



The Influence of Motivation and Leadership on the Performance of Honorary Teachers through Work Discipline as a Mediation Variable at Tangerang Regency State High School

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Abstract: This research is based on the low performance of teachers in terms of the ability and professionalism of teachers in teaching and learning activities. The purpose of the study looked at the Influence of Motivation and Leadership on the Performance of Honorary Teachers through Work Discipline as a Mediation Variable in Tangerang Regency State High School. Quantitative research methods with data analysis methods are carried out with a Structural Equation Model or SEM approach based on Partial Least Square (PLS) is a structural equation model or SEM based on components or variants of Structural Equation Modeling (SEM). The sample studied was the entirety of the existing population, namely 80 honorary teachers of SMA Negeri 14, 20, and 21 in Tangerang Regency. Based on the analysis of this study obtained the results that 1) Motivation affects work discipline; 2) Leadership affects Work Discipline; 3) Work discipline affects the Performance of Honorary Teachers; 4) Motivation affects Teacher Performance 5) Leadership affects the performance of honorary teachers; 6) Motivation indirectly affects the performance of honorary teachers through Work Discipline; 7) Leadership indirectly affects the performance of honorary teachers through Work Discipline. In conclusion, teacher performance is influenced by motivation, work discipline and leadership.

Keywords: Motivation, Leadership, Work Discipline, Performance of Honorary Teachers.

INTRODUCTION

The role of the teacher is very important in the teaching and learning process of students in schools. In relation to the very important role of teachers, teacher performance must always be improved. Because the progress and retreat of an institution is greatly influenced by the performance of individual teachers in the institution.

In carrying out the duties of the teacher is required to be professional. Teacher professionalism is contained in Law No. 14 of 2005 which explains that teacher performance in carrying out professional duties is obliged to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. Teachers are required to be professional, but on the other hand, various obstacles / obstacles / problems arise that cause teachers to be unable to carry out their duties professionally. The impact that arises is poor performance which has implications for the low quality of education

Public High Schools in Tangerang Regency consist of 30 schools, located in several sub-districts of Tangerang Regency. Of the 30 schools, almost most of the teachers have honorary status. Based on temporary observations made on honorary teachers in three schools of SMA Negeri Tangerang Regency, namely SMAN 14, SMAN 20, and SMAN 21, there are indications that teacher performance has not been maximized., This can be seen from the fact that there are still some teachers who are often late, timely attendance in class is something that is very difficult to implement. The high level of absence of teachers in the classroom makes the learning process not optimal. Teacher absence will result in student learning outcomes not being able to provide satisfactory results, With the lack of teaching and learning process, many students have not been able to master the subject matter which should be able to increase competence to compete with students from other schools and this can be said that teachers lack commitment and discipline in carrying out their duties.

Based on the results of the pre-survey that has been carried out, the following data are obtained:

Table 1. Pre Survey Results

NO	Question	Answer		Number of Teachers
		Yes	No	
Variable Motivation				
1	I feel a decrease in the desire to improve performance at work	22	8	30
2	I developed a learning model even with the risk of time	9	21	30
Variable Work Discipline				
3	I try to come to work earlier than the specified time or hour	11	19	30
4	I was punctual in getting the job done	10	20	30
Leadership Variables				
5	The leader in which I work has a tendency to enjoy cultivating an image of extraordinary competence for his followers	21	9	30
6	The leaders I work with have a tendency to love to inspire followers to achieve organizational goals	25	5	30
Variable Job Satisfaction				
7	I still feel dissatisfaction in working at this school	8	22	30
8	I still feel less empowered according to the abilities I have	6	24	30
Variable Organizational Culture				
9	I am required to always be meticulous in working or teaching.	22	8	30
10	I was given the freedom to determine how I taught.	24	6	30

Source: Pre-Survey results processed.

The table above shows that the overall work motivation has not been as expected. Based on this data, it can be seen that the motivation of honorary teachers at Tangerang District State High School to improve achievement at work has decreased, besides that there are still many teachers who develop learning models but do not want to sacrifice their time. From the table above, it can be said that the employee's work motivation is still lacking and

this will have an impact on the performance of honorary teachers at Tangerang Regency State High School.

