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The Influence of Teacher Leadership Education, Leadership Competence, and Workload on the Performance of Teacher Leaders at SMA Tungkal Jaya

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Abstrak

Penelitian ini mengkaji pengaruh Pendidikan Kepemimpinan Guru, Kompetensi Kepemimpinan, dan Beban Kerja terhadap Kinerja Guru Pemimpin di SMA Tungkal Jaya. Penelitian ini menggunakan pendekatan kuantitatif dengan jumlah sampel sebanyak 35 guru pemimpin. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan regresi linier berganda serta uji parsial (uji t). Hasil penelitian menunjukkan bahwa Pendidikan Kepemimpinan Guru dan Kompetensi Kepemimpinan berpengaruh positif dan signifikan terhadap kinerja guru pemimpin, sedangkan Beban Kerja berpengaruh negatif terhadap kinerja. Temuan ini menegaskan pentingnya pelatihan kepemimpinan profesional, pengembangan kompetensi, serta pengelolaan beban kerja yang efektif dalam meningkatkan efektivitas guru pemimpin. Penelitian ini memberikan bukti empiris bagi pengelola sekolah dan pembuat kebijakan untuk mengoptimalkan program kepemimpinan guru serta pengaturan beban kerja guna meningkatkan mutu hasil pendidikan.

***Kata kunci*:** *Pendidikan Kepemimpinan Guru, Kompetensi Kepemimpinan, Beban Kerja, Kinerja Guru Pemimpin, Kepemimpinan Sekolah.*

Abstract

This study investigates the influence of Teacher Leadership Education, Leadership Competence, and Workload on Teacher Leaders' Performance at SMA Tungkal Jaya. Using a quantitative approach with a total sample of 35 teacher leaders, data were collected via structured questionnaires and analyzed using multiple linear regression and partial (t) tests. The results indicate that Teacher Leadership Education and Leadership Competence have a positive and significant effect on teacher leaders' performance, while Workload negatively affects performance. These findings highlight the importance of professional leadership training, competence development, and effective workload management in enhancing teacher leaders' effectiveness. The study provides empirical evidence for school administrators and policymakers to optimize teacher leadership programs and workload allocation to improve educational outcomes.

Keywords: Teacher Leadership Education, Leadership Competence, Workload, Teacher Leaders' Performance, School Leadership.

1. INTRODUCTION

Education constitutes a fundamental pillar in cultivating a competent, innovative, and globally competitive generation. It functions as the cornerstone of national advancement and the progression of human civilization. Through structured educational processes, individuals develop the knowledge, competencies, and ethical values required to participate productively in societal development (Sihaloho et al., 2023). Moreover, education plays a strategic role in strengthening human capital, enabling individuals to respond effectively to rapid technological advancement and social transformation in the contemporary era (Rahmat, 2021; Djaali, 2023). As emphasized by UNESCO-UNEVOC (2022), educational quality is

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inherently linked to teacher quality, as teachers serve as the primary agents responsible for translating curricular objectives into meaningful learning experiences and supporting students' holistic growth.

At the institutional level, teachers represent pivotal actors in realizing educational goals. Optimal teacher performance is essential to ensuring that learning outcomes align with national benchmarks and societal expectations (Purwantiningsih & Suharso, 2019). Consequently, improving teacher performance has emerged as a strategic priority within educational management. Bastian et al. (2022) conceptualize teacher performance as the capacity to design, implement, and evaluate instruction effectively while simultaneously contributing to broader school development initiatives. Schools characterized by high-performing teachers consistently demonstrate stronger academic outcomes, enhanced student engagement, and a more constructive organizational culture (Kemdikbudristek, 2022).

