



THE RELATIONSHIP OF WORK DISCIPLINE, EMOTIONAL INTELLIGENCE, LEADERSHIP AND THE PERFORMANCE OF PAI HIGH SCHOOL TEACHERS IN PADANG CITY

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ABSTRACT

This research aims to prove the influence of work discipline, emotional intelligence and leadership style on teacher performance PAI teacher at SMAN Padang City. The sample in this research was all teachers PAI teacher at SMAN Padang City, totaling 53 people. The type of data used is primary data, namely through distributing questionnaires. To analyze the influence of work discipline, emotional intelligence and leadership style on teacher performance PAI teacher at SMAN Padang City, using multiple regression. From the results of hypothesis testing that has been carried out, it can be concluded that work discipline does not have a significant effect on teacher performance PAI teacher at SMAN Padang City. Emotional intelligence has a significant effect on teacher performance PAI teacher at SMAN Padang City. Meanwhile, leadership style does not have a significant effect on teacher performance PAI teacher at SMAN Padang City.

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INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping students' character and spirituality. PAI teachers at SMAN Kota Padang have a big responsibility to provide a good understanding of the Islamic religion to students. Therefore, their performance is a crucial factor in achieving the goals of religious education in the school. In this context, this research will explore and analyze the relationship between work discipline, emotional intelligence, and leadership, and the performance of PAI teachers at SMAN Kota Padang.

Education is one of the main pillars in country development. Teachers have a very important role in providing education. Good performance from a teacher will have a positive impact on the overall quality of education. Several factors can influence teacher performance, and one of them is individual factors. Individual factors that

can influence teacher performance include work discipline, emotional intelligence, and leadership style.

As educators, teachers have a very important role in improving the quality of education in schools. Teachers' duties include planning and implementing the learning process, assessing learning outcomes, and providing guidance and training to students. Therefore, educators (teachers) need to improve their performance in carrying out this task, remembering that the future of education requires quality education. Thus, professional teacher performance will be a determining factor in success in the world of education in the future.

One factor that can influence teacher performance is the emotional intelligence of the principal or leader in leading his subordinates. A good leader will use their social skills to help their subordinates grow and develop, improving their self-image and sense of self-worth. This will help his subordinates achieve their goals. Apart from that, teacher performance can also be influenced by the leadership system developed by the principal in the educational institution where the teacher works.

Leadership is basically an individual's effort to influence the people under his control to follow his wishes. In this context, teachers will be influenced by the leadership style of the school principal as a superior who is responsible for providing guidance, warnings and assessments to teachers and employees.

Good leaders use their social skills to help their subordinates grow, develop, and improve their self-image and feelings of worth. This will help his subordinates achieve their goals. Apart from that, teacher performance is also influenced by the leadership system developed by school principals in the educational institutions where they work.

Apart from intellectual intelligence, emotional intelligence is also very important in supporting success in the field of leadership. Emotional intelligence does not only come from clear intellectual thinking, but also comes from the human heart. Emotional intelligence is a fundamental competency that differentiates a person from achieving success in life. According to Daniel Goleman (2009), 20% of performance achievement is determined by intellectual intelligence, while the remaining 80% is determined by emotional intelligence. An emotionally intelligent leader will be able to carry out complex analysis, build relationships, convey opinions well, be heard, and create a sense of comfort in carrying out his leadership.

Leadership issues always give an interesting impression because the success or failure of an organization is partly determined by the quality of leadership. According to Sutisna (2002), leadership is the process of influencing the activities of a person or group in an effort towards achieving goals in certain situations. Leadership is one of the main factors in organizational life which plays an important role because a leader acts as a regulator in the collaborative process between the leader and his group. In connection with the role and position of the school principal as a driving force for teachers, staff and students, apart from that, the school principal will determine how to achieve school goals in accordance with the school's vision and mission.

The principal is the highest position in a school organization. As a school principal, his responsibility is to ensure the implementation of the teaching and learning process and achieve the planned educational goals. As a leader, the principal has an important role in optimizing his abilities through empowerment, demands and guidance in order to achieve the Institution's goals effectively and efficiently, as well as improving the quality of education (Arista et al., 2023).