In addition to the phenomena and pre-survey results above, When viewed from previous research, it turns out that there is a gap research, which is a difference in the results of previous studies that have been carried out. When viewed from previous research, it turns out that there is a gap research, which is a difference in the results of previous studies that have been carried out. Different research results show gaps in influence in addition to the phenomena and pre-survey results above, when viewed from previous research, it turns out that there is a gap research, which is a difference in the results of previous studies that have been carried out. The results of different studies show that there is a gap research on the influence of motivation and leadership on the performance of honorary teachers through work discipline, including:

- 1) Viviani 2019 states that work discipline negatively affects performance, which means that in his research stated that work discipline cannot affect a person's performance while Tentama, Dewi, & Meilani, 2020 stated that work discipline has a positive effect on performance.
- 2) Muhammad Abdillah Syawal 2018 states that motivation does not affect employee performance while Ita Nurfadilah, Umi Fariyah 2021 states that there is an influence of motivation on teacher performance.
- 3) Dewi Shofiyati 2020 states that . Leadership Style does not partially affect teacher performance while Zulfiter Happy Fitria Nurkhalis 2020 states that Principal Leadership and work motivation can affect teacher performance.

From the gap research, the influence of 2 variables, namely motivation and leadership on the performance of honorary teachers, intervening variables are needed that mediate the influence of motivation and leadership on the performance of honorary teachers. The intervening variable that will be used as a mediator is work discipline, Where work discipline is one of the components that help determine the good and bad of a person's performance, because employees who have high discipline will give their best performance.

Based on the phenomena and research results above, this research wants to find out and analyze the influence of motivation and leadership on the performance of honorary teachers through work discipline as a mediation variable in public high schools in Tangerang district.

LITERATURE REVIEW

Teacher Performance

According to Natawijaya in Susanto (2016: 29) "The teacher's performance can be seen when carrying out teaching and learning interactions in the classroom and includes how he prepares and evaluates them". This opinion expressed by Natawijaya implies that to see the performance of teachers is not only limited to the time of the teaching and learning process in the classroom, however, it also includes the teacher's activities in preparing for the learning process. Based on the opinions above, performance improvement for both individuals and groups is an article of concern in an effort to improve the performance of school organizations. According to Mangkunegara (Bintoro and Daryanto 2017: 116) performance is influenced by three factors:

- a. Individual factors that include ability, expertise, background, and demographics
- b. Psychological factors consist of, perception, attitude, personality, learning and motivation
- c. Organizational factors consist of resources, leadership, rewards, structure and job design.

Motivation

Motivation is a set of attitudes and values that can influence each individual who can achieve more tangible things with individual goals. Morals and values are invisible or visible

that give a person the impetus to behave in achieving goals. The impulse consists of two components, namely: the direction of behavior (Work to achieve the goal), and the power of behavior (How strong is the individual's effort in working) Motivation includes feelings, thoughts, and past experiences possessed by a person who is part of the internal relationships and external relationships of the company. In addition, motivation is defined as the impulse that an individual has to behave or act because they want to do deeds that can achieve goals or successes. If individuals have strong motivation they will take a positive action to do something, because they can achieve their goals (According to Rivai, 2013: 607).