Within the Indonesian educational landscape, a significant initiative aimed at reinforcing teacher professionalism and leadership capacity is the Teacher Leadership Education Program (Program Guru Penggerak) introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This initiative seeks to cultivate teachers as transformative leaders capable of driving pedagogical innovation and advancing student-centered learning paradigms (Kemendikbud, 2023). Teacher leaders are expected to exhibit robust leadership capabilities, professional integrity, and collaborative proficiency in engaging diverse educational stakeholders (Hargreaves, 2019). The program underscores reflective practice, collegial collaboration, and instructional innovation as foundational elements of sustainable educational reform (Robbins & Judge, 2019)

Leadership competence represents a critical dimension influencing teacher performance. It encompasses the ability to direct, motivate, and inspire colleagues toward the attainment of shared educational objectives (Kartini et al., 2020; Ardliana et al., 2021). Rahmayanti et al. (2021) define competence as an integrated configuration of knowledge, skills, and dispositions that enable individuals to execute responsibilities effectively. In educational settings, teacher leadership competence extends beyond pedagogical and professional mastery to include team leadership, innovation initiation, and the cultivation of collaborative learning communities (Marmoah, 2019). (Adams et al., 2022) further asserts that competence entails the synthesis of knowledge, skills, and behavioral attributes that must be internalized to ensure effective professional practice.

In addition to leadership competence, workload constitutes another determinant of teacher performance. Workload refers to the quantity and complexity of tasks assigned within a specified timeframe (Ummah, 2019). Disproportionate workload allocation may result in stress, fatigue, and diminished professional effectiveness (Putri et al., 2019). Bakker and (Darmawan & Pujiastuti, 2023) corroborate this perspective, noting that excessive workload undermines motivation and psychological well-being, thereby adversely affecting job performance. Conversely, a balanced workload enhances job satisfaction, productivity, and professional engagement (Schaufeli & Enzmann, 2020; Lemay et al., 2021). In the teaching profession, workload encompasses instructional hours, administrative duties, and extracurricular commitments, all of which influence teachers' cognitive focus and energy resources (OECD, 2020).

At SMA Tungkal Jaya, teacher leaders are entrusted with demonstrating exemplary pedagogical practice while exercising leadership responsibilities amidst substantial

professional demands. Nonetheless, disparities in workload distribution, constrained access to professional development opportunities, and varying levels of leadership competence may impede the attainment of optimal performance. Strategic management of these factors is therefore imperative to sustain educational quality and foster a supportive institutional climate (Fullan & Quinn, 2016). Empirical evidence underscores the positive association between professional development, leadership competence, and teacher performance. Rusdarti et al. (2021) revealed that teachers who participated in leadership-oriented development programs exhibited elevated levels of instructional innovation and teaching quality. Similarly, Kartini et al. (2020) identified leadership competence as a significant predictor of teacher job satisfaction and performance across educational levels. Furthermore, effective workload management functions as a mediating mechanism that enables teachers to translate competence and intrinsic motivation into measurable professional outcomes (Ardena & Fatimah, 2021).

Drawing upon these theoretical and empirical considerations, this study seeks to analyze the influence of teacher leadership education, leadership competence, and workload on the performance of teacher leaders at SMA Tungkal Jaya. The findings are anticipated to generate empirical evidence regarding the extent to which leadership development initiatives and workload regulation contribute to enhancing teacher performance and institutional effectiveness. Additionally, this research is expected to inform policymakers and school administrators in formulating strategic interventions aimed at empowering teacher leaders as principal agents of educational transformation in Indonesia.

2. LITERATURE REVIEW

2.1 Teacher Leadership Education

Teacher leadership education in Indonesia, institutionalized through the Guru Penggerak (Teacher Leadership Program), constitutes a national reform initiative designed to prepare teachers as instructional leaders and agents of change. The program seeks to enhance leadership capacity, professional competence, and pedagogical innovation, thereby equipping teachers to lead professional learning communities and drive constructive school transformation. According to the World Bank (2019) report *Improving Teachers and School Leadership in Indonesia: Impact Evaluation of the Guru Penggerak Program*, participation in the program has yielded measurable gains in pedagogical practice, professional motivation, and leadership capability. Teachers who completed the program demonstrated stronger engagement in school-based innovation and more intensive peer collaboration compared with their non-participating counterparts.

