

# The Influence of Leadership and Discipline on Work Involvement and Its Impact on the Performance of State Elementary School Teachers

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**Abstract:** This research aims to identify factors influencing teacher performance with work involvement as an intervening variable for state elementary school teachers in Cipocok Jaya District, Serang City. This research uses quantitative methods with a correlational approach. The research was conducted at a public elementary school in Cipocok District, Serang City. The research time is June to August 2024. The sampling technique used was proportional random sampling with a sample size of 97 people. Data analysis uses the Structural Equation Modelling (SEM) and Smart PLS approaches. The findings reveal that transformational leadership, discipline, and work engagement positively influence teacher performance. Work involvement has a pseudo-mediation effect between Leadership and Teacher Performance. Leadership can influence teacher performance directly or indirectly by mediating work involvement management.

**Keywords:** performance; transformational leadership; work engagement discipline

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## Introduction

Although Indonesia looks like a big country, it is still considered a developing country. This happens because it turns out that there are still many other nations or countries that are much more advanced than Indonesia (Pratiwi, 2020). For this reason, development is needed in various fields, including the sociocultural, political, economic, religious, legal, and even educational fields. Especially in the field of education, Indonesia is very far behind other

countries or nations. Even for the Southeast Asian region, Indonesia must improve to become a country with a good quality education. Leadership is a supporting factor for improving the performance of his subordinates. According to Kandani (2020), productivity improvement is determined once by a leader. The performance of the people below is greatly influenced by quality leaders who have integrity and high commitment. From this opinion, it is clear that leadership significantly affects a team member's or subordinate's performance (Karlina, 2015).

In education, teacher performance is important in achieving optimal learning goals. Therefore, factors that affect teacher performance need to be considered. Leadership is a crucial factor in creating a conducive and productive work environment. A school principal with good leadership skills can inspire and motivate teachers to perform their duties. In addition, good leadership also allows for harmonious and mutually supportive cooperation among teachers (Tarhid, 2017).

The leadership of elementary school principals is critical in determining the quality of school education. The principal is responsible for administrative management and plays a key role in creating a conducive learning environment, motivating teachers, and facilitating effective curriculum development. However, the low quality of leadership of elementary school principals in many regions is one of the issues that needs serious attention (Rahman et al., 2019). Many primary school principals are appointed to these positions without adequate training in management and leadership. Limited access to training and professional development programs impacts their low competence in managing schools effectively (Buil et al., 2019). School principals often work without adequate support from the education office or local government. Suboptimal supervision results in principals not having the necessary guidance and feedback to improve their performance (Jumriatunnisah & Tamsah, 2016).

School principals are often burdened with heavy administrative tasks, reducing their time and energy to focus on academic development and improving the quality of teaching (Roy Ardiansyah & Saputri, 2020). Many primary schools, especially in remote or underdeveloped areas, face limited resources such as funds, facilities, and teaching materials. This makes it difficult for school principals to implement innovative programs and professional development for teachers (Jumriatunnisah & Tamsah, 2016). Low incentives and rewards for school principals can reduce their motivation to innovate and improve performance. Without a fair and attractive reward system, school principals may feel less motivated to lead their schools (Angelia & Astiti, 2020). Discipline also has an important role in improving teacher performance. When teachers have high discipline, they can carry out their duties well according to the predetermined schedule. Disciplined teachers also tend to have high work involvement and are more focused on teaching (Jubaedah & Mulyanti, 2021). In addition, work involvement is also an important factor that can affect teacher performance. High work involvement can increase teachers' motivation and dedication to their duties. Teachers who feel emotionally and

psychologically involved in their work will commit to achieving optimal learning goals (Sopandi, 2019).

In the context of Serang City, improving the quality of education is one of the top priorities. In these efforts, teacher performance has a significant role. Therefore, it is important to examine the influence of leadership and discipline on teacher work involvement and its impact on the performance of State Elementary School teachers in Serang City. Knowing the factors that affect teacher performance, it is hoped that an effective strategy can be developed to improve the quality of education in Serang City. In addition, the results of this research are also expected to be a reference for school principals and related parties in developing appropriate policies to improve teacher performance and the quality of education in Serang City.

