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The Relationship Between Principal Leadership, School Climate, Work Discipline, And Work Motivation With Teacher Performance In Public Elementary Schools In Ambon City And The Lease Islands

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Principal Leadership, School Climate, Work Discipline, Work Motivation, Teacher Performance.

Abstract

Teacher performance plays a crucial role in determining the quality of education, particularly in geographically challenging areas such as Ambon City and the Lease Islands. This study aims to examine the influence of principal leadership, school climate, work discipline, and work motivation on teacher performance in public elementary schools within this region. A quantitative approach with a correlational research design was employed, using cross-sectional data collected through structured questionnaires. The study involved 210 teachers selected through a saturated sampling technique. Data were analyzed using Structural Equation Modeling with the Partial Least Squares (SEM-PLS) method. The results show that principal leadership, school climate, work discipline, and work motivation each have a positive and significant effect on teacher performance. Additionally, principal leadership significantly influences school climate, work discipline, and motivation, while school climate also enhances teacher discipline and motivation. Work discipline further contributes positively to teacher motivation. These findings highlight the central role of leadership and organizational conditions in shaping teacher behavior. The study implies the need for continuous leadership development, strengthened school culture, and systematic motivation strategies to improve teacher performance. Future research should expand the study area and include additional variables such as job satisfaction, workload, and teacher well-being to deepen the understanding of factors affecting teacher performance.

Kata kunci:
Kepemimpinan Kepala Sekolah; Iklim Sekolah; Disiplin Kerja; Motivasi Kerja; Kinerja Guru.

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Abstrak

Kinerja guru merupakan faktor penting dalam menentukan kualitas pendidikan, terutama di daerah kepulauan seperti Kota Ambon dan Kepulauan Lease yang memiliki tantangan geografis dan keterbatasan akses pengembangan profesi. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala sekolah, iklim sekolah, disiplin kerja, dan motivasi kerja terhadap kinerja guru pada sekolah dasar negeri di wilayah tersebut. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional dan pengumpulan data secara cross-sectional melalui kuesioner terstruktur. Sebanyak 210 guru dilibatkan sebagai sampel dengan teknik sampling jenuh. Analisis data dilakukan menggunakan Structural Equation Modeling dengan pendekatan Partial Least Squares (SEM-PLS). Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah, iklim sekolah, disiplin kerja, dan motivasi kerja berpengaruh positif dan signifikan terhadap kinerja guru. Selain itu, kepemimpinan kepala sekolah terbukti meningkatkan iklim sekolah, disiplin kerja, dan motivasi guru, sementara iklim sekolah juga memperkuat disiplin dan motivasi kerja. Disiplin kerja turut berkontribusi positif terhadap motivasi kerja. Temuan ini menegaskan pentingnya kepemimpinan dan kondisi organisasi sekolah dalam membentuk perilaku serta kinerja guru. Penelitian ini merekomendasikan penguatan program pengembangan kepemimpinan, pembangunan budaya kerja yang positif,

serta strategi peningkatan motivasi guru. Penelitian selanjutnya disarankan memperluas cakupan wilayah dan memasukkan variabel tambahan seperti kepuasan kerja, beban kerja, dan kesejahteraan guru.

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INTRODUCTION

The issue of teacher performance remains one of the most crucial educational problems that requires continuous scholarly attention because it directly determines the quality of learning, students' academic development, and the overall effectiveness of the education system. Empirical studies consistently demonstrate that teacher performance shapes student motivation, classroom engagement, and educational attainment, making it a vital phenomenon to be investigated both quantitatively and qualitatively (Astriani et al., 2023 Pratiwi et al., 2021 Pratama, 2023). In the context of public elementary schools in Ambon City and the Lease Islands, this issue becomes even more urgent due to persistent challenges such as low academic qualifications, weak mastery of instructional methods, low discipline, and inconsistent motivation. These problems not only hinder the effectiveness of teaching but also weaken the relationship between teachers and students, disrupt school productivity, and ultimately contribute to the decline of educational quality at the regional level (Vebriani et al., 2022 Lamusu, 2023 Iskandar and Anriani, 2023). Thus, examining teacher performance in this specific geographical and socio-cultural setting is academically significant and practically necessary.

