motivation in shaping employee performance.

This result reinforces the perspective that organizational performance is not determined by a single factor, but rather by the interaction of multiple variables operating simultaneously (Robbins & Judge, 2017). In the context of educational institutions, the integration of participative leadership, consistent work discipline, and strong work motivation creates a more conducive work environment that supports performance improvement. This is in line with previous research emphasizing that effective human

resource management requires alignment between leadership practices, behavioral control mechanisms, and psychological drivers (Panggayudi & Mochklas, 2025; Mochklas et al., 2026).

Furthermore, the significance of the simultaneous effect indicates that these variables function as a unified system rather than independent determinants. Leadership provides direction, discipline ensures consistency, and motivation drives effort, thereby forming an integrated framework that influences performance outcomes. This finding highlights the importance of adopting a holistic management approach, where improving performance requires the simultaneous strengthening of leadership quality, enforcement of discipline, and enhancement of employee motivation.

Theoretical and Practical Implications

Theoretically, this study confirms that performance is shaped by the interaction between leadership, behavioral, and psychological factors. The finding that work motivation is the most dominant variable ($\beta = 0.366$), followed by work discipline ($\beta = 0.284$) and democratic leadership style ($\beta = 0.044$), indicates that psychological factors play a relatively stronger role in influencing performance. This supports motivation theory, which emphasizes motivation as a primary determinant of performance (Robbins & Judge, 2017). However, the lack of partial significance suggests that these relationships are context-dependent and require integration with broader organizational factors.

Practically, the findings indicate that improving teacher and staff performance cannot rely on a single factor. Although motivation is the most dominant variable, school management should integrate motivation-enhancing strategies with adaptive leadership and consistent discipline. Efforts such as providing fair compensation, strengthening organizational culture, and fostering a supportive work environment are essential to enhance motivation and performance (Mangkunegara, 2017; Mochklas, 2024). Therefore, a comprehensive and integrated human resource management approach is necessary to achieve optimal performance outcomes in educational institutions.

CONCLUSION AND RECOMENDATION

Conclusion

Based on the research results, it can be concluded that democratic leadership style, work discipline, and work motivation simultaneously have

a significant influence on the performance of teachers and education personnel at MI Al Bukhori Surabaya. However, partially, these three variables did not show a significant influence, although all had a positive relationship. This indicates that performance improvement is more influenced by the combination or synergy between variables than by the influence of each variable individually.

Furthermore, the results of the dominance test indicate that work motivation is the variable with the greatest influence on performance, with the highest standardized beta value, although not yet statistically significant. Meanwhile, democratic leadership style and work discipline did not show a dominant influence. These findings indicate that psychological factors, particularly work motivation, play a relatively stronger role in shaping teacher and education personnel performance than other factors.

Recommendations

Based on the research results, it is recommended that madrasah management, particularly principals, focus more efforts to improve performance on work motivation. This can be achieved through awards, improved welfare, and the creation of a conducive and supportive work environment. Furthermore, the implementation of a democratic leadership style still needs to be optimized with a more adaptive approach to increase the effectiveness of decision-making without reducing subordinate participation.

Furthermore, work discipline needs to be continuously improved through consistent rule enforcement and effective supervision, while still maintaining a humanistic approach to avoid reducing work flexibility and creativity. Future research are advised to add other variables such as organizational culture, job satisfaction, or the work environment to obtain a more comprehensive model for explaining performance. Furthermore, the use of different research methods, such as qualitative or mixed methods approaches, can also provide a deeper understanding of the phenomena being studied.

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