Teachers' involvement in decision-making and various activities in primary schools is important in improving the quality of education and school welfare. However, in many primary schools, teacher involvement in the decision-making process is still relatively low. This phenomenon requires serious attention because it can affect the school climate and teachers' work motivation and ultimately impact student achievement (Priansa, 2014).

Many elementary schools still implement a very hierarchical organizational structure where the school management or the principal makes the main decisions. Teachers often only become policy implementers without being involved in the formulation process. This creates a gap between management and teaching staff, which can reduce teachers' sense of ownership and responsibility for their decisions (Yakup, 2017). Teachers' busy schedules with teaching, administrative, and extracurricular tasks often leave them short of time to be actively involved in the decision-making process. In addition, opportunities to participate in strategic meetings or discussions are also limited, which causes their involvement to be minimal (Damanik, 2019).

Many teachers do not receive adequate training or professional development opportunities to understand the importance of their involvement in school decision-making. Without the proper knowledge and skills, teachers may feel unconfident or incompetent to contribute to the decision-making process (R. Purwanto, 2021). A school culture that does not support the active participation of teachers in decision-making is also a significant barrier. If the school culture does not encourage open communication, collaboration, and appreciation of the contributions of all staff members, teachers are likely to feel reluctant to get involved (Carmona-halty, 2021).

Support from school management is essential to encourage teacher engagement. If school management does not show support and recognition for teachers' initiatives to be involved in the decision-making process, this can reduce teachers' motivation to participate. Lack of clarity regarding roles and responsibilities in the decision-making process can also lead to low teacher involvement. Teachers may feel confused and less motivated to engage without a clear understanding of how they can contribute (Lavy & Ayuob, 2019). These conditions indicate the need for a more inclusive and participatory approach to decision-making in primary schools. By increasing teacher involvement, it is hoped that a more democratic, collaborative, and innovative school environment will be created, which can ultimately improve the quality of education and the welfare of the entire school community (A. Purwanto, Asbari, et al., 2020).

Many previous studies have examined factors influencing work engagement related to discipline and leadership factors, but they still produce findings that differ between studies. *First*, the influence of leadership on teacher performance also obtained significant results (Juniarti et al., 2020; A. Purwanto, Pramono, et al., 2020; Puspita & Putra, 2023; Romadhon & MS, 2021a, 2021b) and insignificant (Maknun et al., 2023; Sartika et al., 2023). *Second*, the relationship between discipline and teacher performance has positive and significant results (Damanik, 2019; Rivai Ahmad, 2021; Rosmawati et al., 2020; Siska, 2017; Sita et al., 2021) and insignificant results (Dewi et al., 2023). *Third*, the relationship between work engagement and teacher performance has positive results (Dini & Kusuma, 2024; Fathurrohman, 2018; Jeffry & Handayani, 2024; A. Purwanto, Pramono, et al., 2020; Wokas et al., 2022) and insignificant results (Gazali et al., 2023).

The existence of this research gap is exciting to make Discipline and Leadership factors that affect Work Engagement. Discipline, Leadership, and Work Involvement are the focus of this study because they play an important role in determining Teacher Performance. Work Engagement is created in several ways, such as Learning plan: Teachers are involved in designing a learning plan that is based on the curriculum and student needs. They think about learning objectives, effective teaching methods, and appropriate assessments. Learning implementation: Teachers are actively involved in teaching in the classroom. They use a variety of teaching strategies, provide clear explanations, facilitate discussions, provide feedback, and motivate and guide students.

Development of learning materials: Teachers are involved in developing learning materials that suit the needs of students. They look for reference materials, create engaging learning content, and create learning activities that activate students. Then, collaboration with fellow teachers: Teachers collaborate with fellow teachers within the teaching team or in a broader context, such as a subject group or school. They share experiences, teaching strategies, and resources to improve the quality of teaching. In addition, involvement with students' parents: Teachers are involved with students' parents to communicate about student development, provide information about learning plans, and get input and support from parents in supporting student development. Self-Evaluation: Teachers engage in self-evaluation to improve the quality of teaching. They reflect on their teaching practices, evaluate their successes and challenges, and look for opportunities for professional development. By being actively involved in the learning process, teachers can create an environment conducive to student learning and produce optimal learning outcomes.