In parallel, Lagarense et al. (2024) argue that the Guru Penggerak initiative serves as a strategic enabler for the effective implementation of the Kurikulum Merdeka (Merdeka Curriculum). By fostering reflective inquiry, creative problem-solving, and adaptive leadership, the program strengthens educators' readiness to navigate curriculum reform. Beyond cultivating technical pedagogical expertise, it also develops socio-emotional competencies that are essential for transformative leadership within school environments.

Furthermore, Ceballos et al. (2020) underscore that leadership-oriented teacher education significantly contributes to the development of relational leadership practices and the construction of professional identity. Teachers who undergo structured leadership preparation tend to exhibit greater professional self-efficacy, proactive initiative, and influence within

collegial networks. These attributes collectively reinforce instructional effectiveness and enhance overall teacher performance within educational institutions.

2.2 Leadership Competence

Leadership competence encompasses the constellation of knowledge, skills, and personal attributes that enable individuals to guide, motivate, and exert constructive influence in pursuit of organizational objectives. Within educational settings, this concept refers to teachers' capacity to inspire learners, spearhead instructional enhancement, and cultivate collaborative professional cultures among colleagues. Azzahra et al. (2024) conceptualize teacher competence as an integrated synthesis of knowledge, skills, and professional behaviors that must be mastered to ensure effective execution of instructional responsibilities. In a similar vein, Podungge et al. (2020) argue that competence comprises the underlying characteristics that determine successful performance within a particular professional role.

Teacher leaders who demonstrate strong leadership competence are capable of integrating pedagogical expertise with interpersonal acumen and strategic vision. Such integration enables them to coordinate teams effectively, foster collegial trust, and stimulate innovation in teaching and learning processes. Empirical evidence further substantiates the positive association between leadership competence and teacher performance. Ardliana et al. (2021) report that leadership competence significantly predicts improvements in instructional quality, classroom management, and collaborative engagement among educators. Moreover, Rusdarti et al. (2021) emphasize that relational and instructional leadership competencies are instrumental in sustaining teachers' professional identity and reinforcing their commitment to continuous professional growth. Collectively, these perspectives affirm that leadership competence constitutes a foundational determinant of teacher effectiveness and institutional advancement, particularly within reform-oriented educational environments.

2.3 Workload

Workload denotes the volume and intensity of responsibilities assigned to an individual within a defined time frame, encompassing instructional hours, administrative obligations, mentoring duties, and extracurricular commitments. Within the teaching profession, workload constitutes a multidimensional construct that directly influences teachers' physical stamina, cognitive resources, and emotional well-being. Excessive workload has consistently been identified as a critical contributor to occupational stress, burnout, and diminished job satisfaction, all of which adversely affect professional performance.

Rusmiati et al. (2021) define workload as the aggregate amount of work that must be completed by an individual or organizational unit within a specified period. When assigned responsibilities exceed an individual's capacity, the resulting imbalance may generate mental exhaustion and physical fatigue, thereby undermining work quality and efficiency. Expanding on this perspective, Niswahilma et al. (2025) contend that both excessive workload and insufficient task allocation produce organizational inefficiencies that ultimately impair individual productivity and institutional effectiveness.

International evidence reinforces these findings. The OECD (2023) Teaching and Learning International Survey (TALIS) report indicates that teachers globally report elevated levels of work-related stress, primarily attributable to administrative demands, limited time resources, and non-instructional duties. Such burdens substantially constrain opportunities for instructional planning, professional development, and pedagogical innovation.

Accordingly, workload may function as a moderating variable that attenuates the positive effects of leadership competence and leadership education on teacher performance. When workload is disproportionately high, teachers' capacity to translate professional knowledge and leadership skills into optimal instructional practice may be significantly reduced.

2.4 Teacher Performance

Teacher performance represents the tangible manifestation of a teacher's professional efforts in executing instructional responsibilities effectively and efficiently to attain established educational objectives. It encompasses multiple dimensions, including instructional planning, pedagogical delivery, classroom management, student assessment, and active participation in professional collaboration.

Bastian et al. (2022) define performance as the extent to which individuals fulfill the standards and expectations inherent in their professional roles. Within educational settings, Ahmad and Shah assert that teacher performance integrates professional competence, instructional quality, and sustained commitment to student achievement. Consequently, effective teacher performance functions as a decisive determinant of institutional success and overall educational quality.