Although a substantial body of literature has examined factors influencing teacher performance, existing research still leaves important gaps that justify the need for this study. Previous studies have tended to focus on the independent influence of leadership, motivation, discipline, or school climate, but they often fail to integrate these variables within a comprehensive model that reflects the complex realities of school environments, especially in geographically isolated areas (Fandholi, 2023 Hamidah, 2024 Muazza, 2021). Moreover, previous studies rarely take into account the unique challenges of island regions, such as limited access to professional development, infrastructural gaps, and cultural dynamics that significantly affect how teachers behave, work, and interact within the school system. Most existing studies also do not incorporate technological and environmental factors that are increasingly relevant in modern education, nor do they employ analytical techniques capable of testing multidimensional relationships simultaneously. These gaps show that the existing writing, while valuable, remains incomplete and insufficient, leaving a clear academic space for a study that approaches teacher performance from a broader theoretical and contextual perspective.

Given these shortcomings, the purpose of this paper is to complete the gaps left by previous studies by developing a more holistic empirical model that explains teacher performance in relation to principal leadership, school climate, work discipline, and motivation, while also integrating contextual factors specific to the island regions of Ambon City and the Lease Islands. This study adopts Organizational Behavior Theory and the Technology Organization Environment Framework in order to offer a more

comprehensive analytical lens that includes internal behavioral factors, organizational conditions, and environmental realities affecting teacher practices. Unlike earlier studies that focus on isolated variables, this research simultaneously tests multiple direct and indirect relationships using Structural Equation Modeling, thereby providing stronger and more nuanced evidence regarding how these factors interact and shape teacher performance in geographically challenging contexts.

In addition, this study aims to test several key arguments that are central to understanding teacher performance in public elementary schools in island regions. The study examines whether effective principal leadership enhances teacher performance by shaping a supportive organizational environment, whether school climate and work discipline function as important mediating mechanisms that transform leadership into productive teacher behavior, and whether teacher motivation strengthens the discipline, commitment, and instructional quality necessary for improved learning outcomes. This research also seeks to test the assumption that contextual characteristics of island schools modify the influence of organizational and behavioral factors in ways that differ from schools in urban or mainland settings. In doing so, this study positions itself not merely as a replication of previous research but as an effort to advance and refine the theoretical understanding of teacher performance by addressing the unique geographical, organizational, and behavioral complexities of the Ambon region.

Through this approach, the study establishes its relevance and contributes to the literature by clarifying how leadership, school climate, discipline, and motivation jointly influence teacher performance within an underexplored educational context. The findings of this research are expected to provide meaningful insights for policymakers, principals, and educators in designing more effective strategies for strengthening teacher performance and improving the overall quality of education in Ambon City and the Lease Islands. By acknowledging previous studies while addressing their limitations, this research clearly positions itself within the existing scholarship and offers an expanded, context-specific contribution that has both theoretical and practical significance.

METHOD RESEARCH

This study employs a quantitative approach with a correlational research design to examine the relationships among variables and test the proposed hypotheses. A quantitative approach is considered appropriate because it allows the investigation of causal tendencies and provides objective, measurable data to evaluate the influence of principal leadership, school climate, work discipline, and work motivation on teacher performance. The correlational design focuses on identifying the strength and direction of relationships among the independent, dependent, mediating, and moderating variables, enabling a comprehensive understanding of how these constructs interact within the educational context of Ambon City and the Lease Islands. Structural Equation Modeling (SEM) using the Partial Least Squares (PLS) approach was employed as the primary analytical method, supported by the SmartPLS software. SEM-PLS was selected

for its ability to handle complex models involving multiple constructs and indicators, as well as its flexibility in analyzing both direct and indirect effects. This method is particularly useful for datasets that do not meet assumptions of normality or large sample size, making it suitable for the empirical conditions of this study.

Data were collected using a cross-sectional design, in which information was gathered from respondents at a single point in time. This approach provides a snapshot of existing conditions and allows for the identification of relationships among variables without requiring longitudinal observation. SEM-PLS is highly suitable for exploratory research and continues to yield robust results even when traditional assumptions are not met, which further strengthens the analytical rigor of the study. Through the use of a structured questionnaire and purposive sampling, the research design facilitates an in-depth exploration of how the selected independent variables influence teacher performance, ensuring a balance between methodological rigor and analytical flexibility.