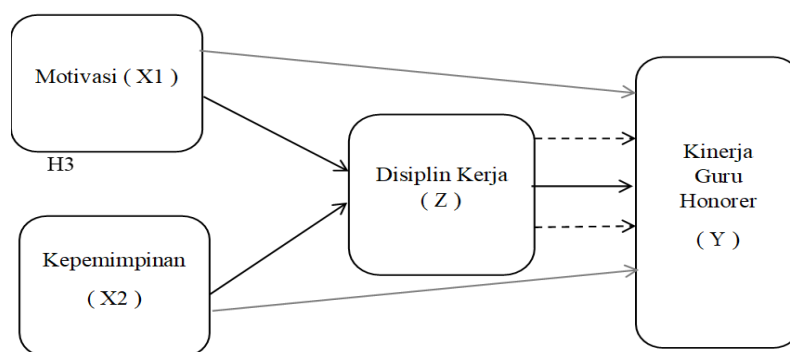
Work Discipline

According to Hasibuan (2016), work discipline is defined when employees always come and go home on time, did all the work well, comply with all applicable corporate regulations and social norms. In essence, Disciplinary is an action taken by employees by being responsible for the work done, emphasizing the onset of the smallest possible problem, and prevent the development of possible errors.

Leadership

Sadili Samsudin (2006:287) suggests that leadership is the ability to convince and move others to be willing to work together under their leadership as a team to achieve a certain goal. Leadership has two scopes, namely power and authority. Power is closely related to authority, but these two concepts must be distinguished. Power involves power and coercion, authority is part of a power that is narrower in scope. Authority does not give rise to power implications. Authority is a formal power possessed by a person due to the position held in the organization.

From the results of observations and literature as well as from various previous studies conducted by researchers regarding the subject matter of research independent variables in this study are Motivation (X1), Work Discipline (X2), Principal Leadership (X3), while the dependent variable is Employee Performance (Y), the researcher develops the conceptual framework described in Figure 1 below:



Source: Research Images

Figure 1. Conceptual Framework of Motivation, Work Discipline and Leadership towards Honorary Teacher Performance

METHODS

The approach of this research is that this research is Quantitative in the form of associatives because this study aims to determine the influence between two or more variables. According to Cresweel (2010) in this quantitative approach research will be pre-determined, statistical data analysis and interpretation of statistical data. Researchers who use a quantitative approach will test a theory by detailing a specific hypothesis, then collecting data to support or refute those hypotheses.

In this study, the population was all honorary teachers totaling 80 people in three schools in Tangerang Regency, namely 23 Orang honorary teachers at SMAN 14, 30 Orang honorary teachers at SMAN 20, and 27 Orang honorary teachers at SMAN 21 Tangerang Regency. This study did not use a sampling technique because the sample studied was the entire existing population or called a census considering that the total population was only 80 teachers, it was feasible to take the whole as a sample without having to take a certain number of samples so that the sample from this study was all honorary teachers of SMA Negeri 14, 20, 21 in Tangerang Regency. The method used in data collection in this study used a questionnaire method using a Likert scale with a range of 5 (five).

RESULTS AND DISCUSSION

The respondents in this study were 80 honorary teachers at SMA Negeri 14, 20, 21 in Tangerang Regency. To see research respondents by gender, age, education, and length of employment.

Table 2. Respondent Description

	School			Sum	Percentage
	SMAN 14	SMAN 20	SMAN 21		
Gender					
Male	8	15	8	31	38,75 %
Female	15	15	19	49	61,25 %
Age					
20-40 Tahun	21	22	24	67	83,75 %
41-60 Tahun	2	8	3	13	16,25 %
Education					
S1	22	29	23	74	92,5 %
S2	1	1	4	6	7,5 %
Service Life					
1-10 Tahun	15	20	25	60	75%
11-20 Tahun	8	9	2	19	23,75%
>20 Tahun	-	1	-	1	1,25%

The data in this study will then be processed using SEM-PLS through the SmartPLS application with the Outer Model and Inner Model analysis stages.

Evaluation of the Outer Model

Evaluation of the measurement model or outer model is carried out to assess the validity and reliability of the model. Outer models with reflexive indicators were evaluated through the convergent and discriminant validity of latent construct-forming indicators and composite reliability as well as cronbach alpha for its indicator block (Ghozali, 2015). Based on the SEM-PLS method, testing the validity of reflexive indicators is carried out in 2 stages. The first stage is convergent validity testing, which is validity testing based on the loading factor value of each construct, and the next stage is discriminant validity testing, which is validity testing based on comparison.