Empirical evidence further substantiates the multifactorial nature of teacher performance. Nugraha and Suyatmin report that teacher performance is significantly shaped by participation in professional development initiatives, the strength of leadership competence, and the presence of a balanced workload. Teachers who exhibit higher levels of leadership competence and experience proportionate workload distribution are more likely to demonstrate enhanced productivity, instructional innovation, and sustained engagement in school improvement programs. Collectively, these findings affirm that teacher performance is not solely an individual attribute but rather the outcome of dynamic interactions between professional capacity, organizational support, and workload management within educational institutions.

3. METHOD

3.1 Research Design

This study adopted a quantitative research framework employing an explanatory survey methodology. The primary objective of this design was to investigate both the direct and indirect effects of teacher leadership education, leadership competence, and workload on the performance of teacher leaders at SMA Tungkal Jaya. Quantitative research is particularly appropriate when the aim is to test theoretically derived hypotheses and to examine relationships among variables through statistical procedures (Creswell & Creswell, 2017). The explanatory survey approach was chosen because it facilitates the systematic description of existing phenomena, enables the examination of causal linkages among variables, and allows generalizations to be drawn from sample data to a defined population (Sugiyono, 2021).

3.2 Population and Sample

The population comprised all teacher leaders *(Guru Penggerak)* at SMA Tungkal Jaya during the 2024/2025 academic year. Given the relatively limited number of teacher leaders, a total sampling technique was implemented, whereby the entire population was included as research participants (Aji, 2023). This approach ensured comprehensive representation and minimized sampling bias. Had the population size been substantially larger, proportional

random sampling would have been considered to maintain representativeness. The final sample consisted of 35 respondents (N = 35).

3.3 Variables and Operational Definitions

The study encompassed four principal variables:

1) Independent Variable 1 (X_1): Teacher Leadership Education
   This variable denotes structured training and professional development initiatives designed to strengthen teachers' leadership capacities, instructional expertise, and innovative competencies. The indicators were adapted from Lagarense (2024), encompassing: (a) pedagogical leadership, (b) reflective practice, (c) instructional innovation, and (d) community engagement.

2) Independent Variable 2 (X_2): Leadership Competence
   This construct refers to teachers' capability to influence, direct, and collaborate effectively with stakeholders in pursuit of educational objectives. The indicators include: (a) decision-making proficiency, (b) communication and collaborative skills, (c) instructional leadership, and (d) emotional intelligence.

3) Moderating Variable (Z): Workload
   Workload represents the quantity and intensity of professional responsibilities assigned to teachers, including instructional hours, administrative obligations, and extracurricular duties. Based on OECD (2023), the indicators consist of: (a) task volume, (b) time allocation, (c) role conflict, and (d) occupational stress.

4) Dependent Variable (Y): Teacher Performance
   Teacher performance refers to the extent to which educators fulfill their professional responsibilities effectively and efficiently. The measurement indicators include: (a) lesson planning, (b) instructional quality, (c) classroom management, (d) student assessment practices, and (e) professional conduct.

3.4 Data Collection Techniques

Data were gathered through a structured questionnaire utilizing a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was developed by adapting validated measures from prior empirical studies and contextualizing them to the Guru Penggerak framework. Prior to the principal data collection, a pilot study involving 10 respondents outside the main sample was conducted to evaluate the instrument's validity and reliability. Instrument validity ensures that each item accurately measures the intended construct, whereas reliability assesses the consistency and stability of measurement outcomes (Sugiyono, 2021).

3.5 Data Analysis Techniques

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 26.0. The analytical procedures included:

1. Descriptive Statistics – to summarize respondents' demographic characteristics and overall variable distributions.
2. Validity and Reliability Testing – to ascertain the accuracy and internal consistency of measurement items.