The population in this study comprises all elementary school teachers in Ambon City and the Lease Islands. A non-probability sampling technique, specifically saturated sampling, was used. In cases where the population is fewer than one hundred individuals, all members are included in the study, rendering it a population study. However, when the population exceeds this number, the sample is typically set at ten to fifteen percent or, in some cases, twenty to twenty-five percent of the total population. This sampling approach ensures adequate representation of the teacher population while maintaining feasibility in data collection.

Data analysis consisted of two main stages: descriptive analysis and SEM-PLS analysis. Descriptive statistics were used to summarize the characteristics of the respondents and present the distribution of responses for each variable, offering a general overview of the patterns within the dataset. The SEM-PLS analysis was then conducted through the evaluation of the measurement model and the structural model. The measurement model was assessed through convergent validity, discriminant validity, and reliability testing. Convergent validity was determined based on the magnitude of outer loading values, which were expected to exceed 0.70. Discriminant validity was evaluated using the Fornell-Larcker criterion to ensure that each construct was empirically distinct from the others. Reliability was examined using Composite Reliability, Average Variance Extracted, and Cronbach's Alpha, with thresholds of 0.70, 0.50, and 0.70 respectively. Following measurement model evaluation, the structural model was analyzed by examining path coefficients and t-values to determine the significance of relationships among variables. The coefficient of determination (R^2) was used to assess the extent to which the independent variables explained variance in the dependent variable. All analyses were interpreted using a five percent significance level. SEM-PLS was ultimately chosen because of its robustness in handling complex relationships, non-normal data distributions, and relatively small sample sizes, making it well-suited for the contextual and empirical conditions of this research.

RESULT AND DISCUSSION

Result

Respondent Characteristics

The following table presents the socio-demographic characteristics of the respondents involved in this study. It includes variables such as gender, education, and income of teachers in public elementary schools in Ambon City and the Lease Islands. Understanding these characteristics is essential to provide context for the research findings and to evaluate the representativeness of the sample.

Table 3. Characteristics of Respondents

Characteristic	Sub-Characteristic	Frequency	Percentage (%)
Gender	Male	116	55%
	Female	94	45%
Age	< 25 Years	2	1%
	25 – 35 Years	7	3%
	36 – 45 Years	88	42%
	46 – 55 Years	101	48%
	> 56 Years	12	6%
Education	Diploma	53	25%
	Bachelor's Degree (S1)	116	55%
	Master's Degree (S2)	41	20%
	Doctoral Degree (S3)	0	0%
Work Experience	< 1 Year	6	3%
	1 – 5 Years	16	8%
	6 – 10 Years	8	4%
	> 10 Years	180	86%
Total		210	100%

Source: Processed Primary Data (2025)

Based on the sample of teachers from public elementary schools in Ambon City and the Lease Islands, the majority of respondents are male, totaling 116 individuals (55%), while female teachers account for 94 individuals (45%). In terms of age, the largest group falls within the 46–55 years range with 101 individuals (48%), while the smallest group is under 25 years old, with only 2 individuals (1%). Regarding education, most teachers hold a Bachelor's degree (S1), totaling 116 individuals (55%), while none hold a Doctoral degree (S3), making it the lowest category. In terms of work experience, the majority have been teaching for more than 10 years, with 180 individuals (86%), while only 6 individuals (3%) have less than one year of experience. This profile indicates that the respondents in this study generally have a mature and experienced professional background in terms of age, education, and teaching tenure.

Outer Model

Convergent validity, discriminant validity, composite reliability, and cronbach's alpha are the four measurement criteria used to evaluate the outer model in this study. The diagram below provides a clearer illustration of the theoretical framework of this research.