According to Ghozali (2015), the rule of thumb commonly used to assess the validity of convergent is a loading factor value of more than 0.7 and an Average Variance Extracted (AVE) value greater than 0.5.

Tabel 3. Outer Loadings Awal

Variabel	Indikator	Outer Loading	Keputusan
Motivasi	X 1.1	0.694	Tidak Valid
	X 1.2	0.689	Tidak Valid
	X 1.3	0.826	Valid
	X 1.4	0.714	Valid
	X 1.5	0.582	Tidak Valid
	X 1.6	0.710	Valid
	X 1.7	0.581	Tidak Valid
	X 1.8	0.767	Valid
	X 1.9	0.691	Tidak Valid
	X1.10	0.733	Valid
	X1.11	0.832	Valid
	X1.12	0.773	Valid
	X1.13	0.780	Valid
	X1.14	0.629	Tidak Valid
	X1.15	-0.062	Tidak Valid
Kepemimpinan	X 2.1	0.799	Valid
	X 2.2	0.874	Valid
	X 2.3	0.873	Valid
	X 2.4	0.798	Valid
	X 2.5	0.860	Valid
	X 2.6	0.856	Valid
	X 2.7	0.844	Valid
	X 2.8	0.847	Valid
	X 2.9	0.860	Valid
	X 2.10	0.848	Valid
	X 2.11	0.869	Valid
	X 2.12	0.874	Valid
	X 2.13	0.823	Valid
	X 2.14	0.805	Valid
	X 2.15	0.810	Valid

Variabel	Indikator	Outer Loading	Keputusan
Disiplin Kerja	Z 1	0.352	Tidak Valid
	Z 2	-0.482	Tidak Valid
	Z 3	0.662	Tidak Valid
	Z 4	0.396	Tidak Valid
	Z 5	0.840	Valid
	Z 6	0.818	Valid
	Z 7	0.774	Valid
	Z 8	0.851	Valid
	Z 9	0.766	Valid
	Z 10	0.884	Valid
	Z 11	0.871	Valid
	Z 12	0.823	Valid
	Z 13	0.783	Valid
	Z 14	0.777	Valid
	Kinerja Guru Honorer	Z 15	0.614
Y.1		0.819	Valid
Y.2		0.849	Valid
Y.3		0.746	Valid
Y.4		0.704	Valid
Y.5		0.839	Valid
Y.6		0.823	Valid
Y.7		0.864	Valid
Y.8		0.852	Valid
Y.9		0.769	Valid
Y.10		0.861	Valid
Y.11		0.845	Valid
Y.12		0.792	Valid
Y.13		0.774	Valid
Y.14		-0.018	Tidak Valid
Y.15	0.618	Tidak Valid	

Based on Table 3, it is known that there are 14 (Fourteen) statements from invalid indicators (with cross loading factor values below 0.7).

The results of processing using SmartPLS after the invalid indicator is discarded can be seen in Table 4 below:

Table 4. Outer Loadings Ends

Variabel	Indikator	Outer Loading	Keputusan
Motivasi	X 1.3	0.826	Valid
	X 1.4	0.714	Valid
	X 1.6	0.710	Valid
	X 1.8	0.767	Valid
	X1.10	0.733	Valid
	X1.11	0.832	Valid
	X1.12	0.773	Valid
	X1.13	0.780	Valid
	Kepemimpinan	X 2.1	0.799
X 2.2		0.874	Valid
X 2.3		0.873	Valid
X 2.4		0.798	Valid
X 2.5		0.860	Valid
X 2.6		0.856	Valid
X 2.7		0.844	Valid
X 2.8		0.847	Valid
X 2.9		0.860	Valid
X 2.10		0.848	Valid
X 2.11		0.869	Valid
X 2.12		0.874	Valid
X 2.13		0.823	Valid
X 2.14		0.805	Valid
X 2.15		0.810	Valid