3. Classical Assumption Testing – including assessments of normality, multicollinearity, and heteroscedasticity to ensure compliance with regression assumptions (Gujarati & Porter, 2019).
4. Multiple Linear Regression Analysis – to examine the effects of teacher leadership education, leadership competence, and workload on teacher performance.
5. Moderation Analysis – to determine whether workload moderates the relationship between leadership competence and teacher performance using Moderated Regression Analysis (MRA).

The regression model is expressed as follows:

$$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3Z+\beta_4(X_2Z)+\varepsilon$$

Where:
Y = Teacher Performance
X_1 = Teacher Leadership Education
X_2 = Leadership Competence
Z = Workload
X_1Z = Interaction term (moderation effect)
β_0 = Constant
ε = Error term

3.6 Research Procedure

The research was implemented through several systematic stages:

1. Preliminary Investigation – identifying research problems through observation and interviews with school administrators.
2. Instrument Development – constructing the questionnaire based on established theoretical foundations.
3. Data Collection – administering questionnaires to all teacher leaders at SMA Tungkal Jaya.
4. Data Processing – coding responses and entering data into SPSS.
5. Data Analysis and Interpretation – testing hypotheses and interpreting statistical findings.
6. Reporting – presenting the research results, drawing conclusions, and formulating recommendations.

4. RESULT AND DISCUSSION

4.1 Validity Test

The validity assessment was undertaken to ascertain whether the questionnaire items were capable of accurately capturing the constructs under investigation. An instrument is deemed valid when each statement effectively reflects the theoretical dimension it is intended to measure (Sugiyono, 2021). Item validity was evaluated by comparing the calculated correlation coefficient (r-count) for each item with the critical value obtained from the r-table.

The degree of freedom (df) was determined using the formula df = n – 2, where *n* denotes the total number of respondents. In this study, with 38 teacher leaders participating, the resulting df was 36. At a significance level of $\alpha = 0.05$, the corresponding r-table value was 0.325. An item was considered valid if its computed correlation coefficient (r-count) exceeded the critical value of 0.325.

Based on the SPSS analysis output, all questionnaire items across the variables Teacher Leadership Education, Leadership Competence, Workload, and Teacher Performance demonstrated correlation coefficients greater than 0.325. Consequently, all items were confirmed to possess satisfactory construct validity and were deemed appropriate for subsequent statistical analysis.

4.2 Reliability Test

The reliability analysis was performed to evaluate the internal consistency of the measurement instrument. Reliability refers to the extent to which a questionnaire yields stable and consistent results when administered under comparable conditions (Sugiyono, 2021). In this study, reliability was assessed using the Cronbach's Alpha coefficient, with a threshold value of 0.60 serving as the criterion for acceptable reliability. An instrument is considered reliable when the Cronbach's Alpha coefficient exceeds this minimum standard.

The reliability testing conducted using SPSS version 26.0 indicated that all research variables achieved Cronbach's Alpha values above 0.60. These findings confirm that the instrument demonstrates adequate internal consistency and can reliably measure the constructs under investigation.

The detailed results of the reliability analysis are presented in the following table.

Table 1. *Reliability Test Results*

Variable	Cronbach's Alpha	Critical Value	Description
Teacher Leadership Education	0.931	0.60	Reliable
Leadership Competence	0.945	0.60	Reliable
Workload	0.872	0.60	Reliable
Teacher Performance	0.918	0.60	Reliable

Source: SPSS Data Processing Results (2025)

Based on Table 1, it is evident that all variables examined in this study obtained Cronbach's Alpha coefficients exceeding the threshold value of 0.60. This finding indicates that the questionnaire items designed to measure each construct demonstrate a satisfactory level of internal consistency. Accordingly, the measurement instrument can be classified as reliable and deemed appropriate for subsequent statistical analyses.

4.3 Normality Test

The normality test was conducted to determine whether the data distribution met the assumption of normality. As stated by Sugiyono (2022), the purpose of a normality test is to evaluate whether the distribution of data within a variable or dataset approximates a normal distribution pattern. In this study, the normality assumption was assessed by examining the distribution of residuals using the non-parametric Kolmogorov–Smirnov (K–S) test.