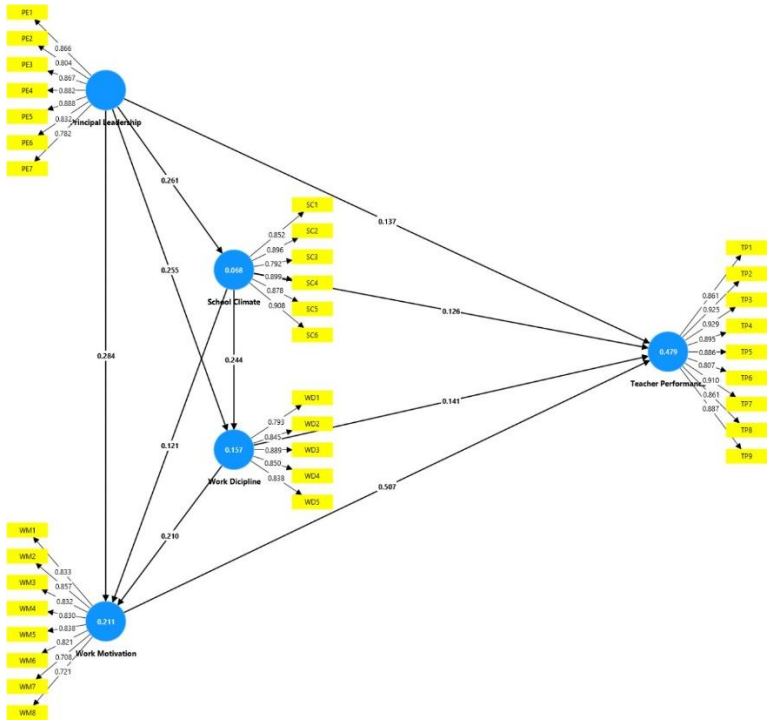

Figure 2. Outer Model

Source: Processed Primary Data (2025)

Based on the figure above, the results of the outer loading measurement on the reflective indicators show that most of the research indicators meet the criteria for use as measurement indicators of the variables, as they have outer loading values greater than 0.7 (outer loading > 0.7).

Discriminant Validity

Each idea of a latent variable or construct must be distinct from every other latent variable or construct, and this is the purpose of Discriminant Validity. To obtain the most up-to-date assessment, the "Heterotrait-Monotrait Ratio" (HTMT) is used. A construct is considered to have strong discriminant validity if the HTMT value is below 0.90.

Table 3. Heterotrait – Monotrait Ratio (HTMT)

	Principal Leadership	**School Climate**	**Teacher Performance**	**Work Dicipline**	**Work Motivation**
Principal Leadership					
School Climate	0,274				
Teacher Performance	0,430	0,349			
Work Dicipline	0,345	0,330	0,423		
Work Motivation	0,409	0,274	0,676	0,366	

Source: Processed Primary Data (2025)

Based on the table, it can be observed that the HTMT ratio of all variables has a value lower than 0.9 (HTMT < 0.9), indicating that all variable constructs exhibit good discriminant validity.

Reliability

To assess the internal consistency and reliability of the constructs used in this study, three statistical measures were applied: Average Variance Extracted (AVE), Composite Reliability and Cronbach's Alpha. AVE was used to measure convergent validity, while Composite Reliability and Cronbach's Alpha evaluated the consistency of each construct.

Table 4. Average Variant Extracted (AVE)

Variable	AVE	Composite reliability (rho_a)	Composite reliability (rho_c)	Cronbach's alpha
Principal as Educator	0,716	0,936	0,946	0,934
School Climate	0,760	0,942	0,950	0,937
Teacher Performance	0,784	0,966	0,970	0,965
Work Dicipline	0,712	0,904	0,925	0,899
Work Motivation	0,651	0,925	0,937	0,922

Source: Processed Primary Data (2025)

The table 4 presents the Average Variance Extracted (AVE), composite reliability (rho_a and rho_c), and Cronbach's Alpha values for each research variable. Teacher Performance shows the highest values across all reliability indicators, with an AVE of 0.784, composite reliability (rho_a = 0.966 and rho_c = 0.970), and Cronbach's Alpha of 0.965, indicating strong internal consistency and excellent instrument reliability. In contrast, Work Motivation has the lowest AVE (0.651), reflecting a relatively lower proportion of variance explained by the latent construct. Meanwhile, Work Discipline demonstrates the lowest composite reliability and Cronbach's Alpha (rho_a = 0.904; rho_c = 0.925; Cronbach's Alpha = 0.899), suggesting comparatively weaker measurement consistency. Overall, these results indicate that Teacher Performance is the most reliable variable, while Work Discipline and Work Motivation exhibit relatively lower reliability and may require further refinement in future measurement development.