Variabel	Indikator	Outer Loading	Keputusan
Disiplin Kerja	Z 5	0.840	Valid
	Z 6	0.818	Valid
	Z 8	0.851	Valid
	Z.10	0.861	Valid
	Z.11	0.845	Valid
	Z 13	0.783	Valid
	Z 14	0.777	Valid
	Z 5	0.840	Valid
	Kinerja Guru	Y.1	0.819
Y.2		0.849	Valid
Y.3		0.746	Valid
Y.4		0.704	Valid
Y.5		0.839	Valid
Y.6		0.823	Valid
Y.7		0.864	Valid
Y.8		0.852	Valid
Y.9		0.769	Valid
Y.10		0.861	Valid
Y.11		0.845	Valid
Y.12		0.792	Valid
Y.13		0.774	Valid

The second stage of validity testing is discriminant validity testing. Testing discriminant validity, reflexive indicators can be seen in the cross loading between the indicator and its construct. An indicator is declared valid if it has the highest loading factor to the intended construct compared to the loading factor to other constructs. This test is based on the value of cross loading measurements with constructs and the value of Average Variance Extracted (AVE).

In Table 5, it can be concluded that the value of cross loading on each intended construct is greater than the value of cross loading with other constructs. It can be concluded that all existing indicators are valid and there are no problems with discriminant validity.

Table 5. Discriminant Validity (Cross Loading Test Results)

Variabel	Disiplin Kerja	Kepemimpinan	Kinerja Guru Honorer	Motivasi
X1.10	0.528	0.595	0.620	0.737
X1.11	0.648	0.657	0.661	0.856
X1.12	0.494	0.524	0.636	0.786
X1.13	0.616	0.653	0.716	0.793
X1.3	0.575	0.553	0.579	0.833
X1.4	0.532	0.513	0.527	0.731
X1.6	0.510	0.575	0.512	0.755
X1.8	0.571	0.671	0.548	0.742
X2.1	0.570	0.799	0.552	0.654
X2.10	0.511	0.848	0.495	0.550
X2.11	0.658	0.869	0.632	0.648
X2.12	0.645	0.874	0.593	0.603
X2.13	0.579	0.823	0.587	0.627
X2.14	0.657	0.805	0.653	0.583
X2.15	0.573	0.810	0.567	0.525
X2.2	0.650	0.874	0.637	0.744
X2.3	0.649	0.873	0.627	0.764
X2.4	0.584	0.797	0.494	0.638
X2.5	0.690	0.860	0.689	0.737
X2.6	0.578	0.856	0.497	0.630
X2.7	0.678	0.844	0.630	0.679
X2.8	0.661	0.846	0.595	0.613
X2.9	0.552	0.860	0.521	0.592

Variabel	Disiplin Kerja	Kepemimpinan	Kinerja Guru Honorer	Motivasi
Y.1	0.669	0.529	0.820	0.663
Y.10	0.721	0.626	0.860	0.669
Y.11	0.690	0.623	0.844	0.696
Y.12	0.673	0.505	0.792	0.533
Y.13	0.693	0.513	0.775	0.669
Y.2	0.712	0.637	0.849	0.633
Y.3	0.597	0.573	0.747	0.556
Y.4	0.590	0.434	0.703	0.535
Y.5	0.695	0.632	0.839	0.634
Y.6	0.672	0.558	0.824	0.602
Y.7	0.705	0.637	0.864	0.670
Y.8	0.683	0.551	0.852	0.673
Y.9	0.610	0.546	0.768	0.616
Z.10	0.885	0.610	0.789	0.588
Z.11	0.871	0.607	0.725	0.599
Z.12	0.836	0.642	0.654	0.584
Z.13	0.793	0.542	0.617	0.553
Z.5	0.846	0.701	0.666	0.679
Z.6	0.823	0.582	0.687	0.641
Z.8	0.851	0.654	0.735	0.607

Source: Research Data

Furthermore, a Reliability Test was carried out using the Composite Reliability test and Cronbach's Alpha by looking at all latent variable values having a Composite Reliability value and Cronbach's Alpha ≥ 0.7 , it means that the construct has good reliability or the questionnaire used as a tool in this study has been reliable or consistent. The results of such tests are presented in the table as follows:

Tabel 6. Composite Reliability Test Results

Variabel	Cronbach's Alpha	Composite Reliability	Keterangan
Disiplin Kerja	0.932	0.945	Reliabel
Kepemimpinan	0.971	0.974	Reliabel
Kinerja Guru Honorer	0.957	0.962	Reliabel
Motivasi	0.908	0.926	Reliabel

Source: Research Data

Based on Table 6 above, it can be seen that the results of the Composite Reliability test show that all latent variable values have a Composite Reliability value of ≥ 0.7 . As well as the test results of Cronbach's Alpha also showed that the entire value of the latent variable has a value of Cronbach's Alpha ≥ 0.7 So it can be concluded that the construct has good reliability or the questionnaire used as a tool in this research is a measuring tool used to be trustworthy, reliable and consistent.

Inner Model Evaluation

After the estimated model meets the Outer Model criteria, the next strktural model (Inner model) is tested. According to Ghozali (2015), the evaluation of structural models (Inner model) aims to predict the relationship between latent variables which can be seen from the value of the coefficient of determination (R2), as well as predictive relevance (Q2) to assess the structural (inner model).

The value of the path coefficient can be evaluated based on the calculation results using calculate SmartPLS bootstrapping obtained the result of the path coefficient which reflects the strength of the relationship between variables / constructs as shown below:

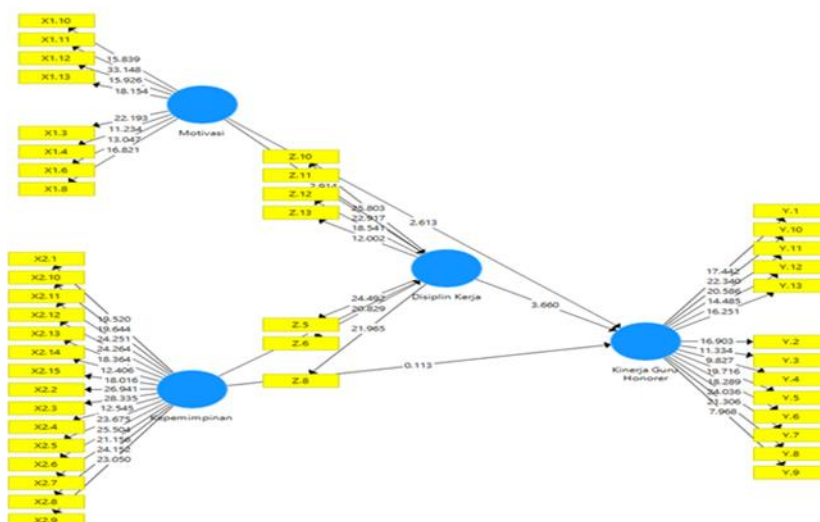


Figure 2. Inner Model Test Results

The R-Square coefficient of determination (R²) indicates how much an exogenous variable explains its endogenous variable. In this study, there were endogenous variables, namely Honorary Teacher Performance (Y2) and intervening variables, namely Work Discipline (Y1) which were influenced by exogenous variables, namely Motivation (X1) and Leadership (X2).

Table 7. Value of R² Endogenous Variables

Variabel	R Square	R Square Adjusted
Disiplin Kerja (Y1)	0.596	0.586
Kinerja Guru Honorar (Y2)	0.768	0.758

Source: Data Processing Results Using Smartpls 3.0.

From table 7 above it can be seen that:

1. The value of R-Square (R²) or coefficient of determination of the Honorary Teacher Performance construct (Y2) is 0.768. The results show that the endogenous variables of Honorary Teacher Performance (Y2) can be explained by exogenous variables, namely Motivation (X1), Leadership (X2) and Work Discipline (Y1) of 76.8%, which fall into the category of "strong/substantial", while the remaining 23.2% are influenced/explained by other exogenous variables.
2. Meanwhile, the Work Discipline (Y1) construct of 0.596 where the results show that the endogenous variables of Work Discipline (Y1) can be explained by exogenous variables, namely Motivation (X1) and Leadership (X2) of 59.6% are in the "strong/substantial" category, and the remaining value of 40.4% is explained by other exogenous variables.