The above study shows that factors, Leadership Discipline, and Work Involvement are considered to have an impact on Teacher Performance but are not consistent, so there is still a research gap; it is still necessary to conduct a more in-depth assessment, especially in the field of Teacher Performance. According to the context above, the author is interested in raising the

title "The Influence of Leadership and Discipline on Work Engagement and Its Impact on the Performance of State Elementary School Teachers in Cipocok Jaya District, Serang City".

Based on the above background, the formulation of the problem that the author will research is:

1. Is there an influence of transformational leadership on the Performance of State Elementary School Teachers in Cipocok Jaya District, Serang City?
2. Is discipline influenced by the performance of public elementary school teachers in Cipocok Jaya District, Serang City?
3. Does transformational leadership influence Work Engagement in State Elementary School Teachers in Cipocok Jaya District, Serang City?
4. Does work engagement influence discipline among state elementary school teachers in Cipocok Jaya District, Serang City?
5. Does Work Involvement Influence the Performance of Public Elementary School Teachers in Cipocok Jaya District, Serang City?
6. Is there an indirect influence of transformational leadership on teacher performance with work involvement as an intervening variable among state elementary school teachers in Cipocok Jaya District, Serang City?
7. Is there an indirect influence of Discipline on Teacher Performance with Work Involvement as an Intervening Variable in Public Elementary School Teachers in Cipocok Jaya District, Serang City?

## Methods

The type of research used in this study is quantitative research. A quantitative research method is a type of research whose specifications are systematic, planned, and structured clearly from the beginning to the creation of the research design. This research was carried out at a state elementary school in Cipocok District, Serang City. The research time is from June to August 2024. Based on the results of calculations with the Slovin formula, in this study, the sample used was 97 State Elementary School Teachers in Cipocok District, Serang City, Banten Province. How to choose a sample for each school according to the number of samples column, the researcher chooses using a rolled random paper containing all the teacher's names, then drawn like a social gathering, then the number that comes out first, as the first sample member, and so on according to the number of research samples per school.

The primary data of this study was obtained from the results of distributing questionnaires to respondents, namely employees at State Elementary School Teachers in Serang City, Banten Province, which were compiled in the form of statements or questions related to the indicators of the research variables including leadership, discipline, work involvement, and teacher performance. Secondary data is a source that does not directly provide data to data collectors. The author obtains this data and information from literature studies, namely by studying literature and from other sources that are related and relevant to the issues being researched.

In this study, inferential analysis was carried out using a variation-based structural equation test or Partial Least Square-Structural Equation Model (PLS-SEM). The use of PLS-SEM is based

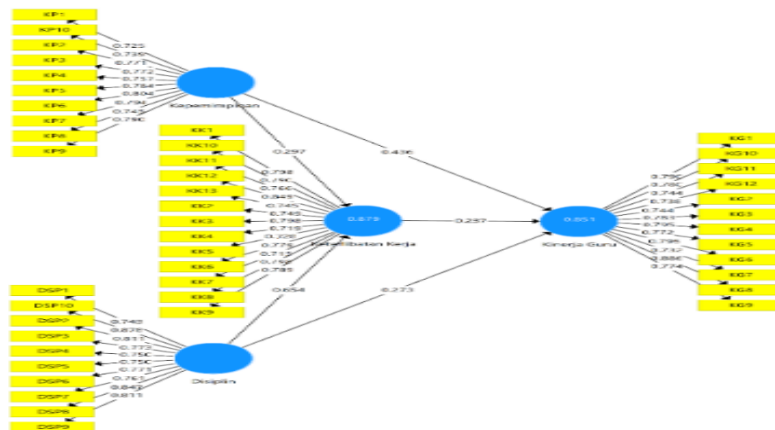
on the reason that the PLS method is the proper method for testing the influence of predicting relationships between variables in a model. In addition, PLS can also be operated on data that is not normally distributed, does not require various assumptions, and can be tested on research models with weak theoretical bases (Ghazali & Latan, 2014). The analysis technique uses SmartPLS software version 3.0, which is run with computer or laptop media. PLS (Partial Least Square) is a variation-based structural equation analysis that can simultaneously test measurement models and structural model tests.