Good principal leadership will create a quality teacher work culture and motivate teachers. Apart from that, teacher professionalism will also develop. However, in reality, there are still several problems faced in the field. Some teachers arrive late, often neglect their duties by reducing student teaching time, and there are teachers who are unfriendly. Apart from that, there is also a lack of communication between teachers, homeroom teachers and students' parents, which results in improving the quality of learning. In this context, it is important for a school principal to understand the difference between effective and ineffective leadership (Agustin et al., 2023).

Work discipline is the main factor in ensuring that PAI teachers can carry out their duties well. Apart from that, emotional intelligence and leadership also play an important role in creating a conducive learning environment and supporting students' spiritual growth. Therefore, this research aims to dig deeper and reveal the impactful relationship between work discipline, emotional intelligence, leadership, and PAI teacher performance at SMAN Kota Padang.

Discipline in an organization occurs when all employees have the awareness and willingness to comply with applicable rules and norms. This discipline grows because of responsibility for work, not because it is forced or pressured. A disciplined mental attitude is reflected in individual and group actions, such as following organizational regulations. Even though the school principal has an important role in establishing discipline, every teacher and employee must also have self-discipline in carrying out their duties. The success of a teacher really depends on the level of discipline, which reflects responsibility and can encourage work enthusiasm and optimal performance (Purwanta et al., 2023).

Performance results are a reflection of a person's achievement in completing responsibilities and tasks well within a certain time limit. Apart from that, performance can also be seen from a group of individuals within the organization who successfully complete their duties and responsibilities. Employee performance assessment is the key to getting the feedback needed to achieve company targets. Productivity, which is closely related to human resources, is a major concern for company leaders. Increased productivity has a direct impact on achieving the company's profit goals. Therefore, employee performance is considered a vital asset in measuring and increasing productivity, including a teacher's ability to carry out the learning process in accordance with the set goals (Ulum et al., 2023).

Based on the background explained above, there is a formulation of the problem as follows:

1. Does work discipline influence the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City?
2. Does emotional intelligence influence the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City?
3. Does leadership style have an influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City?
4. Do work discipline, emotional intelligence, and leadership style jointly influence the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang?

RESEARCH METHODOLOGY

This research was carried out at SMAN Kota Padang, West Sumatra by taking a random sample where the data only focused on PAI teachers. As for the amount The population used in this research were all teachers at SMAN Padang, totaling 53 people. With the relatively small number of samples in this study, in this study the author used the method *total sampling*.

The data used in this research consists of primary data and secondary data. Primary data is the answers given by respondents regarding questions in the questionnaire. Primary data collection was carried out using a questionnaire. On the other hand, secondary data is obtained from literature, magazines, books and other relevant sources.

In this research, all variables will be measured using a Likert Scale. The author assumes that the Likert scale produces variables with an interval scale. To collect data, a questionnaire was used. Before use, the questionnaire will be tested for validity and reliability to ensure the validity of the questions in the questionnaire.

RESEARCH RESULTS AND DISCUSSION

Multiple Regression Analysis

Multiple regression analysis is the main tool for evaluating the impact of certain variables, namely discipline (X1), emotional intelligence (X2), and leadership style (X3), on performance levels. This analysis provides a complete picture of the relative contribution of each variable to the performance of PAI teachers at SMAN Kota Padang. Apart from that, this analysis also considers the interaction between these three variables. Thus, the results of this multiple regression analysis will provide a deeper understanding of the factors that influence the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. A more detailed explanation of this analysis can be found below:

Table 1. Multiple Linear Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	27,703	5,072		5,461	,000
Discipline	,003	,042	,008	,060	,953
Emotional intelligence	,215	,091	,318	2,367	,022
Leadership style	,199	,104	,256	1,905	,063

a. Dependent Variable:
PERFORMANCE

Spss data processing source

Based on the calculation results listed in Table 1, the following regression equation can be formulated:

$$Y = 27.703 + 0.003X_1 + 0.215X_2 + 0.199X_3$$

Where:

AND= Performance

X1 = Discipline

X2 = Emotional Intelligence

X3 = Leadership style

The equation is meaningful

1. The constant 27.703 in multiple regression analysis has a significant interpretation. This constant value shows the expected performance (Y) when discipline (X1), emotional intelligence (X2), and leadership style (X3) have a value of zero. In other words, if all independent variables have a value of zero, the anticipated performance is 27.703. This constant reflects the starting point or baseline of performance that can be achieved without the contribution of discipline, emotional intelligence, and leadership style. By knowing this value, we can understand the extent to which changes in performance (Y) can be associated with changes in the values of the variables discipline, emotional intelligence, and leadership style. Thus, the interpretation of these constants provides a basis for understanding initial performance levels before considering the impact of other factors. This helps provide important context in interpreting the results of multiple regression analysis and identifying the contribution of each independent variable to the performance variable. The regression coefficient for the discipline variable (X1) is 0.003, meaning that if the other independent variables have a constant value and discipline increases by 1 unit, then performance (Y) will increase by 0.003, the coefficient is positive, meaning there is a positive relationship between discipline and performance, the more discipline increases, the more performance increases, and vice versa.

2. The regression coefficient for the emotional intelligence variable (X2) is 0.215. This means that if the values of other independent variables remain constant, then every 1 unit increase in emotional intelligence will result in an increase of 0.215 in performance (Y). This coefficient has a positive value, indicating a positive relationship between emotional intelligence and performance. In other words, the higher the emotional intelligence, the higher the performance, and vice versa.
3. The regression coefficient for the leadership style variable (X3) is 0.199, meaning that when other independent variables remain constant and leadership style increases by 1 unit, performance (Y) will increase by 0.199. This coefficient is positive, indicating a positive relationship between leadership style and performance. In other words, the higher the leadership style, the higher the performance, and vice versa.

Coefficient of Determination (R^2)

Coefficient of determination (R-squared) analysis in multiple linear regression is key to understanding the extent to which independent variables contribute to variation in the dependent variable. R-squared gives the percentage contribution of the independent variable to the total variation in the dependent variable. The R-squared value ranges between 0 and 1. A value of 0 indicates that the model does not explain the variation, while a value of 1 indicates that the model explains all of the variation. R-squared measures how well a regression model explains variation in the data. The higher the R-squared value, the greater the contribution of the independent variable to the total variation. Coefficient of determination analysis helps researchers evaluate the quality and effectiveness of multiple linear regression models by measuring the validity and accuracy of independent variables.

**Table 2. Coefficient of Determination Test Results
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.379 ^a	.144	.092	1.624	1.737

a. Predictors: (Constant), Discipline, Emotional Intelligence, Leadership Style

b. Dependent Variable: Performance

Spss data processing source

Based on table 2 above, it can be seen that there is a relationship between discipline, emotional intelligence, and leadership style and performance. The correlation coefficient (R) of 0.379 shows this relationship. R Square testing shows that 14.4% of the increase in PAI teacher performance at SMAN Kota Padang can be explained by discipline, emotional intelligence, and leadership style. The remainder, namely 85.6%, was influenced by other variables not examined in this research.

Hypothesis testing

To test the influence of X1, X2, and X3 on Y, we used a questionnaire given to 53 respondents. The data we obtained was then processed using SPSS to carry out t test analysis.

The following are the results of hypothesis testing and a summary of the model used to test hypotheses 1, 2, and 3 as explained in Chapter 2 previously. Details of the test results can be found in Table 3 below:

Table 3. Hypothesis Test Results t

Variable	Significance	Alpha	Conclusion
Discipline (X1)	0,953	0,05	Not significant
Emotional Intelligence (X2)	0,022	0,05	Significant
Leadership Style (X3)	0,063	0,05	Not significant

Spss data processing source

Based on Table 3 above, it appears that the discipline variable has a significance value of 0.953. In testing the hypothesis through the t-statistical test, an a value of 0.05 is used. The results show that the significance value is $0.953 > 0.05$. Therefore, it can be concluded that the discipline factor (X1) does not significantly influence the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang.

From the table above, it can be seen that the emotional intelligence variable has a significance value of 0.022. In hypothesis testing using the t-statistical test, a significance level of (a) 0.05 is used. The results show that the significance value is $0.022 < 0.05$. Therefore, it can be concluded that emotional intelligence (X2) has a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City.