Q-Square Value

Q-square can be calculated by the formula:

$$Q2 = 1 - (1 - R21) (1 - R2n)$$

$$Q2 = 1 - (1 - 0.768) (1 - 0.596)$$

$$Q2 = 1 - 0.0937$$

$$Q2 = 0.9063$$

From the calculation of the Q-Square value of 0.9063 the value is greater than zero, this means that the values observed, or the values of the original data have been well reconstructed, so that the model has predictive relevance.

Nilai Koefisien Jalur (Path Coefficients)

Path coefficients are used to see hypothesized relationships between constructs. The path coefficient is in the range of values -1 to +1, where the value of the path coefficient close to +1 represents a strong positive relationship and the value of the path coefficient that is -1 indicates a strong negative relationship. Although values close to +1 or -1 are almost always statistically significant, standard errors must be obtained by using bootstrapping to test for significance.

Table 8. Direct Influence Path Coefficients Results

Variabel	Original Sample (O)	Standard Deviasi (STDEV)	T Statistik	P Values
Disiplin Kerja => Kinerja Guru Honorer	0.554	0.150	3.697	0.000
Kepemimpinan => Disiplin Kerja	0.445	0.133	3.340	0.000
kepemimpinan => Kinerja Guru Honorer	0.014	0.137	0.105	0.458
Motivasi => Disiplin Kerja	0.381	0.133	2.853	0.002
Motivasi => Kinerja Guru Honorer	0.365	0.144	2.539	0.006

Table 8 shows that the results of the path coefficients test on the Direct Effect (DE) relationship of the Leadership variable to the Performance of Honorary Teachers have a Positive influence with the Original Sample result of 0.014 and the P Values value result of 0.458 greater than the cut off significance level of 0.05 so that it has an insignificant effect. While other constructs have a positive and significant influence.

Table 9. Results of Path Coefficients (Specipic Indirect Effects) Indirect Influence

Variabel	Original Sample (O)	Standard Deviasi (STDEV)	T Statistik	P Values
Disiplin Kerja => Kinerja Guru Honorer	0.554	0.150	3.697	0.000
Kepemimpinan => Disiplin Kerja	0.445	0.133	3.340	0.000
kepemimpinan => Kinerja Guru Honorer	0.014	0.137	0.105	0.458
Motivasi => Disiplin Kerja	0.381	0.133	2.853	0.002
Motivasi => Kinerja Guru Honorer	0.365	0.144	2.539	0.006

Table 9 shows the test results of the path coefficient values (Specipic Indirect Effects) on non-linear relationships ranging from 0.211 to 0.247. It can be concluded that all values have a positive relationship. With P Values of 0.008 and 0.013, respectively, it shows that the Work Discipline variable plays a role in mediating the influence between leadership on the Performance of Honorary teachers and mediating the influence of Motivation on Honorary Teacher Performance.

Hypothesis 1: The hypothesis test that has been carried out concludes that Ho is rejected and Ha is accepted. Data shows that Motivation has a positive and significant effect on Work Discipline with a p value of 0.002 (below 0.05) and an original sample value of positive (0.381). This illustrates that Motivation in place of the population is the right variable to improve the discipline of honorary teachers. This is in accordance with research conducted by Trio Saputra (2019) that changes in employee motivation will affect employee discipline. The better the motivation possessed by an employee, the more it will be reflected in employee discipline.

Hypothesis 2: The hypothesis test that has been carried out concludes that H_0 is rejected and H_a is accepted. From these data, it is concluded that Leadership has a positive and significant effect on Work Discipline, this is shown by the results of a p value of 0.000 (below 0.05), and an original sample value of positive value of 0.445 so that it meets this result in line with previous research conducted by Reza Nurul Ichsan Jonner Lumban Gaol (2021) which concluded that leadership has a positive and significant effect on employee work discipline..