R-Square Test

R-Square is used to assess the significance of latent variables. Below are the results of the R-Square testing for the variables in this research model:

Tabel 5 R-Square

Variable	R-square	R-square adjusted
School Climate	0,068	0,063
Work Dicipline	0,157	0,149

Work Motivation	0,211	0,199
Teacher Performance	0,479	0,468

Source: Processed Primary Data (2025)

Based on the test results, the R-Square value for the School Climate variable is 0.068, indicating that 6.8% of the variation in School Climate can be explained by Principal Leadership. The R-Square value for the Work Discipline variable is 0.157, meaning that 15.7% of the variation in Work Discipline can be explained by Principal Leadership and School Climate. The R-Square value for the Work Motivation variable is 0.211, indicating that 21.1% of the variation in Work Motivation can be explained by Principal Leadership, School Climate, and Work Discipline. Finally, the R-Square value for the Teacher Performance variable is 0.479, which means that 47.9% of the variation in Teacher Performance can be explained by Principal as Educator, School Climate, Work Discipline, and Work Motivation.

Inner Model

Path Coefficient Test

The path coefficient reveals the relative importance of the relationships between constructs. The t-test (critical ratio), obtained through the bootstrapping procedure (resampling method), can be used to evaluate the significance of the path coefficients, provided that the sign is consistent with the hypothesised theory. The t-test results between the inner and outer models are presented as follows:

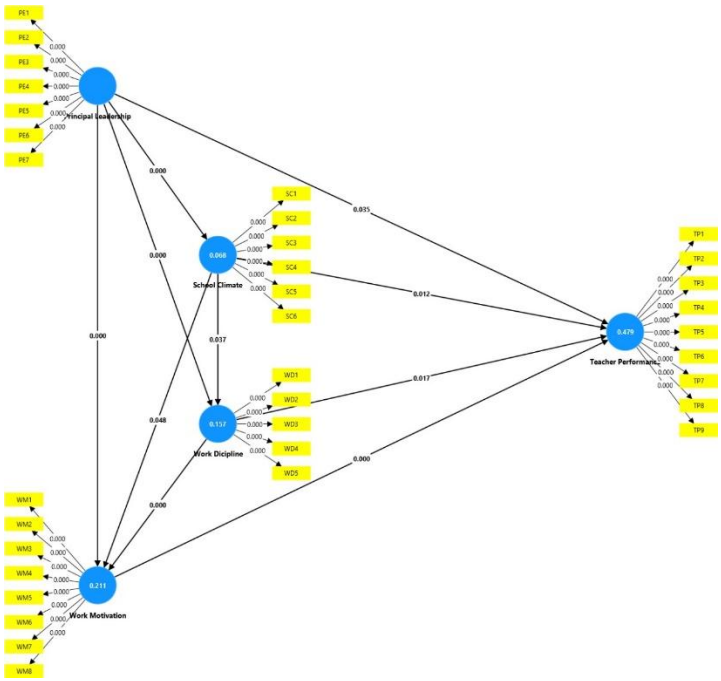

Figure 3. Inner Model

Source: Processed Primary Data (2025)

The t-test used in this analysis is derived from the bootstrap sample. Next, we compare the t-table value with the t-test results illustrated in the figure above.

Table 7. Hypothesis Testing Results

Variable	T statistics	P values
Principal Leadership -> Teacher Performance	2,105	0,035
School Climate -> Teacher Performance	2,500	0,012
Work Dicipline -> Teacher Performance	2,383	0,017
Work Motivation -> Teacher Performance	8,509	0,000
Principal Leadership -> School Climate	4,264	0,000
Principal Leadership -> Work Dicipline	3,846	0,000
Principal Leadership -> Work Motivation	4,176	0,000
School Climate -> Work Dicipline	2,087	0,037
School Climate -> Work Motivation	1,978	0,048
Work Dicipline -> Work Motivation	3,679	0,000

Source: Processed Primary Data (2025)

The results of the hypothesis testing in this study can be explained as follows:

Hypothesis H1

The hypothesis testing results show a T-statistic value of 2.105 and a P-value of 0.035. Since the T-statistic exceeds the T-table value (2.105 > 1.971) and the P-value is less than the 5% significance level (0.035 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Principal Leadership has a positive and significant effect on Teacher Performance. In other words, the stronger the Principal Leadership, the higher the Teacher Performance. Accordingly, Hypothesis 1 (H1) is accepted.