## Results

Based on the relationship between the item score, component score, and the latent variable score or construct score calculated by the SmartPLS program, the validity of the convergence of the measurement model with real reflection is evaluated. The manifest loading factor value for each variable is displayed after the image of the calculation results of the PLS-SEM model.

**Figure 1**

*Run PLS Algorithm First Model*



*Source: Data processed by SmartPLS (2024)*

Based on the figure above, the path equation can be deduced, namely

$$Y = a + b_1 x_1 + b_2$$

$$Y = 0,879 + 0,279 x_1 + 0,654 x_2$$

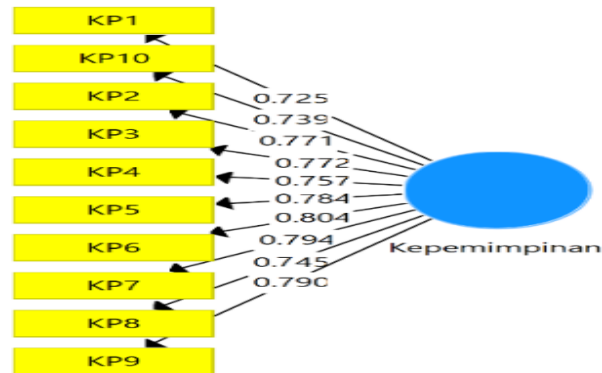
$$Z = a + b_1 x_1 + b_2 + B_3 Y$$

$$Z = 0,851 + 0,436 x_1 + 0,273 x_0,237 Y$$

### Leadership Variables

**Figure 2**

*Leadership Variable Output*



*Source: Data processed by SmartPLS (2024)*

The majority of manifests in the Leadership variable in this study have a loading value greater than 0.60, as seen from the results of data processing with SmartPLS, as seen in Figure 2 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

### Discipline Variables

**Figure 3**

*Variable Output Discipline*



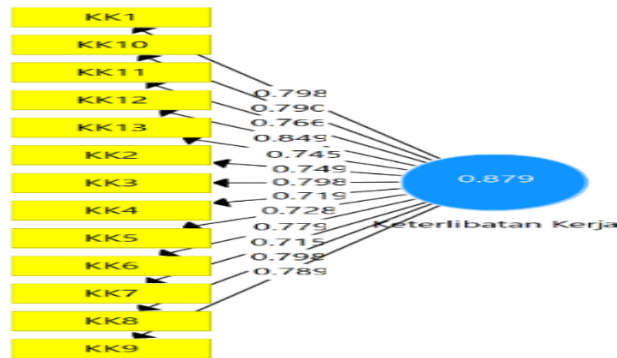
*Source: Data processed by SmartPLS (2024)*

The majority of manifests in the Discipline variable in this study have a loading value greater than 0.60, as seen from the results of data processing with SmartPLS, as seen in Figure 3 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

### Work Engagement Variables

**Figure 4**

*Work Engagement Variable Output*



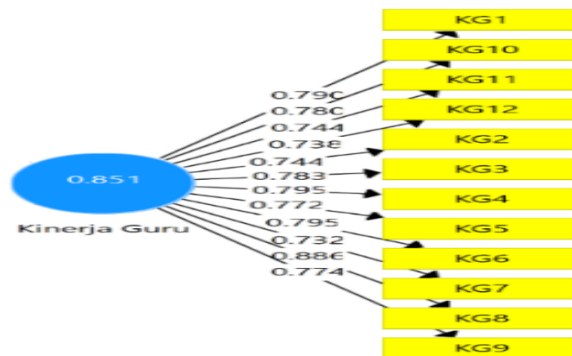
*Source: Data processed by SmartPLS (2024)*

All manifests in the Work Involvement variable in this study have a loading value greater than 0.6, as seen from the results of SmartPLS data processing shown in Figure 4 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60.