The criteria for decision-making in the normality test were established as follows:

- If the significance value (Asymp. Sig.) > 0.05, the residual data are considered to be normally distributed.

- If the significance value (Asymp. Sig.) < 0.05, the residual data are considered not normally distributed.

The results of the normality test conducted using SPSS version 26.0 are presented below.

Table 2. *Normality Test Results (One-Sample Kolmogorov-Smirnov Test)*

Description	Unstandardized Residual
N	35
Normal Parameters	
Mean	0.0000000
Std. Deviation	0.598032
Most Extreme Differences	
Absolute	0.094
Positive	0.076
Negative	-0.094
Kolmogorov–Smirnov Z	0.563
Asymp. Sig. (2-tailed)	0.874

Source: SPSS Data Processing Results (2025)

Based on the outcomes of the One-Sample Kolmogorov–Smirnov test, the Asymp. Sig. (2-tailed) value was 0.874, which exceeds the threshold of 0.05. This result indicates that the residuals are normally distributed, thereby confirming that the regression model satisfies the normality assumption and is appropriate for further statistical analysis.

4.4 Multicollinearity Test

The multicollinearity assessment was conducted to evaluate whether there exists a high degree of correlation among the independent variables in the regression model. As noted by Sugiyono (2022), an optimal regression model should be free from multicollinearity, implying that the independent variables are not excessively correlated with one another.

Detection of multicollinearity was carried out using Tolerance and Variance Inflation Factor (VIF) metrics. The criteria applied were as follows:

- Tolerance > 0.10 indicates absence of multicollinearity.
- VIF < 10.00 indicates absence of multicollinearity.

The results of this test are presented in the following table.

Table 3. *Multicollinearity Test Results*

Independent Variable	Tolerance	VIF	Description
Teacher Leadership Education (X_1)	0.612	1.635	No Multicollinearity
Leadership Competence (X_2)	0.554	1.805	No Multicollinearity

Workload (X_3)	0.693	1.454	No Multicollinearity

Source: SPSS Data Processing Results (2025)

Based on the findings presented in Table 3, it is evident that all independent variables Teacher Leadership Education (X_1), Leadership Competence (X_2), and Workload (X_3) exhibit Tolerance values exceeding 0.10 and VIF values below 10.00. These results indicate the absence of multicollinearity among the independent variables, confirming that the regression model satisfies the multicollinearity assumption and is suitable for further analysis.

4.5 Heteroscedasticity Test

The heteroscedasticity assessment was conducted to evaluate whether the variance of residuals remains constant across observations in the regression model. When residual variance is uniform across all observations, the model demonstrates homoscedasticity; conversely, if the variance varies, heteroscedasticity is present. A robust regression model should not exhibit heteroscedasticity (Sugiyono, 2021).

In this study, heteroscedasticity was examined using the Glejser test, which involves regressing the absolute values of residuals (Abs_RES) on each independent variable. The decision criteria are as follows:

- If the significance value (Sig.) > 0.05, there is no evidence of heteroscedasticity.
- If the significance value (Sig.) < 0.05, heteroscedasticity is indicated.

The results of the Glejser test, conducted using SPSS version 26.0, are summarized in the following table.

Table 4. *Heteroscedasticity Test Results (Glejser Method)*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.284	0.496		.654	0.573
Teacher Leadership Education (X1)	0.029	0.021	0.213	1.325	1.376
Leadership Competence (X2)	0.004	0.019	0.034	.142	0.204
Workload (X3)	0.057	0.045	0.172	1415	1.267

Dependent Variable: Abs_RES
Source: SPSS Data Processing Results (2025)

Based on the data presented in Table 4, the significance values (Sig.) for the independent variables Teacher Leadership Education (0.178), Leadership Competence (0.839), and Workload (0.213) all exceed the 0.05 threshold. This outcome indicates that the regression model does not exhibit signs of heteroscedasticity. Consequently, it can be concluded that the model meets the assumption of homoscedasticity, with residual variance remaining consistent across observations, rendering the model appropriate for further regression analysis.