Hypothesis H2

The hypothesis testing results show a T-statistic value of 2.500 and a P-value of 0.012. Since the T-statistic exceeds the T-table value (2.500 > 1.971) and the P-value is less than the 5% significance level (0.012 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that School Climate has a positive and significant effect on Teacher Performance. In other words, the stronger the School Climate, the higher the Teacher Performance. Accordingly, Hypothesis 2 (H2) is accepted.

Hypothesis H3

The hypothesis testing results show a T-statistic value of 2.383 and a P-value of 0.017. Since the T-statistic exceeds the T-table value (2.383 > 1.971) and the P-value is less than the 5% significance level (0.017 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Work Discipline has a positive and significant effect on Teacher Performance. In other words, the stronger the Work Discipline, the higher the Teacher Performance. Accordingly, Hypothesis 3 (H3) is accepted.

Hypothesis H4

The hypothesis testing results show a T-statistic value of 8.509 and a P-value of 0.000. Since the T-statistic exceeds the T-table value (8.509 > 1.971) and the P-value is less than the 5% significance level (0.000 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Work Motivation has a positive and significant effect on Teacher Performance. In other words, the stronger the Work Motivation, the higher the Teacher Performance. Accordingly, Hypothesis 4 (H4) is accepted.

Hypothesis H5

The hypothesis testing results show a T-statistic value of 4.264 and a P-value of 0.000. Since the T-statistic exceeds the T-table value (4.264 > 1.971) and the P-value is less than the 5% significance level (0.000 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Principal Leadership has a positive and significant effect on School Climate. In other words, the stronger the Principal Leadership, the stronger the School Climate. Accordingly, Hypothesis 5 (H5) is accepted.

Hypothesis H6

The hypothesis testing results show a T-statistic value of 3.846 and a P-value of 0.000. Since the T-statistic exceeds the T-table value (3.846 > 1.971) and the P-value is less than the 5% significance level (0.000 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Principal Leadership has a positive and significant effect on Work Discipline. In other words, the stronger the Principal Leadership, the higher the level of Work Discipline. Accordingly, Hypothesis 6 (H6) is accepted.

Hypothesis H7

The hypothesis testing results show a T-statistic value of 4.176 and a P-value of 0.000. Since the T-statistic exceeds the T-table value (4.176 > 1.971) and the P-value is less than the 5% significance level (0.000 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Principal Leadership has a positive and significant effect on Work Motivation. In other words, the stronger the Principal Leadership, the higher the level of Work Motivation. Accordingly, Hypothesis 7 (H7) is accepted.

Hypothesis H8

The hypothesis testing results show a T-statistic value of 2.087 and a P-value of 0.037. Since the T-statistic exceeds the T-table value (2.087 > 1.971) and the P-value is less than the 5% significance level (0.037 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that School Climate has a positive and significant effect on Work Discipline. In other words, the stronger the School Climate, the higher the level of Work Discipline. Accordingly, Hypothesis 8 (H8) is accepted.

Hypothesis H9

The hypothesis testing results show a T-statistic value of 1.978 and a P-value of 0.048. Since the T-statistic exceeds the T-table value (1.978 > 1.971) and the P-value is less than the 5% significance level (0.048 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that School Climate has a positive and significant effect on Work Motivation. In other words, the stronger the School Climate, the higher the level of Work Motivation. Accordingly, Hypothesis 9 (H9) is accepted.

Hypothesis H10

The hypothesis testing results show a T-statistic value of 3.679 and a P-value of 0.000. Since the T-statistic exceeds the T-table value (3.679 > 1.971) and the P-value is less than the 5% significance level (0.000 < 0.05), the relationship is statistically significant. Therefore, it can be concluded that Work Discipline has a positive and significant effect on Work Motivation. In other words, the stronger the Work Discipline, the higher the level of Work Motivation. Accordingly, Hypothesis 10 (H10) is accepted.