### Teacher Performance Variables

**Figure 4**

*Variable Output of Teacher Performance*



*Source: Data processed by SmartPLS (2024)*

### Discussion

The majority of manifests in the performance variable in this study have a loading value greater than 0.60, as can be seen from the results of data processing with SmartPLS, as shown



in Figure 5 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

The description of the data of the results of this study will present the data of the research results from the questionnaire that was filled out by the respondents and carried out during the data collection in the field. This data collection technique is carried out by distributing questionnaires. The data obtained is raw data that has not been processed, and the researcher manages the data using statistical calculations assisted by the SEM-PLS program. In this study, data collection has been carried out by distributing questionnaires to 97 respondents, using the Stratified Random Sampling technique with a proportional sampling approach. By examining P-values, one can determine the level of significance of hypothesis acceptance. If the P-values are 0.05, the research hypothesis can be considered acceptable.

SmartPLS uses bootstrapping procedures to determine the P value on a model that is reliable and valid and meets the eligibility requirements of the model. In Table 1 below, the bootstrapping results are displayed:

**Table 1**

*Path Coefficients*

	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Discipline -> Work Engagement	0,386	0,388	0,052	7,482	0,000
Discipline -> Teacher Performance	0,372	0,070	0,109	1,662	0,008
Leadership -> Work Engagement	0,634	0,633	0,048	13,130	0,000
Leadership -> Teacher Performance	0,544	0,539	0,155	3,509	0,000
Work Engagement -> Teacher Performance	0,396	0,410	0,200	1,984	0,048

*Source: Data processed by SmartPLS (2024)*

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

***H1: There is a significant influence of Leadership on Work Engagement***

From the results of the path coefficient obtained between leadership to work engagement of 0.634 with a P-value of  $0.000 < 0.05$ , it is concluded that there is a significant influence between leadership and work engagement. A positive value in the coefficient means that the higher the leadership, the higher the work engagement, and then H1 is accepted. Whether leadership increases work engagement is the first hypothesis tested. The findings of this study show that leadership increases work engagement. This shows that work engagement increases with good leadership quality. On the other hand, work engagement decreases when the quality of leadership decreases. The leadership qualities used need to be improved to maximize work engagement. Therefore, leadership qualities must be given serious attention to increase work engagement. This research is confirmed by several studies conducted by (Lisabella &

Hasmawaty, 2021; Nur, 2017; Nurtjahjani et al., 2020; Purwanto, Pramono, et al., 2020; Sembiring et al., 2015) which stated that leadership can significantly affect work engagement.

***H2: There is a significant influence of Discipline on Work Engagement***

From the results of the path coefficient obtained between discipline and work engagement of 0.386 with a P-value of  $0.000 < 0.05$ , it was concluded that there was a significant influence between discipline and work engagement. A positive value in the coefficient means that the higher the discipline, the better the work engagement, then H2 is accepted. The second hypothesis is being tested: whether discipline significantly affects work engagement. The findings of this study show that discipline increases work engagement. This implies that performance will improve even more if accompanied by good discipline in the school environment. It is undoubtedly clear that the lower the quality of Discipline development, the lower the Work Involvement. To increase work engagement, discipline is an aspect that needs to be improved. School leaders should continuously improve the development of discipline. Without carrying out the process of improving discipline, it will certainly not be able to increase work engagement. This research is confirmed by several studies that have been conducted by (Dewi, 2016; Grace et al., 2023; Oktariana & Mulyanto, 2023; Putri & Kustini, 2021; Yakup, 2017) which explained that discipline can significantly affect work engagement.

***H3: There is a significant influence of Leadership on Teacher Performance***

From the results of the path coefficient obtained between leadership and teacher performance of 0.544 with a P-Value of  $0.000 < 0.05$ , it is concluded that leadership has a significant influence on teacher performance. A positive value in the coefficient means that the higher the quality of leadership, the higher the teacher's performance, and then H3 is accepted. Whether leadership improves teacher performance is the subject of the third hypothesis test. The findings of this study show that leadership can improve teacher performance. The quality of leadership can directly influence the improvement of teacher performance. Leadership has a significant impact on enhancing teacher performance. The higher the quality of leadership, the better the teacher's performance; on the contrary, the lower the quality of leadership, the lower the teacher's performance. When school leaders want to improve teacher performance, the step that needs to be taken is to improve the implementation leadership. So, leadership has an important role in enhancing teacher performance. This research is confirmed by several studies that have been conducted by Juniarti et al., (2020); Pramono, et al., (2020); Puspita & Putra (2023); and Romadhon (2021) which stated that leadership can significantly affect teacher performance.