Based on the table above, it can be seen that the leadership style variable has a significance value of 0.063. In the hypothesis testing stage using the t-statistical test, the significance level (α) used is 0.05. The results of the analysis show that the significance value is $0.063 > 0.05$. Therefore, it can be concluded that leadership style (X3) does not have a significant influence on the performance of PAI teachers at SMAN Kota Padang.

The fourth hypothesis, which was analyzed using the F test, has been explained in Table 4. The table presents the results of the analysis of how the variables work discipline (X1), emotional intelligence (X2), and leadership style (X3) jointly influence the performance of education teachers. Islamic Religion (PAI) at SMAN Padang City. By detailing these results, we can understand the extent to which these three variables contribute to variations in the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. This analysis provides a deeper understanding of the impact of the combination of independent variables on the dependent variable within the framework of the fourth hypothesis.

Table 4. Hypothesis F Test Results

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.737	3	7.246	2.746	.000
	Residual	129.281	49	2.638		
	Total	151.019	52			

a. Predictors: (Constant), Leadership Style, Discipline, Emotional Intelligence

b. Dependent Variable:
Performance

Spss data processing source

This F test aims to test the research hypothesis which states that discipline, emotional intelligence and leadership style have a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. Through this test, we will find out to what extent all the independent variables together can influence the dependent variable.

From table 4 above, it can be seen that the significant value produced is 0.000 in the testing stage with an error rate (alpha) of 0.05. The results obtained show that the significant value is $0.000 < 0.05$. Therefore, the decision is that H_0 is rejected and H_a is accepted. From this it can be concluded that the influence of discipline, emotional intelligence, and leadership style together have a significant effect on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang.

Furthermore, below is a summary of the research hypotheses that have been previously proposed in table 5:

Table 5. Summary Results of Hypothesis Testing

Hypothesis	Statement	Management
H ₁	Discipline has a significant effect on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City	Rejected
H ₂	Emotional intelligence has a significant effect on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City	Accepted
H ₃	Leadership style has a significant effect on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City	Rejected
H ₄	Discipline, emotional intelligence and leadership style together have a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang	Accepted

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on data analysis, interpretation of research results, and previous discussions, the following conclusions can be drawn:

1. Based on partial analysis of the first hypothesis, the test results show that the discipline variable does not have a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. The t-statistic test produces a value of $0.953 > 0.05$, which indicates that there is no significant difference in PAI teacher performance if only the discipline variables are taken into account individually. This shows the need to consider other factors that may also influence the performance of PAI teachers at SMAN Kota Padang.
2. From the results of partial testing of the second hypothesis, it was concluded that emotional intelligence had a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Padang City. This can be seen from the t-statistical test value of $0.022 < 0.05$. This figure shows that there are significant differences in the performance of PAI teachers which can be attributed to their emotional intelligence. These results are important for understanding the factors that influence PAI teacher performance, emphasizing the importance of emotional intelligence as an element that supports improving this performance.
3. After analyzing the third hypothesis separately, we conclude that leadership style does not have a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. The t-statistical test shows a value of 0.063 , which is greater than 0.05 . This shows that there is no significant difference in PAI teacher performance if only considering the leadership style variable. These findings indicate that in this context, leadership style factors do not directly influence PAI teacher performance. There are other factors to consider to improve their performance.
4. From the results of simultaneous testing of the fourth hypothesis, it can be concluded that the variables of discipline, emotional intelligence, and leadership style together have a significant influence on the performance of Islamic Religious Education (PAI) teachers at SMAN Kota Padang. The t-statistical test value of $0.000 < 0.05$ indicates that the combination of these three variables has a significant influence on the performance of PAI teachers. These findings indicate the importance of considering and integrating these variables together in an effort to improve the performance of PAI teachers at SMAN Kota Padang.

Suggestion

1. Work discipline does not have a significant influence on employee performance. Even though it includes awareness and willingness to comply with organizational regulations and social norms, increasing discipline needs to continue, even though it does not directly impact performance.
2. To support effective leadership, school principals must increase emotional intelligence. The ability to manage emotions, motivate yourself, and build

good interpersonal relationships will help achieve school goals without disrupting relationships with teachers or staff.

3. The principal's leadership style can be improved by considering various leadership methods and adapting them to the situation in the school. Consulting with teachers or staff in making decisions is the key to understanding and increasing the responsibilities of each party.

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