Hypothesis 3: The hypothesis test that has been carried out concludes that H_0 is rejected and H_a is accepted. From the data, it can be concluded that, Work discipline has a positive and significant effect on the Performance of Honorary Teachers, this is shown by the results of the p values of 0.000 (below 0.05), and the original sample value of positive values of 0.554 so that it meets the H_a received. So from this it can be concluded that work discipline can improve the performance of honorary teachers.

These results are in line with previous research conducted by Muhamad Aman, Happy Fitria, and Yessi Fitriani (2020) which concluded that good work discipline can improve performance.

Hypothesis 4: The hypothesis test that has been carried out concludes that for, H_0 is rejected and H_a is accepted. From the data, it is concluded that, Motivation has a positive and significant effect on the performance of honorary teachers, this is shown by the results of a p value of 0.006 (below 0.05), and an original sample value of positive value of 0.365 so that it meets H_a received. Therefore, it can be concluded that with high motivation, it will be able to improve the performance of honorary teachers.

These results are in line with previous research conducted by Mahendra Yasir Arafat and Andi Arif Setiawan (2020) which concluded that motivation can improve teacher performance.

Hypothesis 5: The hypothesis test that has been carried out concludes that H_0 is rejected and H_a is accepted. From the data, it is concluded that, Leadership has a positive but not significant effect on the performance of honorary teachers, this is indicated by the results of a p value of 0.458 (above 0.05), and an original sample value of positive value of 0.014 so that it meets the H_a received. Therefore, it can be concluded that leadership can improve the performance of honorary teachers but not significantly.

These results are in line with previous research conducted by M Fitri Asterina, Sukoco Sukoco (2019), concluded that good leadership can improve teacher performance.

Hypothesis 6: Based on the hypothesis tests that have been carried out, it is known that H_0 was rejected and H_a was accepted. From these data, it can be concluded that there is a positive and significant influence of motivation on the performance of honorary teachers indirectly through the mediation of Work Discipline. This is in accordance with the results of a study conducted by Petrina Gabriella et al. (2019), which concluded that work discipline is able to mediate motivational variables against teacher performance variables.

Hypothesis 7: Based on the hypothesis tests that have been carried out, it is known that for hypothesis 7, H_0 is rejected and H_a is accepted. From these data, it can be concluded that there is a positive and significant influence of leadership on the performance of honorary teachers indirectly through the mediation of Work Discipline. This is in accordance with the results of research conducted by Elvi Juniarti, Nur Ahyani, Arif Ardiansyah (2020), who concluded that work discipline is able to mediate the principal's leadership variables to teacher performance variables

CONCLUSION

Based on the results of hypothesis testing and discussion stated in the previous chapter, several conclusions can be obtained as follows:

1. Motivation has a positive and significant effect on Work Discipline, meaning that changes in teacher motivation affect teacher discipline.
2. Leadership has a positive and significant effect on Work Discipline, meaning that with the leadership of honorary teachers can improve their performance. Good leadership can improve work discipline so that organizational goals are achieved effectively and efficiently
3. Work discipline has a positive and significant effect on the Performance of Honorary Teachers, meaning that good work discipline can improve performance.
4. Motivation has a positive and significant effect on the performance of honorary teachers. This proves that the existence of a high motivation factor can improve the performance of honorary teachers.
5. Leadership has a positive but insignificant effect on the performance of honorary teachers. This proves that the leadership factor is not a dominant or strong factor in improving the performance of honorary teachers, this happens one of the reasons is because the existing system in the District State High School has been running well including the character of the teacher who is already good so that there is or is no principal they continue to carry out their duties with full responsibility.
6. Motivation has a positive and significant effect indirectly on the performance of honorary teachers through Work Discipline. This means that an increase in work discipline can increase the influence of the Motivation variable on the performance variable of honorary teachers.
7. Leadership has a positive and significant effect indirectly on the performance of honorary teachers through Work Discipline. This means that an increase in work discipline can increase the influence of Leadership variables on honorary teacher performance variables.

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