***H4: There is a significant influence of Discipline on Teacher Performance***

From the results of the path coefficient obtained between discipline and teacher performance of 0.372 with a P-value of  $0.008 < 0.05$ , it is concluded that there is a significant influence between discipline and teacher performance. A positive value in the coefficient means that the higher the discipline, the higher the teacher's performance, then H4 is accepted.

Examining whether discipline improves teacher performance is the fourth hypothesis. The findings of this study show that discipline improves teacher performance. This indicates that teacher performance increases if teachers are encouraged to practice good discipline. Discipline is a work environment around the workplace that will affect behavior and the form of cooperation of employees to achieve common goals in the organization. The better the discipline played by the school environment, the higher the level of teacher performance. The lower the discipline in the school, the lower the level of teacher performance. When leaders want to improve teacher performance, it is necessary to improve the quality of discipline. This research is confirmed by several studies that have been conducted by Damanik (2019); Ahma (2021); Rosmawati et al., (2020); Siska (2017); Sita et al., (2021) which stated that Discipline can significantly affect Teacher Performance.

***H5: There is a significant influence of Work Engagement on Teacher Performance***

From the results of the path coefficient obtained between work engagement and teacher performance of 0.396 with a *P-value* of  $0.048 < 0.05$ , it was concluded that there was a significant influence between work engagement and teacher performance. A positive value in the coefficient means that the better the work engagement, the higher the teacher performance, and then H5 is accepted. Handling work involvement and teacher performance is the fifth hypothesis test topic. The findings of this study show that work engagement affects teacher performance significantly. This indicates a positive relationship between teacher performance in the institution and the level of work engagement. Work involvement is a form of behavior or the result of teachers' work in learning activities, starting from planning lessons, carrying out learning, and evaluating learning as a form of competence each teacher possesses. The higher the work engagement, the higher the teacher performance. The lower the work engagement, the lower the teacher performance in question. When school leaders want to improve teacher performance, what can be done is to increase work engagement. This research is confirmed by several studies that have been conducted by (Dini & Kusuma, 2024; Fathurrohman, 2018; Jeffry & Handayani, 2024; Purwanto, Pramono, et al., 2020; Wokas et al., 2022) which stated that work involvement can significantly affect teacher performance.

***Mediation Test***

The mediation effect test tests how the mediating or connecting variable affects the relationship between the independent and bound variables. This test is run when there is believed to be an intervening variable between the independent and dependent variables. Thus, the influence of independent variables on dependent variables occurs indirectly through the transformation process represented by mediating variables (Jogiyanto, 2014). Several requirements must be met to identify mediation or intervention variables: (a) independent variables must influence intervening variables, and (b) intervening variables must influence dependent variables.

If these two conditions are met, then the influence of the free variable on the bound variable must be less than the sum of the influence of the free variable on the intermediate variable and the influence of the intermediate variable on the bound variable, according to Baron and Kenny in Setyarini (2018). Furthermore, according to Rucker et al. in Yusniyar (2016), two results can

be followed from the results of the mediation test (a) fully mediation, which means that the free variable is not able to affect the bound variable itself in a meaningful way and (b) partial mediation, describes a situation in which an independent variable can affect a bound variable directly, without going through or involving a mediator variable.

Based on the test results described earlier, work engagement was significantly influenced by the independent variables of leadership and discipline, and the variables of work engagement significantly influenced teacher performance. As a result, it can be concluded that to conduct a mediation effect test, the primary influence of the independent variable on the dependent variable must be significant (Baron & Kenney, 1986).