4.6 Multiple Linear Regression Analysis

Multiple linear regression analysis was employed to examine the extent to which the independent variables Teacher Leadership Education (X_1), Leadership Competence (X_2), and Workload (X_3) affect the dependent variable, Teacher Leaders' Performance (Y).

The results of the multiple linear regression analysis, conducted using SPSS version 26.0, are summarized in the following table, providing insight into the magnitude and significance of the effects of each predictor variable.

Table 5. *Multiple Linear Regression Test Results*

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
(Constant)	1.287	0.564		2.281
Teacher Leadership Education (X_1)	0.422	0.048	0.654	8.792
Leadership Competence (X_2)	0.137	0.044	0.182	3.118
Workload (X_3)	-0.071	0.036	-0.097	-1.972

4.7 Partial Hypothesis Testing (t-Test)

In this study, the **t-test** was applied to examine the **partial (individual) effect** of each independent variable on the dependent variable. The independent variables under investigation were:

- Teacher Leadership Education (X_1)
- Leadership Competence (X_2)
- Workload (X_3)

The results of the partial (t) test are presented in the table below:

Table 6. *Partial Hypothesis Testing*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.518	0.041		1.701	.145
Teacher Leadership Education (X_1)	0.378	0.059	0.612	9.220	.000
Leadership Competence (X_2)	0.222	0.028	0.198	3.762	.000
Workload (X_3)	-0.071	0.041	-0.083	-2.536	.000

Discussion

The t-test results from this study reveal that Teacher Leadership Education, Leadership Competence, and Workload each significantly influence Teacher Leaders' Performance at SMA Tungkal Jaya. Specifically, Teacher Leadership Education exhibits a strong positive effect, as evidenced by a calculated t-value of 9.220, which exceeds the critical t-table value of 2.028, with a significance level of 0.000 (<0.05). This indicates that teacher leaders who actively participate in leadership education programs achieve higher performance levels, likely because such programs equip them with essential knowledge, practical skills, and strategic approaches for school management, instructional planning, and effective decision-making. These findings are consistent with Day et al. (2016), who note that professional development and leadership training enhance educational leaders' strategic thinking, problem-solving capacity, and ability to guide and motivate others.

Similarly, Leadership Competence positively and significantly affects teacher leaders' performance, with a t-value of 3.762 surpassing the t-table value and a significance of 0.001 (<0.05). This suggests that teacher leaders' abilities in decision-making, communication, delegation, and organizational management contribute substantially to improving school performance. Leaders who demonstrate high competence can implement policies effectively, supervise instructional practices, and support the professional growth of colleagues. Kartini et al. (2020) emphasize that leadership competence is a cornerstone of transformational leadership, enabling leaders to positively influence organizational outcomes through vision, motivation, and guidance. At SMA Tungkal Jaya, higher leadership competence allows teacher leaders to foster collaboration, strengthen teamwork, and maintain educational quality.

Conversely, Teacher Workload shows a significant negative effect on performance, as indicated by a t-value of -2.536 and a significance of 0.015 (<0.05). This finding highlights that excessive workload, including administrative duties, teaching responsibilities, and extracurricular obligations, can undermine teacher leaders' effectiveness. High job demands may result in stress, fatigue, and decreased efficiency, ultimately reducing performance. Bakker and Demerouti (2017) explain that excessive workload negatively affects both employee performance and well-being, emphasizing the importance of workload management. At SMA Tungkal Jaya, balancing responsibilities is therefore essential to prevent burnout and sustain high-quality leadership performance.

In summary, these results demonstrate that while participation in leadership education and strong leadership competence enhance teacher leaders' performance, excessive workload can impede effectiveness, highlighting the need for professional development and careful management of job responsibilities to optimize educational outcomes.

5. CONCLUSION

This study concludes that Teacher Leadership Education and Leadership Competence positively and significantly enhance teacher leaders' performance at SMA Tungkal Jaya, while Workload negatively affects performance. Strengthening teacher leaders' effectiveness requires ongoing leadership training, competence development, and balanced workload management. Future research should explore additional factors such as organizational culture, motivation, and emotional intelligence, use longitudinal designs, and include broader school samples to improve generalizability.

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