DISCUSSION

The results show that principal leadership has a positive and significant effect on teacher performance, indicating that stronger leadership leads to better instructional outcomes. This aligns with previous studies emphasizing that principals who provide clear direction, constructive supervision, and emotional support can enhance teacher competence, morale, and professionalism (Octaviarnis et al., 2021; Lamusu, 2023). Effective leadership makes teachers feel valued and supported, while weak or authoritarian leadership tends to lower motivation and discipline, ultimately harming performance (Umi et al., 2019). Thus, principal leadership is a key determinant of teacher quality in schools.

School climate is also found to significantly influence teacher performance, demonstrating that a supportive and harmonious work environment encourages teachers to be more productive, creative, and committed. Positive climates characterized by respect, open communication, and psychological comfort help teachers focus on teaching and student development (Mailool et al., 2020; Jufrianti, 2023). Conversely, climates marked by conflict or poor communication reduce enthusiasm and hinder performance (Ulbricht et al., 2022). Therefore, strengthening school climate is essential for ensuring effective teaching and improving overall educational quality.

Work discipline likewise has a significant effect on teacher performance, confirming that punctuality, consistency, and responsibility support better lesson planning, classroom management, and student engagement (Ahmad, 2023; Abidin, 2021). Teachers with strong discipline maintain instructional quality and manage time efficiently, while low discipline often results in disorganized teaching and weak learning outcomes (Amdayanti et al., 2021). Improving discipline is therefore crucial for sustaining high standards of instruction.

Work motivation also emerges as a strong predictor of teacher performance. Both intrinsic motivation, such as the desire for professional growth, and extrinsic motivation, such as recognition or rewards, significantly shape teachers' enthusiasm and dedication (Armiyanti et al., 2023; Daily et al., 2020). Highly motivated teachers are more creative, committed, and effective, while low motivation can diminish initiative and interaction quality. Thus, motivation plays a central role in improving teaching performance.

Principal leadership further strengthens school climate, work discipline, and motivation, showing that leadership functions not only as a direct predictor of performance but also as a foundational factor that shapes teachers' work environment and behavior (Handayani & Rasyid, 2015; Merdiana et al., 2022). Strong leadership creates a positive climate, promotes disciplinary values, and enhances teachers' intrinsic and extrinsic motivation, whereas weak leadership contributes to negative climates and low discipline. These findings reaffirm the importance of principals in building professional and collaborative school cultures.

School climate also significantly improves teachers' work discipline and work motivation. A supportive environment fosters responsibility, compliance with school rules, and commitment to teaching duties (Daimah, 2019; Muhammad et al., 2022). When

teachers feel respected and supported, they tend to be more disciplined and motivated, while negative climates weaken responsibility and enthusiasm (Santiari et al., 2020). These results highlight that climate strongly shapes daily teacher behavior.

Lastly, work discipline significantly influences work motivation, indicating that disciplined teachers tend to feel more confident, responsible, and intrinsically motivated (Pereira & Said, 2019; Sari, 2019). High discipline reinforces motivation and contributes to better teaching performance, whereas low discipline reduces motivation and impairs learning quality. Together, this demonstrates a reciprocal relationship in which discipline and motivation mutually strengthen each other to support effective teaching.

CONCLUSION

The findings of this study show that principal leadership, school climate, work discipline, and work motivation each have a strong and significant influence on teacher performance, with work motivation showing the greatest effect. These results challenge previous assumptions that leadership alone is the primary determinant of teacher performance and highlight the importance of internal teacher factors, especially motivation and discipline, in shaping instructional quality. The study also reveals that principal leadership plays a central role in shaping school climate, teacher discipline, and teacher motivation, demonstrating a broader impact than traditionally expected.

Scientifically, this research strengthens previous findings regarding the importance of leadership and school climate, while also extending the discussion by showing how these variables interact systematically in the context of island-based schools. The study introduces an integrated model that connects leadership, climate, discipline, and motivation, thereby enriching the theoretical understanding of teacher performance in geographically challenging regions. By doing so, the research contributes new empirical evidence to support the development of educational management strategies tailored to isolated school environments.

This study has several limitations. The sample size is relatively small and limited to public elementary schools in Ambon City and the Lease Islands, making broader generalizations difficult. Several factors that may influence teacher performance, such as job satisfaction, workload, gender, and age, were not examined in depth. Future research should employ larger samples, cover wider regions, and consider additional variables or mixed-method approaches to produce a more comprehensive and multidimensional understanding of teacher performance.

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