The following table shows the results of the mediation effect hypothesis test:

**Table 2**

*Specific Indirect Effect*

	Original Sample (O)	T Statistics ( O/STDEV )	P Values
Discipline -> Work Engagement -> Teacher Performance	0,153	2,025	0,043
Leadership -> Work Engagement -> Teacher Performance	0,251	1,892	0,039

*Source: Data processed by SmartPLS (2024)*

From the results of the PLS calculation, it was found that leadership had a significant effect on teacher performance through work engagement where the P-Values were  $0.039 < 0.05$  (alpha significance 5%) this means that there was a mediation effect between leadership and work engagement on teacher performance, as well as discipline had a positive effect on teacher performance through work engagement where the P-Values were  $0.043 < 0.05$  (alpha significance 5%) this means that there is a mediation effect between discipline and work involvement on teacher performance. Then, to determine whether this mediation is fully mediating or partially mediating, it can be done by looking at the results of the calculation "Total Effects".

**Table 3**

*Total Effect*

	Original (O)	Sample	T Statistics ( O/STDEV )	P Values
Discipline -> Teacher Performance	0,381		3,901	0,008
Leadership -> Teacher Performance	0,795		11,421	0,000

*Source: Data processed by SmartPLS (2024)*

The relationship between leadership and teacher performance and discipline with teacher performance is still significant with a P-value of  $0.000 < 0.05$  and  $0.008 < 0.05$  (alpha significance

of 5%), by the findings of the total effect analysis using SmartPLS as shown in table 4.20 above. Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), meaning that independent variables can directly affect dependent variables without going through or involving mediator variables (intervening). Full mediating occurs if the relationship between independent and dependent variables is insignificant in the total effect (Abdullah et al., 2024; Hartono & Abdillah, 2014). From the results of the mediation test above, the testing of the intervening variable hypothesis:

***H6: There is a significant influence of Leadership on Teacher Performance through the mediation of Work Engagement***

From the specific indirect effect test, it is known that leadership positively affects teacher performance through work engagement where the P-values are  $0.039 < 0.05$  (alpha significance 5%). The results of the total effects analysis found that the relationship between leadership and teacher performance was still significant, with a P-value of  $0.000 < 0.05$  (alpha significance of 5%). Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), so H6 is accepted.

***H7: There is a significant influence of Discipline on Teacher Performance through the mediation of Work Engagement***

From the specific indirect effect test, it is known that Discipline has a positive effect on teacher performance through work engagement where the P-values are  $0.043 < 0.05$  (alpha significance 5%). The results of the total effects analysis found that the relationship between discipline and teacher performance was still significant, with a P-value of  $0.008 < 0.05$  (alpha significance of 5%). Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), then H7 is accepted.

The sixth hypothesis test is whether leadership affects teacher performance through the mediation of handling work engagement. The findings of this study explain that work involvement has a pseudo-mediating effect on leadership and teacher performance. This shows that leadership can directly affect Teacher Performance or indirectly through the mediation of Work Involvement management.

The seventh hypothesis test is whether discipline affects teacher performance by managing work engagement. The findings of this study show that work involvement has a pseudo-mediating effect on discipline and teacher performance. This proves that discipline can directly affect teacher performance or indirectly through the mediation of work involvement management. The findings of this study also show that the direct influence of discipline on teacher performance is greater than the indirect influence of discipline on teacher performance through the mediation of work engagement management.

## **Conclusion**

The findings in this research have provided evidence that the three factors investigated, namely transformational leadership, discipline, and work engagement, positively influence teacher performance. Teacher performance is directly influenced by the quality of the principal's leadership and discipline rather than the teachers in the school. Leadership and work discipline

increase work management. Thus, it can be understood that performance will improve if accompanied by transformational leadership and good discipline in the school environment. Work involvement as an intervening variable significantly impacts both work engagement and performance of state elementary school teachers in Cipocok Jaya District, Serang City. Work involvement has a pseudo-mediation effect between Leadership and Teacher Performance. Leadership can influence teacher performance directly or indirectly by mediating work involvement management. It is hoped that it can significantly impact the educational process's success in elementary schools. Good teacher performance will improve the quality of education and student learning outcomes. Likewise, work engagement factors have a pseudo-mediation effect between discipline and teacher performance.

#### **Author Contribution Statement**

**Suwarni:** Research Design; Methodology; Writing - Original Draft; Writing - Review & Editing.

**Basrowi:** Methodology; Writing - Review & Editing; Validation. **Khaeruman:** Review & Editing.

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